Introduction
St. Joseph’s Finley is a small school in the South West Deanery of the Wagga Wagga Diocese. There are 130 students in seven classes ranging from Kinder to Year 6. Finley has a population of 2100 and is situated in a rural community in the Riverina district. We are currently experiencing an extremely severe drought which is placing a heavy financial and emotional burden on the families of our town.

1. The School

The School
Our Vision
Our Vision is to provide a quality education in an environment that supports the welfare of all. Our community promotes strong Christian Values, faith development and family involvement in each aspect of our school.

Our Mission
We believe that St Joseph’s School, Finley is a Faith community within St Mary’s Parish where:
- Christ is central and all members are encouraged in their Faith journey to empower them to be able to make a difference in the present and future world/society.
- There is a commitment to strive for excellence in Education therefore ensuring that all children will work towards their potential.
- There is respect for the dignity and uniqueness of each person in order to cater for the individual needs of all children, and foster their whole development-spiritual, moral, social, emotional and intellectual.
- The atmosphere of the school community reflects clearly that Gospel values are endorsed and witnessed by teachers, students, parents, and all of the members of the Parish community.

Exit Outcomes
When the boys and girls at St. Joseph’s have completed their schooling with us, we the parents and staff, would like for them to:
- have experienced the responsibility of leadership
- be happy and proud of themselves and be confident to share their talents and skills with others
- be respectful of others and their differences
- be willing to have a go and do their best
- be competent readers, writers and mathematicians
- be competent users of technology and have an appreciation of the arts
- have developed an understanding of the world around us
- have knowledge and understanding of good personal health
- be lovers of life and learning
- appreciate the value of family and have experienced good role models here at school
- be prepared for life beyond
- St. Joseph’s

Religious Education
Religious education is the central component of our school curriculum. We continue to implement the syllabus ‘Sharing Our Story’ and strive to inspire our students to be active and involved members of their faith community. We began our year with the Captains Induction Mass where the leaders of our school were called upon to make a commitment to their role. On the 28th February we held a Mass to celebrate the life of our teacher Kathy Thorne. While this was, at its core, a sad occasion it was a truly beautiful experience where the staff, children and parents were able to share their thoughts and feelings to the full, be at peace and go on to Live, Love, Learn and Laugh at St. Joseph’s as Kathy would have wanted us to. Our Year 3 students continued on their initiation into the Church through receiving the Sacrament of Reconciliation on the 20th of June and First Eucharist on the 26th of August. Through the year we have our liturgies which are prepared by the class. During Term 3 fifty of our students participated in ‘Mission Kids’ where they coordinated events and liturgies to raise money and promote ‘Care for Creation, Care for Neighbour’. Our Year 6 group celebrated their journey at our Graduation Mass on the 19th of December.
The Arts

We offered a variety of specialist arts programs (see outlines under Programs to Support Learning) to our students. This year we participated in the Albury Eisteddfod in both the choir and choral speech section. Our Choir sang ‘When Your Gone’ and ‘Lean On Me’. This involved whole group, soloist and harmonies. We placed 1st in our category and their certificate is on proud display in our school foyer. As a follow up to this our choir then supported the Sydney Male Choir when they played in Finley, sang for the residents at the Berriquin Nursing Home and as part of our Community Christmas Carols. Our choral speech group presented ‘Tin Can Band’ and ‘A Bush Christening’. They placed 2nd in their category.

The children also had the opportunity to display much of their artwork in the school work section of the Finley Show and in the school display.

Sport

Sport is an important part of our social and physical education programs. We strongly encourage all our boys and girls to “Have a Go and Do Your Best”. We conducted our school swimming and athletics carnivals and participated in the South West Deanery Swimming, Athletics and Cross Country carnivals. Many of our students then went onto Diocesan Level Representation and even MacKillop Level (Southern NSW Catholic P.S.) Other opportunities were provided for boys and girls to participate in football, cricket, tennis, netball, and soccer and rugby trials on the path to state teams. This year we also provided our students with the opportunity to participate in the ‘Active After Schools Community’ (a Commonwealth Government initiative) this involves sustained physical activity and a healthy afternoon tea. The program aims to promote healthy lifestyle and develops the skills required to maintain this.

School Initiatives

We continue to strive to improve and better ourselves in serving our children. Some of the initiatives we include are:

- **Student Leadership Opportunities** - all Year 6 children are offered captaincy positions.
- **Success For Boys Program** (a Federal Government Grant) - As we are aware the academic levels for boys are often lower than their female classmates. This program aims to enhance the academic growth of boys through a number of modules. We were lead in this program by our in school coordinators Rebecca Doyle and Paula Lawler. This involved data gathering and analysis of our school situation and then program development based on these results. In 2007 the school implemented the Core Module and the Literacy Module as part of this project.
  - **Gifted and Talented Project 2007** - the aim of this project was to identify students and provide opportunities for extension through utilising technology. Students were provided with the hardware and teacher assistance to create and present Podcast episodes to our school and wider community.
  - **Literacy & Numeracy Project** - We received a grant to assess and target literacy and numeracy needs in the school. Analysis of the BST results and teacher assessment resulted in the identification of target areas. Staff then developed in class programs to improve students' skills in the target areas.
  - **Inquiry Learning (CAP)** - We continued our training and implementation of the Inquiry Approach Model. Teacher training was provided each Term to support this. Teachers developed units of work based on the 4 big ideas of Chance, Change, Culture and Environment. The units were integrated throughout all the KLAs.
  - **Kinder Transition Program** - A Kinder Information evening was held on the 25th of September. All parents were given the opportunity to meet teachers and parents while viewing the school rooms and grounds. All preschoolers where then offered the opportunity to come to school on the 4 Wednesdays of November to experience their new environment.
  - **Kinder / Year 6 Buddies** - kids are paired up so younger boys and girls are provided with direct support and care.
  - **Annual Book Fair** which this year saw students and staff dress up according to their stage integrated unit of work.
  - **Father’s Day Fun** - as part of our ‘Success for Boys’ program we invited any and all male role models to participate in a morning of reading, writing, drawing, playing games and much more. This was followed by a Father’s Day Mass and an informal Morning Tea with their children and staff.
- Parent Information Evenings - each class holds an Information Evening for parents to inform them of routines and expectations of that year level.
- Interim Reports - after beginning of the year assessment, each teacher sends home informal reports that outlined social, behavioral and academic concerns. This enables upfront communication with parents and encourages an open and supportive relationship.
- Enrichment Programs - we identified areas of interest and talent and aimed to provide opportunities to enhance these. This was achieved through establishing our ‘Electives’ program. The children were able to select 2 areas they would like to enter for a 5 week block. The choices were:
  - Scrapbooking
  - Jewelry Making
  - Problem Solving
  - Creative Performing
  - Cooking
  - Outdoor Education
  - Digital Photography
- Tournament of Minds - we entered 2 teams into the Tournament of Minds'. Both groups coordinated themselves well and completed the challenges set. Their solutions were presented at Wagga Wagga and both teams represented themselves and the school beautifully.
- Visiting Performances - artists, performers and educational presenters are invited to be part of our program in delivering new and valuable experiences to our children. In 2007 they were;
  - Sean Choolburra ~ Aboriginal Heritage through dance and drama
  - Drumbeat ~ The Art of Hitting Things
  - Wake Up & Read
- Excursion Program - a progression is provided to broaden the children's experiences: Kinders - After School BBQ, Year 1&2 - Overnight School Sleep Over, Year K, 1 & 2 Day Excursion, Year 3&4 - 2 Night Excursion and Year 5&6 - Major 3 Night Excursion. This year the Kinders, 1s and 2s went to the Port of Echuca to investigate waterways and transport systems as part of their integrated units of work. Year 3 & 4 spent 3 days in Melbourne experiencing City life and participating in a wide variety of education opportunities. Year 5 & 6 explore our Goldrush history in Ballarat for 4 days.
- Hands On Science Fun Day- as part of our Science and Technology program we ran a day where children rotated through 6 different activities such as static electricity, surface tension and liquid to solid.

School Policies
The following policies and statements can be found in the St Joseph’s Policy Folder located in the Principal’s Office:-
- Teaching and Learning Statement
- Good Teaching Practice
- Curriculum Statement
- Reporting Statement
- Assessment Statement
- Organisation and Planning Statement
- Evaluation Statement
- Maths Policy
- Creative & Practical Arts Policy
- Personal Development, Health & P.E. Policy
- Human Society and It’s Environment Policy
- Science and Technology Policy
- Religious Education Policy
- English Policy
- Information Technology Policy
- School Development Plan: Works and Maintenance
- Pastoral Care Document
- Kinder Parent Booklet
- Uniform Policy
- Yard Duty Policy
- School Council Constitution
- Parents & Friends Association Constitution
- Vision
- Mission
- Exit Outcomes
- Rights and Responsibilities
The CSO policies on enrolment, discipline, grievance and student welfare are available at: www.cso.wagga.catholic.edu.au

School Council
Our school council consists of Fr Martin Cruickshank (Parish Priest), Martin Robertson (President), Helene Cahill (Principal), John Dalton (Treasurer), Helen Lewis (Secretary), Trish McKenna (Vice President), Darren O’Loughlin (P&F President), Darren Sharp (Parent Rep), Kathy Lostroh (Parent Rep), Darren Sharp (Parent Rep) and (Veronica Braybon (Staff Rep). The council meets each month and work with the P&F Committee to
coordinate fundraising and participate in the
decision making process of the school.
Major achievements for 2007 were the
refurbishment of the school canteen to
include a servery, revitalised infant shade
area and inclusion of tables and seating,
middle to upper school sandpit and new
watering program to keep the trees alive
throughout the drought. Fundraising events
were once again held throughout the year.
These included the St. Joseph’s Food and
Wine Festival, School and Parish Fete,
Drive-in Movie Night, Pie Drive and School
Cookbook.
The CWA was successfully approached for a
grant to hold a combined schools disco. The
aim of this was to provide the opportunity for
families to socialise and support each other
during the stressful times brought about by
the drought.

2. Information on Key School Programs

Curriculum Focus
Curriculum development is an on-going
process. Our focus for 2007 was our school
registration and accreditation. This involved
our staff completing a self audit of our vision
and mission; school programs and
operations; leadership, administration and
management and facilities and resources.
The results of this provided the direction for
our work both this year and for the future.
Our school was audited by the Diocesan
Curriculum Panel on behalf of the Catholic
Schools Office.

Programs to Support Learning
Our school curriculum is based on the NSW
Syllabus Documents and has Religious
Education included.
At St Joseph’s we run K-6 specialist rotations
on Friday to deliver quality programs that
utilise individual teacher strengths and areas
of interest.
The Programs are:
Library-children are taught the basics of the
Dewey System of Classification and become
familiar with returning, borrowing and
locating books using a computerised library
system.
Indonesian-students are introduced to the
island country of Indonesia and provided with
opportunities to discover and appreciate the
differences and similarities between
Indonesia and Australia.
P.E.-sessions develop fitness and game skills.
These are then applied to a variety of games
and sports.
Parents’ assistance is an important aspect in
delivering this program
Art-through formal skill sessions, our boys
and girls learn a variety of artistic techniques
and grow to appreciate different visual art
forms.
Music-through learning the musical concepts
the children participate in singing, playing,
moving, organising, sound and listening
activities.
Dance & Drama-the children are involved in
formal and informal role play and are directed
in composing and performing their own
drama and dance pieces.
Computers had been previously provided
however, this year we felt that they are now
integrated fully into our daily programs and
the skills are therefore incorporated into all
we do.
Other programs offered are:
Reading Recovery: a one-on-one reading
program offered to Year 1 children.
Maths Support: a small group program
offered to children through the school who
require focused assistance in this area.
Enrichment Program: students’ talents and
interests were provided guidance in a variety
of programs
• Choir
• Choral Speech
• Tournament of Minds
• Outdoor
• Creative Performing
• Scrap booking
• Digital photography
• Cooking

Equity Programs
Teacher aid time is allocated to classes where
there are children who have English as a
Second Language and a special program is
developed for them. We include LOTE as part
of our cultural awareness program and
provide support for our English as a Second
Language Student. Indigenous Australian
awareness days and units of work are a part
of our school program.

Programs to Support Students
Special needs programs take place with the
ongoing support of Teacher’s Assistants.
They work with the classroom teacher to
provide support and assistance to particular
students who have specific learning or social
needs.
Patsy Doyle continued Reading Recovery this
year and one child from Year 1 was on the
program every day to bring them up to the class average. Half a day a week of staffing was set aside to work with children with needs in Maths at the Year 2 level. A program was developed for each of the children to work on at home during the week with parental assistance. They also had a small group or one-to-one lesson with the Maths Support Teacher.

Respect and Responsibility
Values for Australian Schools and The National Safe Schools Framework posters are on prominent display in our school environment. To promote these throughout the school community Helene Cahill presented and developed the parent bodies’ knowledge through presentations at both the Parents and Friends Committee and School Council. At the school level we held National Safe School Day. Throughout the day students worked with their peers and across age groups on how to develop positive relationships and anti-bullying skills. The whole school community were also involved in a revision of the school Vision and Mission statement. This reinforced the ownership of the document and linked directly to the Values of Australian Schools.

Student Achievement
Statewide Tests and Examinations
The table below indicates the percentage of students who have achieved national literacy and numeracy benchmarks

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Year 5</td>
<td>89%</td>
<td>94%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Basic Skills 1998 to 2007
Our school has participated in BST Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors the BST Trend Data each year and uses that information to inform its learning and teaching practices for the upcoming year.

Staff Achievement
Growth and development of staff learning and teaching method is paramount to the on-going success of our school. We openly recognise the efforts of staff and provide a structured program that fosters a wide range of Professional Development. During 2007 the Staff at St Joseph’s were involved in a wide range of Professional Development. All attended curriculum days the School Vision & Mission, Exit Outcomes, Policies, Programs, Assessment and Reporting. All staff also updated their Emergency Care and CPR, and were inserviced on Child Protection legislation and Anaphylaxis.

3. School Renewal
Progress of the School Renewal Framework
School Improvement Targets
Every year, as a staff, we meet together to look back on and celebrate our achievements and work to set direction for the coming year.

We achieved most that we set out to do in 2007. All of the following was completed.
- Revisit and revitalize our Vision and Mission statements
- Develop and continue quality enrichment programs
- Review and analyse BST data
- Update and develop many policy documents
- Undergo Registration and Accreditation
- Be compliant
- Offer Professional Development to the staff including First Aid
- Participate in CAP cluster project
- Success for Boys program
- Literacy and Numeracy project
- Maintain grounds roster
- Purchase computer hardware
- Complete building of staffroom
- Benchtops in Yr 5/6 rooms
- Rework canteen servery
- Replace all gutters
- Paint exterior of school
- Replace windows on eastern side of original building
- Purchase new office furniture
- Purchase new infant outdoor furniture
- CAP projects
- Continue to update technology
• Keep the balance between subjects getting the high public profile
• Special needs programs
• Maths support program

Many of our projects will be continued into next year. New projects for 2008 are:
• Employ a music specialist as part of our CAP program
• Explore web 2.0 and future technologies
• Healthy School Project
• Spotlight classes through class assemblies
• Upgrade office/Admin area
• Develop garden around mailbox
• Memorial to Kathy Thorne
• Technology master classes for staff.

4. School Overview

School Enrolment

Enrolment Policy
Our Enrolment Policy serves as a guide to the Principal and Parish Priest in implementing the Enrolment Process throughout our school. St Joseph's accepts families with any cultural or religious background. Enrolling parents understand and accept that the children attending our school are involved in all activities including our Religious Education Program.

Our enrolment policy and procedure is linked directly to the Diocesan policy: www.cso.wagga.catholic.edu.au

Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig*</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
<td>61</td>
<td>0</td>
<td>2</td>
<td>130</td>
</tr>
</tbody>
</table>

*Language background Other Than English

Structure of Classes
During 2007 St. Joseph's maintained 7 classes Kinder to Year 6. From 12.30pm Monday to Thursday and all day Friday the Kinder, Year 1 and 2 classes combined into two classes.
On Friday we ran our subject rotations. The 6 classes rotate through specialised areas. These are Library, Physical Education, Indonesian, Creative Arts, Music and Drama/Dance.

Staff

Teacher Standards
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.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
<td>9</td>
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</table>

Professional Learning
The following was achieved:
• Reading Recovery Continuing Contact
• Integrated Units of Work (inquiry Learning) ~ C.A.P (Teaching Staff)
• Measurement & Data Inservicing
• Autism Inservicing (Teacher Aides & Teachers)
• Active After Schools Communities Instruction
• Success For Boys Inservicing (Teaching Staff)
• CSO Teacher Induction Program
• Focussing on Boys & Literacy
• Gifted & Talented Project
• Curriculum Alignment Inservice
• Website Publishing
• ZartART Inservicing (Teaching Project)
• Music Education Inservice (Teaching Staff)
• Child Protection (Teaching Staff)
• Anaphylaxis Training (Teaching Staff)

Facilities and Resources
The major change for 2007 has been the completion of the staff room refurbishment. The staff moved into the new facility early in Term 1. We also continued our monthly grounds roster to maintain the grounds and facilities. We purchased a set of four computers that concludes our purchasing program. This means that each class has a bank of 4-6 computers that are incorporated into the daily class program.

Teacher Attendance and Retention
The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of
absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 96.9% was achieved in 2007 by staff at St Joseph's Primary School, Finley.

Parent Involvement and Participation

Our school's strength is sourced in our community. We rely upon parental involvement in practically all aspects of school life. From the Beginning of Year Community BBQ through to our End of Year Graduation, we work as one to create the best possible living and learning situation for our boys and girls.

Opportunity for involvement include:

- Classroom Activities
- School Council
- Parents & Friends Association and the Social and Fundraising Activities offered
- School Canteen
- Uniform Shop
- Grounds Roster
- Sport & Art
- Special Days
- Morning teas

Community Use of School Facilities

Our Hall is used for private and public functions as well as being utilised for Music Lessons. Our grounds are used for Soccer Training. Our new southern playground development that includes an amphitheatre has also been utilised for wedding ceremonies.

Community Satisfaction

The following information has been provided to the school/college. It has been a valuable gauge for determining the level of satisfaction our community has with St. Joseph's.

Parents

My child is usually happy at St. Joseph's

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>15%</td>
<td>0%</td>
<td>0%</td>
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</table>

Students

I am usually happy at St. Joseph's.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>39%</td>
<td>48%</td>
<td>10%</td>
<td>3%</td>
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</table>
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.

The total income and expense of the school, that is included in the above, is shown below.

About This Report
This report was generated by Veronica Braybon (Assistant Principal) & Helene Cahill (Principal) in conjunction with the relevant school stakeholders.