Hectorville Catholic Community

St Joseph’s School

2012 Annual Report
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 2012.

**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 656 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.

**Student Enrolment Numbers for 2012**

<table>
<thead>
<tr>
<th>Reception</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>117</td>
<td>82</td>
<td>85</td>
<td>78</td>
<td>76</td>
<td>78</td>
<td>62</td>
<td>78</td>
<td>656</td>
</tr>
</tbody>
</table>

**Student Attendance**

The average student attendance rate for our school in 2012 was 94%.

<table>
<thead>
<tr>
<th>Reception: 94.5%</th>
<th>Year 4: 94.2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 94.5%</td>
<td>Year 5 – 95.2%</td>
</tr>
<tr>
<td>Year 2: 94.7%</td>
<td>Year 6 – 94.5%</td>
</tr>
<tr>
<td>Year 3: 93.5%</td>
<td>Year 7 – 93%</td>
</tr>
</tbody>
</table>

Student attendance is monitored by the classroom teacher and the attendance registrar. 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 to the classroom teacher or attendance registrar that a child is regularly not attending school the Principal is notified. Subject to this discussion the class teacher will contact the parent. A review meeting is called to discuss the issue and plan any necessary supports.
Faith and Catholic Identity

An important Catholic focus in 2012 was the Year of Grace. Our teachers helped children to give special attention to the moments of grace in their daily lives – which we called God moments. To compliment this and following the request from Archbishop Philip Wilson, our students in Year 6 & 7 prayed the Angelus twice a week. This became a very special time of prayer, with our senior students then spending time in our younger classes leading them in the Angelus.

Other special aspects of faith development and celebration were the retreat experiences that students in Years 4, 5 and 7 students have with senior students from Rostrevor College and Mary MacKillop College, the anointing Masses the Year 5 & 6 students participate in, the Sacrament of Reconciliation that students from Yr 3 – 7 experience each year. Again we are indebted to our priests who make this possible. Fr Peter also supported the training of altar servers and Nadia Pasquini and Mary Armstrong continued to work alongside Yr 7 students (45 last year and 51 this year) to prepare Sacred Dance that has become an important and unique creative prayer experience at St Joseph’s School. It is encouraging and inspiring to witness the dedication and prayerfulness of the senior students.

We continued to work with the Parish Leadership Team, Neighbourhood leaders and hosts and parents to prepare children for the Sacraments of Reconciliation, Confirmation and First Holy Communion. The ongoing support of children’s faith is central to our Catholic school. We provided varied experiences through the classroom Religious Education programs and community outreach experiences. Prayer, both formal and informal is infused in their learning and hands on experiences with Eucharist, being the most important liturgy our children, staff and families celebrate regularly. We are very grateful to our Parish priests, Fr Anthoni Adimai and Fr Peter Swaans for their prayerful leadership, including the time given to help our teachers develop their understanding of Eucharist.

Curriculum

2012 saw the beginning of our participation in the National Partnership IDEAS (Innovative Designs for Enhancing Achievements in Schools) Project. IDEAS is a supported model of school revitalisation. The vision is to inspire schools to engage in journeys of self-discovery which lead to sustainable excellence in teaching and learning. As an IDEAS school we have committed to a four semester process of revitalisation using resources, workshops and on-site consultation from the Leadership Research Institute Team at the University of Southern Queensland.

We continue to work on the implementation of the National Curriculum. In 2012 the teachers have worked on the English and Science curriculum, consolidated the work done on History from 2011 and in 2013 Mathematics will be our focus. As a staff we have looked closely at the Achievement Standards for each year level as described in the National Curriculum and the implications not only for our teaching and learning program but also on the assessment and reporting of student achievement to our parent community.

All staff continued their work with Lisa Burman our “Expert in Residence” on “Refreshing the Pedagogy of Writing” - developing the art of writing, with emphasis on book making, writer’s notebook and grammar and punctuation. Lisa worked with each year level as mentor, demonstrating good practice in explicit teaching of writing.

ICT and its integrated use in our curriculum, continued to be a major focus. In 2012 pods of laptops in all year levels enabled students and their teachers to have greater access to the use of ICT. We have also introduced iPads for use throughout the school. These have had an immediate impact and are a wonderful addition to our ICT program.

The Arts

In 2012 we continued to provide opportunities for students to perform and express themselves through Wakakirri, at school assemblies and community events.

Many 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 students in Years 1-6 in 2012. This program focused on conversational Italian and supported the two lessons that each child receives each week.

Physical Education and Sport

Many students took the opportunity to represent the school in swimming, touch football, athletics, netball, soccer and cross country. A large number of children in participated in our Out of Hours Sports program in 2012 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 and promoting literature across the year levels.

Student Assessment and Reporting

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 2012.

<table>
<thead>
<tr>
<th>NAPLAN 2012</th>
<th>YEAR 3 (mean scores)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Writing</td>
<td>Spelling</td>
<td>Punctuation &amp; Grammar</td>
<td>Numeracy</td>
</tr>
<tr>
<td>2010</td>
<td>420.8</td>
<td>449.6</td>
<td>416.8</td>
<td>437.9</td>
<td>401.6</td>
</tr>
<tr>
<td>2011</td>
<td>409</td>
<td>410</td>
<td>394</td>
<td>410</td>
<td>367</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td><strong>411</strong></td>
<td><strong>418</strong></td>
<td><strong>405</strong></td>
<td><strong>418</strong></td>
<td><strong>384</strong></td>
</tr>
<tr>
<td>SA</td>
<td>408</td>
<td>403</td>
<td>402</td>
<td>405</td>
<td>379.6</td>
</tr>
<tr>
<td>AUST</td>
<td>419</td>
<td>415</td>
<td>414</td>
<td>424</td>
<td>398.4</td>
</tr>
<tr>
<td><strong>YEAR 5 (mean scores)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>470.9</td>
<td>493.2</td>
<td>484.1</td>
<td>487</td>
<td>466.9</td>
</tr>
<tr>
<td>2011</td>
<td>487</td>
<td>494</td>
<td>504</td>
<td>514</td>
<td>483</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td><strong>497</strong></td>
<td><strong>480</strong></td>
<td><strong>519</strong></td>
<td><strong>500</strong></td>
<td><strong>487</strong></td>
</tr>
<tr>
<td>SA</td>
<td>483</td>
<td>463</td>
<td>482</td>
<td>480</td>
<td>471</td>
</tr>
<tr>
<td>AUST</td>
<td>493</td>
<td>477</td>
<td>494</td>
<td>491</td>
<td>488</td>
</tr>
<tr>
<td><strong>YEAR 7 (mean scores)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>521.10</td>
<td>543.9</td>
<td>529.2</td>
<td>503</td>
<td>509.7</td>
</tr>
<tr>
<td>2011</td>
<td>531</td>
<td>558</td>
<td>549</td>
<td>543</td>
<td>537</td>
</tr>
<tr>
<td><strong>2012</strong></td>
<td><strong>535</strong></td>
<td><strong>542</strong></td>
<td><strong>537</strong></td>
<td><strong>542</strong></td>
<td><strong>524</strong></td>
</tr>
<tr>
<td>SA</td>
<td>537</td>
<td>516</td>
<td>536</td>
<td>541</td>
<td>529</td>
</tr>
<tr>
<td>AUST</td>
<td>541</td>
<td>518</td>
<td>543</td>
<td>546</td>
<td>538</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. This is one test at one particular point in time based on a national level. We use a variety of assessment forms and diagnosis to inform us about each child's progress. The student database holds key information and is used to track each child's progress and development.
Our goals for improving student learning in 2012 were:

- Building strategic readers
- Use of grammatical features in writing
- Understanding worded problems
- Multi step problem solving
- Mathematical literacy – understanding Mathematics terminology

**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.

**Student Voice**

Each class had two Student Representatives from Year 2-7 Semesters 1 and 2, who embody their class every Friday at a Student Representative Council Meeting. They learnt the skill of putting words into action by working as part of a team. Each meeting began with any issues raised from their class meetings; this was discussed and put into action. The next part of the meeting was split into four committee groups; Sustainability, Safety, Canteen & Entertainment and Fundraising.

Each committee began with a goal and wrote steps on how to achieve it. The Sustainability Team’s goal was to build a frog pond. Canteen to introduce more healthier options, Safety to keep the school safe and Entertainment and Fundraising committee to help raise money for SRC initiatives.

Entertainment & Fundraising committee held three lunchtime discos and five J Factor talent shows. This brought fun and laughter to lunchtime. They also raised money in the 15 class productions.

Overall the SRC raised $3037.05. This went towards the frog pond initiative, several plants, flowers, lattice and pots for around the school and the purchase of four new hand held microphones with an easy to use panel system.

They developed many other skills whilst being involved in SRC; public speaking, gaining confidence, being a part of a team, organizational skills and taking action when seeing a need. The students developed their leadership skills and tackled many student issues throughout the year.

**Education for Sustainability (EfS)**

Guided by the School Environment Management Plan (SEMP) that was developed in 2011 by students, staff, some parents and other community members, teachers and our twelve EfS students leaders (Yr 4 – 7) worked in partnership with CEO Consultants (Mary Kelson & Michael Lincoln) and Natural Resources Management (NRM) personnel to undertake the following projects. A frog & fish pond (which is thriving) was constructed, sustainability was embedded across learning areas including projects from Preschool – Yr 7 and One Earth Day was celebrated. Two key aspects of our successful growth in Environmental Sustainability are the student leaders who are passionate and committed and the networks we have developed with mentors and other schools.

**Capital Developments**

The major upgrade in 2012 was the replacement of the asbestos roof of the Reception Unit in January 2013 ($55000). Additional ICT equipment was also updated and purchased: 32 IPADS (storage and protective covers), 30 MacPro Books, data cabling in the Preschool, laser printer, projector and microphones in the Hall. Other works included the purchase of new book trays for Year 4 and 5, Hall bin enclosure, air-conditioning unit in Reception unit, two Fridges and an oven for the Canteen, kerb and drain repairs and plumbing in the Preschool.
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 67% of our funding comes from the State and Australian government funding and the balance is from private income.

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 2013 the School Fees increased by 6%.

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.

Parent, Student and Teacher Satisfaction

The major evaluation undertaken during 2012 was the survey undertaken by the University of Southern Queensland through the National Partnerships Project: Empowering Local Schools. The responses to the Diagnostic Inventory School Alignment (DISA) were as follows:

Staff response= 63
Parent responses=166
Student Responses= 180
The Report Card

The DISA data has drawn a picture of St Joseph’s School as a safe and caring place for all who learn and work there. Staff, parents, and students all agree that St Joseph’s School has an excellent reputation in our community for providing a caring and respectful environment for all. The data indicates that there is much to be proud of. The following report card highlights our successes and outlines some areas of challenge.

St Joseph’s has achieved success in many areas. We have a consistent whole school approach that promotes positive relationships between all. Teachers strongly believe that their role is crucial in developing students’ lives, and see their profession as significant and influential. We actively acknowledge and celebrate our achievements and successes. We have clearly defined school values that are known and lived by all staff, students and parents. Our values underpin our catholic identity and there is a clear link between the school vision and the teaching and learning that occurs.

The school provides various opportunities for students to care for others in their community. Both teachers and parents have high expectations of student achievement, in fact, students believe that teachers and parents work together to help them to become successful learners.

Parents acknowledge that their children have access to a wide range of technology to make their learning more interesting and the students are challenged and enjoy researching and presenting their work on iPads, laptops, and Interactive Whiteboards. The students appreciate the efforts of teachers to make their classrooms inviting and interesting to improve learning outcomes. St Joseph’s staff and wider community are challenged to work together to make a good school into a great one.

We all agree that students at our school need encouragement to be active participants in their learning. The data indicates that students have a limited input into the teaching and learning program and the way their learning is conducted.

Parents feel their children need further preparation for the transition into secondary school.

Staff, therefore, must challenge themselves to engage students more in the learning process, be more innovative and present a contemporary curriculum that caters for 21st century learning.

With a more collaborative approach to professional learning, teacher leadership in pedagogical change would be enhanced.

Both parents and students agree they would benefit from more involvement in the decision making process. Staff and parents believe that not enough people in the wider community and parish have the opportunity to see what is done at our school, and we are not open to the wider community. We, therefore, need to utilize outside agencies more to help improve student learning outcomes.

Developing an exciting future vision that specifically targets and outlines a whole school approach to pedagogical change will build capacity for whole school improvement.

Ms Leanne Carr
Principal

20 March 2013