2005 Annual Report

SCHOOL NAME

HENSCHEKE PRIMARY SCHOOL,
WAGGA WAGGA

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1. School Profile

1.1 Introduction

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

The school has had many highlights throughout the year and this annual report is an account of the many areas addressed, attainments made and the achievements of our students and staff.

1.2 Student Profile

The following information describes the student profile for 2005:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
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<tbody>
<tr>
<td>285</td>
<td>279</td>
<td>7</td>
<td>18</td>
<td>589</td>
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*Language background other than English

1.3 Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolments Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:

http://cso.wagga.catholic.edu.au/policies.htm

The implementation of this policy is monitored by the Catholic Schools Office.
1.4 Staff Profile

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

b) have qualifications from a recognised higher education institution but no formal teacher education qualifications

c) have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

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<thead>
<tr>
<th></th>
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<th>Total</th>
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<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
</tbody>
</table>
2. Catholic Life and Mission

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.

2.1 Catholic Heritage
The vision and inspiration of the Presentation Sisters and their Founderess, Nano Nagle, continues to inspire us as Religious Educators. The Sisters are always welcome visitors, faithful friends and enthusiastic VIP’s at our Presentation Mass and celebration held each year in November.

2.2 Liturgical Life
In 2005 we have continued to live out and celebrate our uniqueness as a Catholic school. Children in three grades, under the guidance of their dedicated and committed Sacramental Teachers, prepared for and received the Sacraments of Reconciliation, Eucharist and Confirmation. The teachers at Henschke consider it a privilege to assist and work with parents in this important area.

2.3 The School in the Life of the Parish and Diocese
This year we saw the introduction of a Henschke Mini Vinnies. Students from Year 5 and 6 worked with the Parish Youth Worker, Carla Robinson, to raise funds, assist with the groceries and Christmas presents appeal and deepen their own Spirituality.

2.4 Religious Education Curriculum
Our teachers have continued to fine tune their skills and understanding as they implement the new Diocesan RE Program “Sharing Our Story”, the school has invested in many new and exciting RE resources to ensure that this key curriculum area does not lag behind any other KLA. The Staff warmly welcome the opening of our new RE area which allows for the display and an easy access to all RE resources. Quality RE, will always be the hallmark of Henschke Primary.

2.5 Catholic Worldview
Our commitment to Social Justice is highlighted in our RE units, our teaching perspectives and our faithfulness to financially supporting the ‘Mission’. Every class takes part in this on a weekly basis and it culminated with Mission Week in November. In 2005 we raised $6500; $500 went to our Orphanage in East Timor; $3000 to Children’s Mission and $400 to the Presentation Sisters Mission in PNG.
2.6 Parent Participation

Mass is celebrated every week of the year with either a school Mass or a Stage level Mass. Every Primary grade receives the Sacrament of Reconciliation each term. As well, we celebrate our seasonable Para liturgies, weekend Commitment Masses and evening Reconciliation Liturgies for Sacramental families. This year as part of our acknowledgement of the ‘Year of the Eucharist’ all Primary classes celebrated Benediction.

Every Student has the opportunity to place the names of departed relatives and friends in our special Henschke Holy Souls book that stays on display at the front of our Parish Church in November. With the help of parents we hope the children will continue to see the connection between the school and the Parish and that in the future they will continue to live out our school vision and an active and spirit-filled Catholic life that reflects the unconditional love of our God.

2.7 Professional Learning in Catholic Life and Mission

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at:

http://cso.wagga.catholic.edu.au/policies.htm
3. Pastoral Care

3.1 Diocesan Policies

The Diocese of Wagga Wagga has established Pastoral Care and Discipline Policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://cso.wagga.catholic.edu.au/policies.htm

The implementation of these policies is supported by the Catholic Schools Office.

3.2 School Implementation of Diocesan Policy

The Principal is responsible to the Parish Priest, The Bishop of the Diocese Of Wagga Wagga, and the Diocesan Catholic Education Commission, through the Director of Education of the Catholic Schools Office Wagga Wagga, for the effective administration of the school, its programs, its resources and the staff. The Principal is assisted by the School Council to maintain, promote and improve the learning environment of the school.

The Catholic Schools Office Wagga Wagga provides the external support and governance of our systemic school. Overall management is provided by the Principal. The Trustees of the Diocese of Wagga Wagga are the proprietors of Henschke Primary School, Wagga Wagga.

The Principal is responsible for the management, day to day functioning and routine operations of the school. This includes the school's operation, curriculum implementation, teaching and learning programs, assessment, health and safety, student welfare, staff selection, supervision and professional development, registers of enrolment and daily attendance, maintenance of buildings, and management of facilities, resources and equipment.

Curriculum focus at Henschke Primary School commences with NSW Board of Studies requirements. The Catholic Schools Office Wagga Wagga, through the relevant Teaching and Learning Consultants and officers, assists with the development of core competencies, outcomes and indicators established throughout the school.

The Catholic Schools Office Wagga Wagga monitors all functions at Henschke Primary School Wagga Wagga.

3.3 Pastoral Care of Families

Students at Henschke Primary School are treated with respect and fairness by staff. Students and parents are encouraged to practice this type of supportive action to facilitate social, academic, physical and emotional development. Support and encouragement by all stake-holders is fostered and included in all communications. The appropriate use of non-discriminatory language and behaviour practices are encouraged in all meetings and gatherings. Identification of inappropriate mentoring is brought to the attention of the parties concerned in a consultative approach.

Henschke promotes recognition and edification for its students, staff and community. Processes and opportunities, both planned and unplanned, such as weekly awards, newsletter recognition and regular assemblies.

The school's Student Welfare Policy is supportive and positive in nature, with consequences for actions clearly identified for inappropriate behaviour.

Parents are the first educators of children. The School exists to help parents in a work which is properly theirs. The teachers, in collaboration with the Principal, will keep the parents informed of the child's progress and development, and of ways in which they can co-operate in the education of their child. A spirit of loyalty and unity will be fostered between the home and the school.

Henschke Pastoral Care Policy details the processes and access to internal actions and external access to the School Counsellor, provided on a weekly basis on site by the CSO and Centacare Wagga Wagga. The Principal is responsible for liaising with students, staff, parents, school counsellor, parish priest
and/or other external agencies. The Students with Special Needs Policy details the school’s protocols for assistance.

Each parent should expect of the school:
An atmosphere in which Christian attitudes are exemplified, and expected, producing peace and happiness in the child.

- Opportunities for the child to participate in the liturgical worship of our Church.
- Educationally sound teaching methods.
- Reports, written and verbal, on the progress of each child.
- Discussion with teachers by arrangement and participation in parent/teacher meeting.
- Opportunities to become acquainted with educational trends.
- Advance notification of school activities and adjustments to routine, except in the case of an emergency.
- Loyalty to the family.

The School should expect of each parent:
- An adherence to Catholic values exemplified in living and worship in accordance with our school vision.
- Practical involvement in the Sacramental Programmes.
- An interest in all that widens the child’s educational development – library membership, personal or school excursions.
- Co-operation and interest in school activities and assignments and an adherence to school policies.
- Loyalty to the Principal and the Staff.

3.4 2005 Initiatives

Vision and Mission
- Pastoral Care/Bullying

School Programs & Operations; Policies & Curricula
- RE Policy
- Creative Arts
- Learning and Teaching Policy

Leadership, Administration & Management
- Updating Policies & Procedures

Professional Growth
- RE
- English
- Maths
- MyInternet
- LLTC, ELLA, SNAP, Early Literacy Days
- Journey Experience
- Compliance areas

Resources & Facilities
- Resources Maths, Music, Computer
- Refurbishment of the Year 2 classrooms
- Assembly shaded paved area
- Cleaning (Classrooms)
3.5 Resolving Issues

The Diocese of Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at:
http://cso.wagga.catholic.edu.au/policies.htm

The implementation of this policy is monitored by the Catholic Schools Office.
4. Excellence in Teaching and Learning

4.1 Curriculum Overview

During 2005 the curriculum focus at Henschke was in the KLA areas of Creative Arts, Maths and Religious Education. In addition to our two hour literacy block we introduced a one hour Maths block. This time is divided into four main areas – Maths for practice, specific teaching, group work and reflection.

Our focus in the Creative Arts KLA was on developing a suitable scope and sequence for the teaching of visual arts and music. We also purchased a range of percussion instruments which were put into class size kits for each grade. This greatly improved teacher and student access to the teaching tools.

‘Sharing Our Story’ continued to be a major focus in Religious Education. Each term staff meetings were spent becoming more familiar with this program and looking at new resource to support teaching and learning in Religious Education.

The Staff of Henschke are very grateful for the support of our Teaching and Learning Officer who has continued to provide us with wonderful professional development opportunities.

This year we also had a Staff Development Day focusing on computers and the practical ways we can use them in the classroom across all KLAs. We were assisted on this day by the CSO Technology Team.

4.2 Approach to Teaching and Learning

The principal negotiates with individual staff members, within legal, CSO and Board of Studies requirements, the appropriate level of written programming, lesson preparation, assessment, evaluation and reporting that is required, dependent on individual needs, experience and based on student needs. Whole staff agreement and ownership of agreed practice is fostered.

4.3 Significant Initiatives

Reading Recovery operates with two teachers and one currently in training. Twenty four children have received structured literacy support in Year One.

Monitoring is ongoing with children who have discontinued the program and are currently in Year 2. 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.

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 the 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 aides. They work with the classroom teachers 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.
4.4 Student Achievement

4.4.1 Literacy and Numeracy

Our students in Years 3 and 5 completed the Basic Skills Tests in Literacy, Numeracy and Writing and Year 6 in Computer skills as set by the NSW Department of Education and Training. These tests provide diagnostic information to parents and the school about aspects of Literacy and Numeracy achievements. Students also demonstrated their outstanding mathematical skills when they participated in the Australasian Schools Assessment for English, Maths, Science, Writing and Spelling. The results for our school were very pleasing and indicative of a whole school approach to learning.

4.4.2 Targets for 2006

- Achieve student-centred teaching and learning excellence
- Construct identifiable targets to reach by the end of 2006

4.5 Information, Communication and Learning Technologies

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 KLA’s in the curriculum. The school has a data projector which is used to assist teachers with demonstration and instruction related to teaching and learning involving computers. This data projector is also used in conjunction with other technology such as DVD players (there are 2 within the school) and video players. Henschke also has 2 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.

4.6 Professional Learning

All staff have an annual personal and professional training program to enhance and maintain current knowledge and skills which are required. The school provided the following Professional Development Days for staff:

- Cardio Pulmonary Resuscitation
- Gifted and Talented
- Creative Arts
- Information and Communication Technology
- HSIE – Democracy
- Child Protection and Harassment
5. Extra Curricula Program

5.1 Japanese Language and Culture
All children at Henschke K-6 continue to learn more of the Japanese culture, traditional as well as modern. They also continue to build Japanese vocabulary within the constraints of the time allocated. Having returned from a trip to China and responding to the interest shown by the classes, Term 4 has been spent exploring China and some of its traditions, history and culture. It’s proving to be a great learning experience for all.

5.2 Library
Year Six students were visited by author Mark Austin. Mark shared his story ‘Ringle Tingle Tiger’ with the children and explained the process of story writing and also described the stages of publication. The students continue to improve their information and research skills. Many students have gained confidence in the use of the Alice Enquiry tool, internet searches and World Book online. The Book Week theme for this year was ‘Reading Rock’. Our library storypit was transformed into a cave and became an exciting place to listen to the short listed stories. Our book parade was a great success and the library looked wonderful with all the displays contributed by each class within the school. We have continued to enjoy many wonderful stories and poems this year. We look forward to sharing the joy of books with students of Henschke in 2006!

5.3 Sports
The year in sport in 2005 has again been an extremely busy one with barely a week passing without some type of sport event involving either individuals, teams or classes. Henschke was again well represented in sports such as Aussie Rules, Netball, Tennis, Basketball, Swimming, Athletics, Cross-Country and Softball among others. Some students were talented enough to represent Mackillop. Many sporting organisations came to Henschke this year to develop the skills of the children in sports such as rugby league, soccer, cricket, rugby union, little athletics, as well the continued programs run by the NSWAFL within the classes. Henschke participated in many sporting competitions this year such as the Paul Kelly Cup (AFL), Mortimer Shield/Trent Barrett Cup (Rugby League/girls oztag), Walla Rugby Gala Day, as well as the NSW Catholic Netball Championships, in which the Year 6 girls won their division.

5.4 Aboriginal Studies
Firestick is a policy document that has been implemented into Henschke Primary School in 2005. This policy was produced by the Catholic Schools Office. An explanation of the policy of Firestick is that the Elders, both Aboriginal and Christian, give us wisdom. The knowledge and wisdom flows from our Elders and guides us on our journey. The Firestick painting is on display at the school office, an explanation of the painting is also on display.

5.5 The Arts
During the year students at Henschke Primary School are involved in many creative activities including the following:

Music—The children performed in the Eisteddfod this year. Kindergarten, Year 1 and Year 4 all performed beautifully and were well prepared and led by their teachers. Henschke Primary School was also well represented in the Choral Festival with a Junior and Senior Choir performing with other Wagga schools over two nights at the Civic Theatre. 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.

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. An excursion is planned for Year 4 each year to visit the Art Gallery.

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 part of the curriculum. Social dance is a focus for Year 6 students leading up to their Graduation and Social.
6. Strategic Initiatives

6.1 2005 Priorities and Achievements

Henschke focus for 2005 has been the completion of the Year 3 classrooms and Assembly area.

At the end of 2005 we refurbished the Year 2 classrooms. On completion the rooms have new ceilings, new carpet and have be painted throughout. This work was carried out during the summer holiday break.

Henschke Primary School is still most progressive with its OH & S program and continues to address issues.

We have successfully gained a Commonwealth Grant of over $350,000 to refurbish the primary classrooms and primary toilet block. The $500,000 project, of which the school will need to contribute $150,000, will commence with the planning stage in 2006.

6.2 2006 Priorities and Challenges

Refurbish of the primary classrooms and primary toilet blocks.

Changes to assessment and Reporting to Parents

Introduction of the “You Can Do It” program into all classrooms

Introduction of Henschke Web Page

Introduction of Language program for some students

Accommodating a fourth Kindergarten classroom for 2006 due to increase enrolment figures.
7. Parent Participation

7.1 Eco-Garden
It was suggested in Term 3 that we could do an eco system garden for our special needs children and others. So the seed was planted!

First we needed to fence an area off and of course we needed some monetary help and the permission of Fr Murray as we were in his back garden. We put an application to Wollundry Rotary for the cost of half the fencing and were successful. We received a cheque for $800 plus which we were very grateful for. A couple of very hard working dad’s were very willing to get the fence up. We already had our chooks and compost heap, as well as a small vegetable garden, so the rest was easy. We have planted fruit trees, citrus and others. We also have grown lots of vegetables in specially made plots. Our next step is to get a small water tank to complete the eco-system.

7.2 P & F Association
The P & F have once again had a very busy year. The Committee would like to thank everyone involved with all the social and fundraising activities undertaken this year.

The beginning of the year saw many new families being welcomed into the school community. This years fete was as usual very successful. Madagaska was the movie premier that the P & F organised this year. The Trivia night was a great night and once again was supported by the school community. We have ended the year with the Melbourne Cup tickets and a Chocolate Drive. We would like to acknowledge the support from the office. Thanks to the parents who have taken the time to attend meetings and to live out our school motto ‘To Serve One Another In Love’.

7.3 School Board Report
Thank you to all the School Council executive and Council members for their support given so freely to me throughout the year. Thank you also to the staff, parents and the children for all their contributions during 2005.

Our continuing project of landscaping and beautifying the Year 3 area is nearing completion. My thanks to the wonderful support given by parents at the recent working bee when the paving was completed. We are receiving many compliments in regards to the attractive appearance of the area. We are currently in the process of upgrading the Year 2 classrooms. On completion the rooms will have new ceilings, new carpet and be painted throughout. This work will be carried out during the summer holiday break.

The enthusiasm and drive shown by the School Council provides a great foundation for our school, which in turn flows through the whole school community. I acknowledge and appreciate this support.

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.

- School Fees: 8%
- Other Fee Income: 5%
- State Government Recurrent Grants: 21%
- Commonwealth Government Recurrent Grants: 66%

- Salary and Related Expenses: 85%
- Non Salary Expenses: 15%
9. About this Report

The Henschke School Principal, Assistant Principal, Coordinators and teachers with areas of special responsibility have contributed to Henschke Primary School 2005 Annual Report. We also acknowledge the Chairs of our School Council and P & F for their contributions.