Principal’s Message
On behalf of the staff of St. Joseph’s School I would like to take this opportunity to thank everyone for their hard work and commitment to making St. Joseph’s the highly successful school that it is. I would particularly like to thank the staff, the children and their parents and Father Tony for their continued support.

1 The School

1.1 The School

Our Vision
In keeping with the evangelising Mission of the Catholic Church, that is to “carry forth the Good News to every sector of the human race”, St. Joseph’s School is a faith community, learning together, building the kingdom of God.

Our Mission
This shared Mission, arising from our Vision, is our commitment to our school community. Mindful of the circumstances of others, we will endeavour to meet the needs of our school community by;

- Providing a Religious Education Program, which enhances knowledge, understanding and practice of our Catholic faith tradition, and one, which will lead to a life of truth, love and service
- Creating a Catholic Community where all members treat each other with respect, take risks, take pride in themselves and each other, and, care about each other and recognise that everybody’s ideas and concerns are important
- Valuing the role of parents as primary educators of their children and encouraging their involvement in the life of the school
- Ensuring that Gospel values reflected in the total curriculum are obvious in the daily activities of the school community
- Promoting peace and love
- Being inclusive
- Reaching out to those in need
- Encouraging all members to grow spiritually and live out gospel values
- Treating each other with honesty and respect in a supportive and caring atmosphere
- Recognising, fostering, appreciating and celebrating cultural diversity
- Teaching a comprehensive and balanced curriculum in the key learning areas
- Fostering learning as a lifelong process, providing learning opportunities and resources to cater for individual needs
- Engaging children in their learning and decision making processes
- Providing a happy and safe environment, which encourages student and teacher experimentation and risk taking to ensure the success of all
- Incorporating a range of learning styles, which enhances each child’s development
- Providing an education for students, which will prepare them for a life in which they will work collaboratively with others, exercise judgement, apply complex and diverse bodies of knowledge, continue to learn and to generate creative solutions to problems
- Promoting and continually renewing knowledge and skills through personal and professional development
- Promoting a responsible attitude towards care of the environment
- Reflecting on our practice of all of the above
1.2 Religious Education
Religious Education from St. Joseph’s takes its focus from our Vision and Mission statements and is grounded in the Diocesan Religious Education Program, Sharing Our Story. Religion is taught as a key learning area within each classroom for 2.5 hours per week. Our Parish Priest, staff, families and Parish community have supported sacramental programs, integral to our Religious Education Program. Bishop Hanna administered the Sacrament of Confirmation to our students in June, First Communion was celebrated in June and Year 2 received Reconciliation in November. Our whole school gathers to celebrate Mass on special occasions, such as the opening and closing of the school year, the feast of St. Joseph and other important feasts during the year. The children are given the opportunity to participate in special ministries such as readers, commentators, singers and musicians. As a community we would like to thank all dedicated musicians, especially Mrs Collis, for their invaluable contribution to liturgies.

1.3 The Arts
Culturally 2005 has been a very successful year for our school. Under the guidance of the class teachers and John Sloan, our children performed very successfully in the Leeton Eisteddfod. They have had numerous opportunities to entertain at different community functions and venues. St. Joseph’s School has a reputation for promoting the arts and encouraging its students to take opportunities to pursue their interests and develop their talents. For the second time during 2005 we implemented a Japanese Culture Program. This program was taught by Aya, a visiting Japanese teacher. Whilst at St. Joseph’s Aya taught our children about life in Japan, aspects of Japanese art, music, cooking, history and language.

1.4 Sport
Swimming, Athletics and Cross Country Carnivals were the focal events for 2005. Tenison House won both the Swimming and Cross Country Carnivals, while Hartigan won the Athletics. St Joseph’s finished well in the Diocesan Cross Country Carnival with Natalie Hoogers and Prue Zak being selected to represent the Diocese at the MacKillop Carnival in Sydney. During the year, children from Years 3 to 6 met the AFL Kangaroos team at the Narrandera Sports Oval and participated in workshop activities and learnt new skills. Throughout the year, many children competed in Diocesan sport trials in Wagga and other regional centres.

In Term 3 the children from Years 5 and 6 played Narrandera Public School in AFL (Mathieson Shield) and netball (McCallum Shield). Throughout the year all classes participated in many organised sport experiences, such as netball clinics, soccer, AFL and Jump Rope for Heart. St Joseph’s sent seven teams to Albury for the Catholic Schools Basketball Carnival. The children enjoyed the experience and represented the school very well. Senior Boys A team won Division Three.

In Term 4, Year 6 students played the Narrandera Public School in two games of cricket in the Dick Goss Shield competition. Liam Hiscox participated in the MacKillop Cricket Trials in Gundagai and both Liam Hiscox and Meg Paterson participated in the MacKillop Basketball Trials in Penrith. Natalie Hoogers won the Duck Shield for Sportsperson of the Year and received a Diocesan Sports Medallion for Outstanding Participation in Sport.

1.5 General and Specific School Initiatives
St. Joseph’s students were proud representatives and participants in the community Anzac Day March. Our students played important roles as wreath layers and prayer readers. Other local events our students participated in were Parish Celebrations, John O’Brien Festival, Narrandera Show Art and Craft Display, St. Vincent de Paul Christmas Appeal, Narrandera Tremendous Festival, entertaining at Teloca House, Tsunami Appeal, Operation Christmas Child, the Leeton Eisteddfod, the local Youth Forum, Local Government Week, Remembrance Day and Tree Planting with the local Landcare Group.

1.6 School Policies
Diocesan policies on enrolment, discipline, student welfare, complaints and grievance resolution can be found at the Catholic Schools Office Wagga Wagga by following the link below.

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

At St Joseph’s School Curriculum Policies have been developed for all Key Learning Areas, Mathematics, English, Science and Technology, Human Society and Its Environment, Creative and Practical Arts, Personal Development, Health and Physical Education and Religious Education. In addition, policies have been developed for the following areas; Enrolment, Casual Teacher, Excursions, Class Assemblies, Emergency Evacuation, School Visitors, Early Pickup of Students, Student Welfare, Complaints and
Grievances Resolution, First Aid, Medication, Bookwork, Homework, Reporting, Discipline and Pastoral Care, Playground Support, Playground Supervision, Computer Education and Use, Integration, Programming, Coaching of Sporting Teams, Harassment, Legal Responsibilities, Copyright, Diocesan Accreditation, Programming.

2 Information on Key School Programs

2.1 Educational and Management Practice

2.2 Curriculum Focus

The priorities for 2005 were;
- Implementing Sharing Our Story
- Increased use of Technology
- Mathematics Curriculum
- Creative and Practical Arts Curriculum
- English

2.3 Programs to Support Learning

Reading Recovery is a literacy intervention programme for Year 1 children. Children receive one on one tuition for 30 minutes every day for a period of between 12 and 20 weeks. In 2005, 9 children received such specialist help. In 2005 a pilot language class project began at St Joseph’s. Its purpose is to provide explicit teaching to improve children’s acquisition of the Talking and Listening outcomes of the English K-6 Syllabus. The children targeted are those who are eligible for funding for language determined by their scores on CELF administered by a Speech Therapist; Children who missed out on funding but would benefit from some additional assistance; Children with significant articulation disorders.

The programme supplements and is not instead of the work a Speech Pathologist does. It is supervised by a Speech Pathologist.

In 2005 seven children in total were given some intervention in this form. Children chosen were from the Kindergarten class. This program continues in 2006. Children were given 45 minutes for 3 days a week in 2005 spanning Terms 2 and 3.

Nine children receive assistance in class with Literacy and Numeracy by Teacher Assistants. During 2005 members of St. Joseph’s community have worked hard to provide students with the technology they need to take them into the future. Each classroom now has at least one or more computers, which have access to the internet. The school has purchased a new digital camera and data projector, which are used extensively by the staff and students. With the assistance and support of parents, we have established a computer laboratory in the Parish Centre.

2.4 Equity Programs

ITAS and IESIP funding is given to Aboriginal children to assist them with their classroom work. Five children from our school are receiving this form of assistance.

2.5 Programs to Support Students

The concept of shared student leadership continued to be an important issue at St. Joseph’s this year. We believe that every child has the potential to act as a leader in some way whilst they are at school. It is up to us to provide the training and opportunities for this to happen. All Year 6 students attended a Leadership Forum in Melbourne in March. During Leadership Week teachers focussed on the qualities of leadership and how to identify and develop them. Robert Pereira provided invaluable input for staff, students and parents. In November students and staff voted for the children they thought had the most appropriate leadership skills and personal qualities. These children became our student leaders for 2006. Our new leaders were introduced to the community at a special assembly. The existing leaders acted as mentors for the new leaders until the end of the year. Individual Education Programs are designed, in consultation with parents and CSO Personnel, for all funded students. Classroom teachers continually modify programs to cater for the needs of students in their care.

2.6 Student Achievement

Our students in Year 3 and Year 5 completed the Basic Skills Tests in Literacy and Numeracy and the Primary Writing Assessment as set by the NSW Department of Education and Training. These tests provide diagnostic information to teachers and parents about aspects of Literacy and Numeracy achievements in order to inform future learning. Overall the performance of the children was quite pleasing. As a whole school we then focussed on Spelling.

Our children also participated in and displayed their skills in the Australasian Schools Mathematics, Science, Spelling and English Tests. Again, their results were very good.

Year 1 and 3 students participated in Sena testing.
2.7 Staff Achievement
The staff and Leadership Team from St. Joseph’s has been involved in a number of professional development programs. Teachers participated in the Quality Learning and Teaching Program, Stephen Covey – The Seven Habits of Highly Effective People, a whole School Writing Project for the MIA Deanery, Induction Programme, Senior First Aid and Robert Pereira Workshops focussing on bullying.

3 School Renewal
3.1 Process of School Renewal Framework
The Key Learning Areas of Religion, English, Mathematics, Creative and Practical Arts were the focus for professional development days during 2005.
Studying new syllabuses and updating our school programs and policies were addressed.
All classrooms have been set up with access to the internet and the old Technology Room has been revitalised with the addition of new computers, a network printer and wireless internet access.
Re-painting of old woodwork has continued and will be completed within a number of years.

4 School Overview
4.1 School Enrolment and Attendance Profile
The school enrolment figure at the 2005 census period was 205 students.

4.2 Structure of Classes
Students were organised into 8 main class groups.
Stage 1: Miss Lewis, Mrs Duck & Mrs Firman.
Stage 2: Mrs Hunt & Mr Creece.
Stage 3: Mrs Stuchbery, Miss Adams, Mrs Lane & Mrs Petty.
Part time teachers: Mrs O’Brien and Mrs Sullivan
Reading Recovery Teacher: Mrs Smith
Release and Support Teachers: Marie O’Brien and Robyn Sullivan
Clerical Assistant: Trish Collis
Teacher Assistants: Mrs Kirk, Mrs Carmichael, Mrs Hoogers, Ms. Dodds and Mrs Brookes.
Groundsperson: Kevin Browne

4.3 Staffing
All teachers have suitable and appropriate teaching qualifications. A number of teachers have gained post graduate qualifications and qualifications in other areas whilst others are studying to upgrade their qualifications.
Two teachers, Mr Kilfoyle and Mrs Aliendi commenced work at St Joseph’s in 2006.

4.4 Parent Involvement and Participation
At St Joseph’s School, Narrandera, the Good News is carried to every sector via our weekly newsletter in which our Principal and R.E.C. communicate information and reflections. The Principal and all teaching staff encourage parents to come to them prior to issues becoming very serious. This is referred to as “an open door policy” and is reciprocated by teachers who contact parents before issues get out of hand.
Pastoral Care of students, staff and parents is evident in the way we treat each other. Parents are seen as the first educators of their children and are, thus, always welcome. As such, they are actively involved in the education of their children at St Joseph’s Narrandera through participation in the classroom Literacy and Numeracy sessions, via communication in homework diaries, sporting activities, on excursions and incursions, in the Arts, HSIE, Science and Technology. As invaluable contributors and supporters parents are invited to attend assemblies and performances on a regular basis. Parents, in maintaining the school buildings and grounds give invaluable support.
The Religious Education program relies heavily on parental support. In particular, parents whose children are involved in Sacramental Programs are invited to participate fully by attending information sessions and classroom lessons. The Parish Priest, as part of the school team, plays an active role in welcoming and informing parents. Parents are involved and supported in their roles by Jackie Puntoreiro, our School Counsellor.
Experts from the C.S.O. willingly lead information and participation sessions for groups of parents and on a one-to-one basis where necessary. During 2005/6, extra support has been given in the areas of Creative & Practical Arts, Assessment & Reporting and Special Needs.
Teachers in the Infants’ Department stress the importance of parents being involved in the reading and writing program at school and at home. Group and individual tutoring is given by teachers to parents so as to give each child every opportunity to develop his/her literacy skills effectively. Follow-up contact is viewed as crucial.
With the changes involving assessment and reporting to parents, there will be information sessions mid 2006.
We believe in working with parents in the decision making process. This is done through meeting with parents formally or for a chat. The Parents and Friends, School Council and Parish Council are forums for parental involvement. Parents are surveyed to determine directions to take with the school. Responses are treated with respect with parents continuing to be involved past the initial consultation. Of note this year was the full participation of parents in the decisions regarding how our $46 000 grant would be spent.

We aim to keep our goals and practices in line with those of the parents by involving parents in the individual programmes of special needs students, remedial or gifted, and through direct contact when students require special pastoral support for behavioural issues.

On special feast days and sporting events, our school is abuzz with parents, friends and students celebrating and enjoying each other’s company.

Each Monday and Friday, volunteers from the parent body run the canteen providing much appreciated lunches and fundraising at the same time. St Joseph’s School Fair is a huge financial and social success each year thanks to parental involvement. We believe parents feel actively involved and appreciated because in 2005/6 we had a great deal of parent participation and an increasing number of parents coming forward before they were invited. As a staff, we believe our Principal is seen as very approachable and this is reflected in the positive atmosphere that exists between parents and staff.

4.5 Community Use of School Facilities
Other community groups used the John O’Brien Hall on numerous occasions. Elections, family celebrations, musical performances, concerts, luncheons, leadership training days, and morning teas were all accommodated.

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 Leadership Team and teachers from St. Joseph’s School appreciated being asked to contribute to the writing of this report.