2013 Annual General Meeting
The Catholic Church in Australia has for many years devoted much of its pastoral activity and resources to the primary and secondary education of children. The great institutions established by St Mary of the Cross MacKillop and the hundreds of Josephites who has succeeded her stand as a witness to the key importance that the Church places on its charitable and pastoral role in the education of children. Repeatedly in the history of the local church communities in Australia, Catholic parishioners would pour their efforts and resources into building classrooms for the parish school even before they would build the church. The community would gather in classrooms for Sunday Mass because they had built the school even before constructing the parish church building. The Josephite sisters lived with remarkable simplicity and poverty because all their efforts went into the school. Parishioners would scrim and save, not only to pay school fees for their children, but also to contribute to the building and expansion of the school itself. The parish understood the school as one of its principle missions in the world because by means of the school the parish would continue its ministry of proclaiming the Gospel to the students.

The great ambition of priests, brothers, sisters and parishioners in establishing a parish school was so that the children of the parish would not only receive a sound education in all aspects of academia, but that through the school they would also receive the proclamation of the Gospel. The school and the parish are united in this great mission of preaching the Good News and of witnessing to our own personal faith in Jesus Christ.

The Church proclaims this great message through its schools, helping children to know, not simply the moral content of Christ’s teachings, but to know him through prayer, and to receive his grace through the preparation for and regular reception of the Sacraments.

Though the school is tasked with the incredible responsibility of educating children in accordance with the laws and guidelines of the state, as a Catholic school, it is to proclaim the Gospel because it is a prophetic and missionary part of the Church. A Catholic school is not merely a place where religion classes are taught as one subject among others, it is a place where the Gospel is proclaimed, loved and treasured. It is in this space that the mission of the parish and the school find harmony since the school leads its families back to the parish in order to worship God and in turn be nourished by Him.

Here in Hectorville I am always pleased with the healthy relationship between the parish and the school in this great task of proclaiming the Gospel. This mission is lived out not only in the religious curriculum of the school, but also in worship and prayer. There is a very fruitful collaboration in the preparation of the children for the sacraments of Reconciliation, Confirmation and first Holy Communion and the children of the school and families from the wider parish community come together to celebrate these important moments of initiation. Each Friday morning several classes from the school come to the church for morning Mass and join the regular parishioners to worship God and give thanks for his many blessings. And these are just a few expressions of the practical ways in which this relationship is lived out.

I am grateful to Leanne Carr, to the staff, School Board and parents of St Joseph’s Hectorville for their great efforts in sharing the Church’s ministry of proclaiming the Gospel to the local community of Hectorville and the people of the wider community.

Fr. Anthoni Adimai
Parish Priest
Hectorville Catholic Community
Good evening everyone and welcome to St Joseph’s School Hectorville’s Annual General Meeting.

As we reflect on the 2012 school year we are reminded of the great Parish and school community we are. The year brought us many great challenges for both the school and Board alike. I imagine that many of our community members are unfamiliar with the workings of a Catholic Primary School Board and the responsibility we have in supporting the Principal and staff in major decisions that support our children and that reflect the Mission of our Catholic Church.

We share our experiences as parents, bringing together our knowledge, background and gifts in offering our support and opinion on how opportunities might be assessed and issues dealt with within our school. Over the last few years our school has undergone major building projects, together with student focused curriculum initiatives.

In 2012, the focus was less on building and more on maintaining what we have and therefore keeping the school fees to a manageable level, so that we could build our stocks for a new building era in 2014 and onwards.

St Joseph’s School is a place where we recognise God in each other and instill a sense of confidence that enables learning, demonstrates tolerance and inspires commitment to justice in action in all our community. As our school continues to evolve and develop further, so to, do the number of challenges confronting our teachers, staff, support teams, leadership and School Board.

Society is changing and challenging our children more and more. Our Church is changing and now with the appointment of our new Pope – Francis the 1st, we will see, I know, a society and Church getting back to the basics of life and living and allow our children to live and learn and appreciate the basic things in life.

In 2012 and continuing this year, we will see a focus on the school renewal program with the emphasis being on further work with the National Partnerships Project, which Leanne will speak more of later this evening.

I take this opportunity to congratulate Leonie De Garis (Principal in 2012) and the Leadership team, the teachers in taking on new initiatives, and all staff in delivering an inclusive Catholic education to our children.

This evening, I would like to thank and acknowledge the dedication and commitment of the wonderful support staff, administration staff, and maintenance staff of whose service to our school ensures that everything runs like clockwork, therefore allowing our teachers to focus on their ministry of core teaching.

I also offer a vote of thanks to the Parents and Friends committee, who not only made an outstanding financial contribution to our school, but worked tirelessly in building community spirit. Keep up the good work.

To you Fr Anthoni, Fr Peter, Sr Marie and all the Parish staff, we extend a sincere thank you for your leadership in our church. Guiding us and nurturing us in the Catholic faith, bringing us closer to a beautiful friendship with God and Jesus through our Catholic tradition and historical story. Thank you for being our Parish Priest and staff.

To you our parent community, I extend a huge thank you for guiding and coaching your children and volunteering in our school in many different ways.

It is now seven years that my family and I have been a part of St Joseph’s Hectorville; it only seemed like yesterday that our son Xavier was in Reception.

As School Board Chairperson, I have had the pleasure of seeing lots of children move through our school and go on to high school with confidence, courage and a great sense of intellectual curiosity. Every time I attend a school assembly or event, talk to students or hear about their many accomplishments, I am reminded of what a special place St Joseph’s School is.

In closing, I would like to thank you all for your continued support of the School Board and myself as your Chairperson. Thank you.

Mario Lupone
School Board Chairperson
Hi, my name is Emily De Palma – Vice President of the Parent s & Friends Committee.

Emilia Lewis – President of P&F sends her apologies for this evening and has asked that I read her President’s Report to summarise what the committee has done over the past 12 months.

The committee have all worked extremely hard at the following events which were held throughout 2012.

- Sports Day
- People’s Choice Community Lottery
- Quiz Night
- Additive free Expo
- School Disco

The money raised from these events was approximately $14,000 which was put towards the purchase of IPads for the school, new soccer tops and a DVD burner. The remaining $10,500 we have here in a cheque to present to the school tonight.

I would like to thank the Vice Presidents – Emily De Palma and Nikki Franzin and the P & F committee for their hard work and for all their help and support during my first year as President and look forward to working with them throughout the next 12 months.

Emilia Lewis
President P&F
SCHOOL ANNUAL REPORT 2012

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></th>
<th>Rec</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception:</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 4:</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 1:</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 5 – 95.2%</td>
<td></td>
</tr>
<tr>
<td>Year 2:</td>
<td>94.7%</td>
</tr>
<tr>
<td>Year 6 – 94.5%</td>
<td></td>
</tr>
<tr>
<td>Year 3:</td>
<td>93.5%</td>
</tr>
<tr>
<td>Year 7 – 93%</td>
<td></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></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation &amp; Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 (mean scores)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></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>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation &amp; Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 5 (mean scores)</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>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation &amp; Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 7 (mean scores)</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.

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