SCHOOL’S ASSISTANCE ACT PERFORMANCE REPORT 2011

Under the School’s Assistance Act, all schools are required to report School Performance Information to their communities. The following information relates to St Joseph’s School Hectorville in 2011.

1. Our Context

As a Catholic school we aim to provide the best possible learning environment immersed in our Catholic faith and tradition. We are committed to bringing about ‘the world God wants:’ a world where all individuals and families live lives rich in love, peace, hope and care for all. This vision is central to who we are as a Catholic school and community. This is what distinguishes us and it is the foundation for our teaching, programs, relationships, structures and decisions.

Established in 1870 by the Sisters of St Joseph, we have a strong history of involving the community in our educational programs. We have a wide community base with a number of early years initiatives that include a parents and babies group, playgroup and a PreSchool for 4 year olds in addition to the 658 students from Reception to Year 7. Relationships based on the values of Respect, Inclusion, Faith and Service, Responsibility and Integrity are central to our students having the best opportunity to reach their full potential as learners.

The curriculum provides high quality, rich and diverse experiences for students to gain knowledge and skills and we specialize in The Arts, Physical Education, Music and Languages. Children with high complex special needs are supported through the Hectorville Inclusion Program. The school employs a Wellbeing Coordinator who works with individuals and groups to support the emotional health and wellbeing of students and their families.

The school hosts Out of School Hours Care and Vacation Care programs.

We strive to work in partnership with parents who are actively involved in the life of the school.

2. Teacher Qualifications

Our teachers are energetic, enthusiastic, knowledgeable and reflective practitioners. We have a number of teachers with two or more qualifications in education. 5% have Masters Degrees, 62% Bachelor degrees, 7% have graduate diplomas/certificates, 57% Diplomas and 4% hold teacher certificates and part diplomas. 31 teachers have a Graduate Certificate in RE.

3. Workforce Composition

The total teaching staff employed in 2011 was 53 which comprised 45 female and 8 male teachers. This includes full time, part time, and replacement teachers. Non-teaching staff total of 22 which comprised 20 female and 2 male staff members.
4. **Student Enrolment Numbers**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>February Census</th>
<th>August Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreSchool</td>
<td>74</td>
<td>71</td>
</tr>
<tr>
<td>Reception</td>
<td>84</td>
<td>117</td>
</tr>
<tr>
<td>Year 1</td>
<td>87</td>
<td>87</td>
</tr>
<tr>
<td>Year 2</td>
<td>83</td>
<td>81</td>
</tr>
<tr>
<td>Year 3</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Year 4</td>
<td>84</td>
<td>83</td>
</tr>
<tr>
<td>Year 5</td>
<td>65</td>
<td>64</td>
</tr>
<tr>
<td>Year 6</td>
<td>83</td>
<td>83</td>
</tr>
<tr>
<td>Year 7</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>713</strong></td>
<td><strong>739</strong></td>
</tr>
</tbody>
</table>

5. **Student Attendance**

The average student attendance rate for our school in 2011 was 95%.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>Reception – 95%</td>
<td>Year 4 – 95%</td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 1 – 95%</td>
<td>Year 5 – 96%</td>
</tr>
<tr>
<td>Year 2</td>
<td>Year 2 – 94%</td>
<td>Year 6 – 94%</td>
</tr>
<tr>
<td>Year 3</td>
<td>Year 3 – 95%</td>
<td>Year 7 – 94%</td>
</tr>
</tbody>
</table>

For non-attendance parents are asked to call the school before 9.30am to inform the school. If the call has not been received the school sends an SMS to the parent. A written note also needs to be forwarded when the child returns to school. If it becomes evident that a child is regularly not attending school, a review meeting is called to discuss the issue and plan any necessary supports.

6. **School Development Plan 2011**

**Our Priorities**

- **Maintain and promote the Catholic ethos of our school and Josephite tradition**
  - Implementation of On Holy Ground – Eco - Spirituality
  - new sacramental policy
  - colloquium/reflection day for staff

- **Deliver an inclusive curriculum to meet the needs of all students**
  - whole school approach to improving student learning
  - improve student learning through a data driven approach
  - literacy and numeracy strategies (coordinated literacy team)
  - planning for the Australian curriculum
  - evaluate the Hectorville Inclusion Program
  - ICT Integration

- **Promote positive relationships through the values of Respect, Inclusiveness, Faith & Service, Responsibility and Integrity**
  - Year of Responsibility

- **Foster a Professional Learning Community through collaboration, reflection and evaluation**
  - structured teaching and learning year level coordinators to lead teams to plan, analyse and program for students’ learning
  - year level coordinators
Nurture positive family / school partnerships
- parent education – Sibling Rivalry
- community engagement

Develop facilities and resources
- implement ICT strategy/review hardware
- review classroom refurbishment
- multipurpose hall

Create a healthy environment – transforming the outdoors
- Education for Sustainability – student involvement
- creating play spaces for wellbeing

Develop students as active citizens
- leadership program for Year 7
- student voice through structured SRC
- involve students in outreach projects
- Wakakirri

Build one community - HCC – Connection, Community & Communication
- shared vision for HCC
- parent education
- Pastoral Response Team
- intergenerational activities

7. Student Learning: NAPLAN Results
The table below reports the mean scores for St Joseph’s School for each aspect of the National Assessment Program - Literacy and Numeracy (NAPLAN) tests held in May 2011.

| NAPLAN 2011 | YEAR 3 (mean scores) | | | | | |
|---|---|---|---|---|---|
| | reading | writing | spelling | Punct/gram | numeracy |
| 2009 | 407.4 | 437.5 | 423.1 | 427.2 | 396.6 |
| 2010 | 420.8 | 449.6 | 416.8 | 437.9 | 401.6 |
| 2011 | 409 | 410 | 394 | 410 | 367 |
| SA | 402.8 | 399.3 | 392.4 | 404 | 379.6 |
| AUST | 416.2 | 415.5 | 406.3 | 421.6 | 398.4 |
| YEAR 5 (mean scores) | | | | | | |
| 2009 | 487.4 | 492.6 | 498.1 | 499.2 | 473.1 |
| 2010 | 470.9 | 493.2 | 484.1 | 487 | 466.9 |
| 2011 | 487 | 494 | 504 | 514 | 483 |
| SA | 478.5 | 469.4 | 474.4 | 486.2 | 471.4 |
| AUST | 488.4 | 482.5 | 484.3 | 499.7 | 488 |
| YEAR 7 (mean scores) | | | | | | |
| 2009 | 533.3 | 569.3 | 549.1 | 526.1 | 526.5 |
| 2010 | 521.10 | 543.9 | 529.2 | 503 | 509.7 |
| 2011 | 531 | 558 | 549 | 543 | 537 |
| SA | 534 | 529 | 533.6 | 529.3 | 535.3 |
| AUST | 540.2 | 529.3 | 537.8 | 533 | 544.9 |

<table>
<thead>
<tr>
<th>Subject</th>
<th>Yr 3 not achieved</th>
<th>% achieved</th>
<th>Yr 5 not achieved</th>
<th>% achieved</th>
<th>Yr 7 not achieved</th>
<th>% achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1 (1 exempt)</td>
<td>98.6</td>
<td>1 (1 exempt)</td>
<td>98.4</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>1 (1 exempt)</td>
<td>98.6</td>
<td>1 (1 exempt)</td>
<td>98.4</td>
<td>2</td>
<td>97.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>1 (1 exempt)</td>
<td>98.6</td>
<td>1 exempt</td>
<td>100</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Punct/gram</td>
<td>4 (1 exempt)</td>
<td>94.7</td>
<td>2 (1 exempt)</td>
<td>96.8</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>numeracy</td>
<td>2 (1 exempt)</td>
<td>97.3</td>
<td>2 (1 exempt)</td>
<td>96.8</td>
<td>1</td>
<td>98.6</td>
</tr>
</tbody>
</table>
We believe it is very important for the school to be transparent and share with their community what its students are achieving. At St Joseph’s School we do this in a number of ways through parent teacher interviews, written semester reports and review meetings when required. Each parent receives their child’s NAPLAN report in Years 3, 5 and 7 which outlines very clearly what their child has achieved in reading, writing, spelling, punctuation, grammar and numeracy.

At St Joseph’s School we use this data along with our internal whole school testing in Term 4 and ongoing assessment to review how each child is progressing. The database holds key information and is used to track each child’s progress and development.

Our goals for improving student learning for the next two years are:

- Reading – building strategic readers
  Continuing our work with “Reading as Writers with Lisa Burman as mentor.
- Use of grammatical features in writing
- Understanding worded problems
- Multi step problem solving
- Mathematical literacy – understanding Mathematics terminology
- Foster deep understanding and thinking skills

In 2011 we have restructured student support throughout the school to ensure that their specific learning needs are met.

8. Staff Professional Learning
- All staff has worked with Lisa Burman our “Expert in Residence” on “Building Strategic Readers”. Lisa worked with each year level as mentor, demonstrating good practice in teaching reading. Teachers worked on developing a continuum of skills necessary for the teaching of reading.
- Mary Kelson and Michael Lincoln from the Catholic Education Office ran several sessions on Education for Sustainability throughout the year, for teachers, students, parents and the wider community. Both Michael and Mary helped students do an audit of our work in sustainability.
- Our POR’s attended sessions on the new Australian Curriculum and then ran sessions with all staff informing us all the outcomes and requirements.
- All staff worked on familiarizing themselves with the new History Curriculum developing units of work, which will be implemented and reported upon in 2012.

Marilena Cianfaglione
Assistant to the Principal

9. Educational Programs and Experiences on Offer at St Joseph’s School

Faith and Culture
Greetings and peace to your families and our community! When you entrust your children to our staff we also show them the face of God in a myriad of ways as we respond to their educational and pastoral needs and interests.

A very important and special relationship we have at St Joseph’s School is with the Hectorville Parish. Our place in the Hectorville Catholic Community is esteemed and supported by the wider Catholic Community and served by its members generously and graciously, not least of all by the Parish Team, Fr Anthoni, Fr Peter, Deacon Remo, Sr Marie, Judy Hollings and Angela Pirelli. We are so blessed to be able to regularly celebrate the Sacraments, including special school Masses and to have pastoral support from the Parish.

Staff ensure that the religious curriculum, liturgy and prayer, retreats, camp and faith and service activities meet the spiritual, intellectual, social and emotional needs and interests of the children. A very special aspect of our liturgy is the music and movement that is woven into school celebrations. One very positive indicator of the meaning and importance of this to the children are the comments and participation of our senior students. We have an increasing number of Year 7 students who voluntarily participate in liturgical movement under the mentorship of Mrs Pasquini and Mrs Armstrong. Rest assured the faith of our children and our youth is well and truly alive!
Two other important dimensions of our RE program are the Social Justice Program and Education for Sustainability. Not only do we provide rich programs in these areas, but the leadership building and networking integral to them, broaden the knowledge and skills of the children and build their confidence and hope for the future. In the Spirit of St Mary of the Cross, MacKillop, we strive to respond to needs that arise with people and in the environment.

Mike Proctor
APRIM

Supporting Student Learning
Our classes are diverse and our children arrive at school with different experiences and backgrounds. To support each child’s development we have in place a team of people that provide additional assistance. The school’s Wellbeing Coordinator, Chaplain, Student Learning Coordinator and Inclusion Specialist Teacher work with students and staff to support the various needs of the children in our school.

Supporting learning across the school is a priority for our school. This includes the range of children who experience learning difficulties and those who show high potential. The school continues to resource the number of staff that works in this area. We offer literacy intervention programs; reading recovery at Year 1, rainbow reading, listening program, Learning Assistance Program (LAP), fine & gross motor skills programs and Quick Smart Numeracy.

The Arts
In 2011 we continued to provide opportunities for students to perform and express themselves through Wakakirri, at school assemblies and community events.

Over 180 students participated in our Music Instrumental Program. We continued to offer the opportunity for our students to play in our Junior and Senior bands.

Languages
The Language Enrichment Program involved well over 100 students in Years 1-6 in 2011. This program focused on conversational Italian and supported the two lessons that each child receives each week.

Physical Education and Sport
Physical Education continued to grow and evolve at our school in 2011. Many students took the opportunity to represent the school in swimming, touch football, athletics, netball, soccer and cross country. 250 children in participated in our Out of Hours Sports program in 2011 which included netball, soccer, cricket and basketball. We are grateful to the many parents who volunteered to coach and manage these teams.

Library
The children accessed the library each week and worked with our Librarian. This has been an important part of our literacy curriculum offering the Premier’s Reading Challenge (approximately 470 children participated in the program in 2011) and promoting literature across the year levels.

Excursions and Field Trips
All year levels participated in the wider community to enrich their learning. Some examples of trips include visiting Patch Theatre, the beach, Seahorse Farm, Bupa Nursing Home, St Kilda Mangroves Boardwalk, African Drumming Concert, Monarto Zoo, Law Courts, SA Museum and the Aquatic Centre.

Community, Administration and Capital Developments
We were grateful to the Australian Government (through the Building Education Revolution Funding) for $3 million to build the multi-purpose hall on the former site of the presbytery. The hall was opened in November 2011 and provides a large gathering space with stage, resource rooms, meeting rooms, kitchen and storage.

Our ICT strategy was reviewed during 2011. As a result laptops, Apple Mac Pro Books and associated equipment will be introduced in 2012. Extra laptops will provide much needed flexible learning opportunities for our students.

During 2011 the LED sign was replaced along with four air conditioning units.
10. School Funding

As a Catholic school we rely on the prompt payment of school fees to assist with the operation of the school.

The school receives its income from three main sources:
- Australian Government funding;
- Private income from school fees and levies;
- State Government funding.

The graph below shows that approximately 53% of our funding comes from the State and Australian government funding, approximately 13% from Australian government capital income and the balance is from private income.

The school has undertaken over $4m of capital (building) development over the last five years. The school has accessed approximately $3.2m in grant funding from the Australian Government via the Building Education Revolution (BER) program. The South Australian State Government does not provide funds for capital development in Non-Government schools.

Therefore, without the payment of school fees, the school would be unable to provide many of the resources that are currently offered. The school attempts to minimise the level of fee increases; however salary increases and demands for education resources (in particular information technology costs) mean that fee increases must occur each year.

In 2012 the overall School Fees increased by 7.55%. This equates to approximately an increase of $5.20 per school week for one child.

The school has a building fund and contributions to this fund are fully tax deductible. Contributions to this fund are used solely for capital purposes, as part of a capital project or the reduction of debt. Either way they greatly assist the school in being able to provide the resources and facilities it currently offers students.
11. Parent, Student and Teacher Satisfaction

Evaluation and review is part of the school’s policy for continued improvement.

An annual review is undertaken with all staff to improve our structures, processes, curriculum and administration of the school at the end of each school year. The staff affirmed our processes and structures and agreed to continue with the same Position of Responsibility structure in 2011.

Each staff member participated in their annual review discussion with a member of the leadership team in Term 3.

Seeking parent feedback and involvement is always important. As a result of a review of the school uniform with parents, staff and students a new sports uniform was introduced in 2011. Parents in the PreSchool provided feedback about the structure and program offered for 4 year olds.

A canteen survey provided excellent feedback for the school and co-managers. Working in the canteen is seen as a rewarding and enjoyable way to spend a day, although it is extremely demanding and tiring and it was pleasing to see that most of the survey participants acknowledged the good work that is done by Di Angeletti, Sue Elliott and their band of faithful volunteers.

There were well over 100 replies which effectively represent the thoughts of a large number of our school community. The responses were both informative and detailed and there were a number of recommendations. On the whole the comments were positive and focused on the co-managers personal skills and abilities, their willingness to serve the community and the facility itself. There were many comments about the menu, some saying it is excellent whilst others suggested ways to improve on health and nutrition.

In conclusion it was a fabulous exercise that many families took advantage of. At the heart of what people were saying was that they genuinely appreciated the people who work in the canteen and the fair prices. I would like to congratulate Sue and Di on the fabulous work they do and their willingness to continue to grow and change to meet the needs of our community.

Ms Leonie De Garis
Principal

14 March 2012