St Joseph’s School Hectorville
Annual School Report to the Community
2015

St Joseph’s School

Love in all things

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Principal
Ms Leanne Carr
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From the School Board Chairperson

St Joseph’s is an integral part of Hectorville Catholic Community offering faith and education and supporting the wellbeing of each person. The involvement of parents and grandparents is highly valued and we appreciate the many ways they help out.

St Joseph's is more than a school.
It's a community.

Welcome to the 2015 AGM for SJH. My name is Mario D’Angelo and I am proud to be the Chairperson of the School Board.

The school board is comprised of a group of passionate, dedicated and devoted people who meet throughout the year.

We work in an advisory capacity to the Principal to oversee the following.

- We develop policies that nurture the religious dimension and guide the direction of the school.
- Develop the relationship between the school and the church.
- Promote educational excellence within the school.
- Support the administration of the school.
- Foster harmonious and positive collaboration within the school community.
- We work towards a partnership between the parish and school, parents and staff, the school and Catholic education as a whole.

We are proud to have achieved as a board in 2015.

1. Continuation of our building program and Blessing and Official Opening of the New Learning Spaces in November attended by Father Phillip Marshall, Mr Bruno Viecelli (Acting Director of Catholic Education in Adelaide), The Honourable Christopher Pyne and Ms Leanne Carr.
2. Formation of multi age classrooms for our students to enrich their learning.
3. No increase to school fees in 2016 which given today’s economic environment was an important achievement and I wish to thank our Business Manager, Mr Jamie Andrews for his efforts.
4. Continuing to work towards making St Joseph’s School Hectorville the school of choice when families are choosing where to enrol their children and entrust us to create a learning foundation for their future.

I wish to thank the commitment and dedication of all board members in 2015 and look forward to continuing this through 2016. It has been a privilege to work with you all in 2015.

Special thanks the Parents & Friends Association led by Emilia Lewis for their tireless and enthusiastic efforts in holding so many fantastic events in 2015. These events enable our families and children to not only enjoy many events throughout the year but raise funds and give families the opportunity to make new friends.

As well as our wonderful teachers who work as a great team to teach our students the skills which will help them in their life journey. The dedication displayed by you all greatly appreciated by all board members and parents of our students.
Finally to Leanne Carr, for her continued dedication and efforts as school Principal and who we all send our best wishes in her new role. Her tireless work and commitment to the development of St Joseph’s School and students learning is to be commended. Importantly, the efforts and commitment of the board revolve around our students and ensuring that they have the best education and values to assist them in their life journey.

Mario D’Angelo  
Chairperson

From the President Parents and Friends

The P&F Committee had another great year. The committee worked hard again throughout the year fundraising for our school. In 2015 following events were held throughout the year:

- Family BBQ & Disco
- Sports Day
- Mother’s Day & Father’s Day Stalls
- Family Movie Day
- People’s Choice Community Lottery
- Quiz Night

The committee raised $20,000 from these events. I would like to thank the P&F committee and everyone who worked hard throughout the year and look forward to working with them all again this year. The Committee has more fun and exciting events planned for 2016.

Emilia Lewis  
P&F President
From the Principal

Our mission is the development of each child, the whole child, not just the mind but also the child’s faith, spiritual, social, emotional and physical development. In partnership with the family our goal is for each child to know they are loved by God, to be connected to others where diversity is recognised, to live in peace that comes from right relationship and for each child to experience happiness at school. Our families desire a Catholic education where faith, relationships and learning are closely linked together.

The School’s new Strategic Plan was endorsed by the School Board in 2014. The plan will work on strengthening our work in the following areas:

- Catholic Identity
- High Expectations for All
- High Quality Teaching and Learning
- Effective Use of Data
- Strong Home, School, Community Engagement
- Effective Use of Resources

In 2015 our staff further developed our Vision for Learning through the implementation of Differentiation, Metacognition, Creativity and Collaboration. We believe this approach to learning will enhance student engagement and their outcomes. In July we completed the refurbishment of 15 classrooms including a redesign of learning spaces for Year 6 and 7. These new learning spaces are modern and contemporary for both our Early Years and Middle Years children and aims to enhance our approach to teaching and learning at St Joseph’s.

2015 showcased the talents of our children through The Arts (Wakakirri, school plays, and instrumental concerts), Education for Sustainability projects, Student Voice (Yah Day) and Sport (SAPSASA and SACPSSA carnivals and interschool sport).

I sincerely thank the School Board, Parents & Friends and Parent Engagement Group for their leadership in our community. Their collaboration and positive support of the school is greatly valued and appreciated. I thank each and every one of the staff at St Joseph’s for the positive part they have played in the education of our children and for their outstanding professionalism and dedication throughout 2015. Our Leadership Team, teaching staff, administrative and support staff, all have contributed to the excellence of St Joseph’s School.

Leanne Carr
Principal
Section One: School Context

Our Mission
The mission of St Joseph’s School Community is to work in partnership to educate young people for participation in the Church and our changing world.

Our Vision for Learning
We endeavour to ignite a passion for learning in our students. We will collaboratively engage students in relevant, connected and purposeful learning. Our aim is that all students will achieve their goals and be successful learners now and in the future.

Our Motto
Our motto ‘Love in all things’ comes from our Josephite tradition.

Our Values
We take a whole school approach to teaching the values of Respect, Inclusion, Faith & Service, Responsibility and Integrity are

Students
We will ensure students have a safe, inspiring and Catholic faith-filled learning environment. Every person will be engaged in learning through a personalised approach, positioning them for ongoing success. Our moral purpose is to nurture and develop the whole child to be a successful learner.

Teachers and Support Staff
We will continue to engage high quality staff who can contribute and support the Catholic ethos of our school. We will provide purposeful professional learning and feedback opportunities.

Parents and the Community
We will foster high quality parent participation within our Catholic community to ensure students are supported and engaged to achieve their full potential.

Section Two: Student Profile

Student Enrolment
The school caters for students from Preschool – Year 7. Students attending school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015.

Preschool

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>Total Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>30</td>
<td>56</td>
</tr>
</tbody>
</table>

Reception – Year 7

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>Total students</th>
</tr>
</thead>
<tbody>
<tr>
<td>316</td>
<td>300</td>
<td>616</td>
</tr>
</tbody>
</table>
Student Attendance Rates

The average student attendance rate for our school in 2015 was 94.6%. A significant number of student absentees are due to family holidays. Attendance rates are aggregated by year group as shown in the following table:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>93%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94%</td>
</tr>
<tr>
<td>Year 4</td>
<td>98%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95%</td>
</tr>
</tbody>
</table>

Managing Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

School staff, under the Principal’s leadership, support the regular attendance by:
- Providing a caring teaching and learning environment which fosters students’ sense of wellbeing and belonging to the school community
- Maintaining accurate records of attendance
- Recognising and rewarding excellent and improved student attendance
- Implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:
- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- All cases of unsatisfactory attendance and part or full time absences are investigated promptly and appropriate intervention strategies are implemented
- Plans are developed to address the needs of students whose attendance is identified as being of concern.
Section Three: Staffing Profile

The following information describes the staffing profile for 2014.

<table>
<thead>
<tr>
<th>Total Teaching Staff</th>
<th>Total Non-Teaching Staff</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>24</td>
<td>64</td>
</tr>
</tbody>
</table>

*This number includes 28 full time teachers and 17 part-time teachers.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, team meetings, subject specific workshops, conference, study tours and a range of professional learning opportunities provided by Catholic Education SA. The school takes responsibility for planning, implementing, evaluating and tracking staff professional learning and individual members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities to improve student learning outcomes.

The school held five whole school staff days and other staff sessions in 2015 with areas of focus as follows:

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Mission and Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching and Learning Cycle for Writing with Sharyn Clima</td>
</tr>
<tr>
<td></td>
<td>KidsMatter Component 3: Working with parents and carers</td>
</tr>
<tr>
<td></td>
<td>Session 1: Home-school collaborative relationships</td>
</tr>
<tr>
<td>Term 2</td>
<td>Restorative practices with Michael Lincoln and Bill Hansbury</td>
</tr>
<tr>
<td></td>
<td>Teaching Reading with Anne Bayeto</td>
</tr>
<tr>
<td></td>
<td>KidsMatter Component 3: Working with parents and carers</td>
</tr>
<tr>
<td></td>
<td>Session 2: Support for parenting</td>
</tr>
<tr>
<td>Term 3</td>
<td>Restorative practices with Michael Lincoln</td>
</tr>
<tr>
<td></td>
<td>Teaching Multi-age Classes</td>
</tr>
<tr>
<td></td>
<td>Curriculum mapping across the year levels</td>
</tr>
<tr>
<td></td>
<td>KidsMatter Component 3: Working with parents and carers</td>
</tr>
<tr>
<td></td>
<td>Session 3: Collaborative working relationships</td>
</tr>
<tr>
<td>Term 4</td>
<td>Social and Emotional Learning – Circle Time</td>
</tr>
<tr>
<td></td>
<td>Evaluation and analysis of 2015 Data</td>
</tr>
<tr>
<td></td>
<td>Responding to Abuse and Neglect Training</td>
</tr>
</tbody>
</table>
Teacher Goal Setting/Professional Review Process 2015

Timeline

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Teachers review 2015 Self review and drafts 3 individual goals on teacher Setting Goal form. Teachers meet in their teams to share their goals and plan how they will collect evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td>Learning Exchange program – teachers have the opportunity to undertake a walkthrough, observation team – teach. LT member undertakes walkthroughs and provides feedback.</td>
</tr>
<tr>
<td>Term 3</td>
<td>Learning Exchange Program – teachers have the opportunity to undertake a walkthrough, observation or team-teach. LT member undertakes walkthroughs and provides feedback. Teachers meet in teams to assess goals and progress.</td>
</tr>
<tr>
<td>Term 4</td>
<td>Teachers complete End of Year Reflection form. Teachers meet individually with LT member for End of Year Reflection.</td>
</tr>
</tbody>
</table>

Teacher Goal Setting

**Individual Teacher Goals:** St Joseph’s is moving towards the practices embodied in the National Teacher standards.

**School Priorities:** Teachers will identify how they will contribute to achieving the school identified priorities.

**Learning Exchange**
Teachers are provided with an opportunity to observe each other with a focus on their goals for 2015. This will promote the expertise across the school and the opportunity for teachers to learn from each other.

Walkthrough Feedback
A ‘walkthrough’ is defined as a focussed yet informal observation lasting 5 – 15 minutes, starting the process toward collaborative reflective dialogue. The feedback by leadership or others will contribute to the End of Year Professional Review discussion. There is a minimum of two walkthroughs this year. Team members may also do walkthroughs they are observing a teacher’s progress toward a specific goal. Additional goals may also be added following walkthroughs.

**End of Year Self Review and Discussion**
This is designed to be summative, evaluative and a collaborative document. Teachers will reflect on their progress toward their individual teaching goals. Teachers are asked to reflect on their strengths and goals arising from the process. This could include evidence about the impact on student learning, direct observation of teaching and collaboration with others. Once teachers have written their reflections they will meet with a member of the Leadership Team (LT) and discuss their goals and general performance. After the discussion, the LT member will write comments and return to teachers for feedback and approval.
**Teacher Standards**

The following table shows the number of teachers who hold various qualifications:

<table>
<thead>
<tr>
<th>Teacher Qualifications</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Those holding a Masters of Education and other teacher qualifications</td>
<td>5</td>
</tr>
<tr>
<td>2. Those holding additional qualifications; Graduate Certificate in RE</td>
<td>28</td>
</tr>
<tr>
<td>3. Those holding a Bachelor of Education</td>
<td>22</td>
</tr>
<tr>
<td>4. Those holding Diploma of Teaching or Certificate of Teaching</td>
<td>22</td>
</tr>
</tbody>
</table>

**Section Four: Catholic Identity**

**Sacraments**

The Sacramental programs were introduced at meetings with parents, led by Fr Anthoni, Fr Peter, the Parish Sacramental Coordinator, Marie Jaksa and Michael Proctor (APRIM). The main focus of the meetings was adult education about the Sacraments. An important part of the programs was the sessions that parents attended with their children to prepare for the Sacraments. Most sessions this year were facilitated by Marie and Michael at school. In 2015 102 children celebrated Confirmation and First Holy Communion and 68 celebrated First Reconciliation.

**Liturgies**

The children participated in whole school Liturgies throughout the year on special feasts and Year Level Masses on a Friday mornings. Students in Years 3 – 7 also celebrated Reconciliation during one of the terms. Families were invited to attend Parish Masses each term. There were 19 families, from Year 3 and 4 who recently attended the Feast of Christ the King. The children were all given a role at the Mass. There were 67 students, from Year 5-7, participating as altar servers this year. They are trained by Fr Peter and given extra support by 2 senior students. House Captains led Prayer Services in their House Teams for Mother’s Day and Father’s Day.

**Religious Education**

A new Prayer and Liturgy document, ‘Being With God’ was explored in Term 1. This was followed by a professional learning day attended by 23 teachers, either in the April holidays or Saturday 27 June to develop their knowledge, skills and practice of contemplative and meditative prayer. The APRIM is currently mapping the Religious Education Curriculum, using Crossways, data from September 4 Professional Learning Day, ReLAT and overviews and units of work updated in 2014. The RE map will be used to guide further improvement in Religious Education, particularly as the School moves into stages of learning in 2016.

Throughout the Term 4, the APRIM invited the staff and parents into a prayerful reflection of Laudato Si, at staff gatherings on Tuesday mornings and in the Staff Bulletin and Parent Newsletter. The community was invited to participate in the People’s Jobs, Justice and Climate March on Sunday 29 November.
Retreats
All year levels participated in a retreat experience at some stage in the year. The retreats strengthened learning in Religious Education and fostered the faith of students.

Social Justice
Two students from each classroom, elected as Social Justice Representatives met with the APRIM to plan whole school learning and events about Catholic Mission such as Caritas Australia, St Vincent De Paul Society, Catholic Charities and Catholic Mission Australia. The student leaders presented at assemblies and helped to organise events at different times of the year. One of the highlights was the walk-a-thon, in which over $3,000 was raised for the Nepal Appeal. Another highlight was the outreach activities children were involved in at each year level eg singing at BUPA, cake stalls to support the Mary MacKillop Foundation and local families through our School Chaplain and the Middle Years Fair to support communities in Peru and South Sudan.

Section Five: Curriculum

The school provides an educational program based on the Australian Curriculum. The learning areas include English, Mathematics, History, Geography and Science. We also teach Italian, The Arts, Health and Physical Education. Teachers use a planning template to document their teaching and learning programs across the year levels. We also developed a scope and sequence for each learning area. Particular features of the school curriculum in 2015 included:

Vision for Learning – A Whole School Approach

Ignite Engage Achieve

We endeavour to ignite a passion for learning in our students.
We will collaboratively engage students in relevant, connected and purposeful learning.
Our aim is that all students will achieve their goals and be successful learners now and in the future.

During 2015 we continued to develop and strengthen our school wide pedagogical framework. As a staff we continued to develop our whole school approach to Differentiation, Creativity, Collaboration and Metacognition (School Wide Pedagogical Framework). This also included the support and input from the Parent Engagement group, continuous staff professional learning and the youth forums.

The Habits of a Learner were launched in 2015 at an assembly. Each class teacher completed a range of activities in their classrooms so that each habit is known by all in the school community.

A contemporary learning statement was written by the Lead Learning committee to support and document the school’s vision, habits of a learner as well as the school wide pedagogical framework.
Contemporary Learning Statement

Our Vision for learning

We want to ignite in our children a passion for learning. We will collaboratively engage children in relevant, connected and purposeful learning. Our aim is that all children will achieve their individual goals and be successful learners now and in the future.

Habits of a Learner

- Respect others
- Strive to do your best
- Concentrate
- Cooperate/Team Player
- Imagine and Create
- Confident
- Be brave

Learning for Today

We take a whole school approach in providing a curriculum that delivers high quality, rich and diverse experiences for students. Our school approach is based on creativity, differentiation, collaboration and metacognition.

Creativity gives students the opportunity to develop skills and capabilities for lifelong learning. As students develop their creative thinking, they are better able to acquire skills that allow them to view things from different perspectives, create new possibilities, become autonomous and think openly. It is linked to the fundamental qualities of thinking.

Differentiation accommodates for all students learning needs and styles. It provides opportunities for all students to be engaged and successful in their learning. Instruction is relevant, flexible and responsive leading to successful achievement. The goal is to challenge and stimulate all students appropriately and personalize learning for all students.

Collaboration allows the learner to be responsible for their own learning. Students take an active role and develop an understanding of their own role as well as the role of others within their learning. The learning is understood, applied and internalized.

Metacognition is the awareness of one’s own thought processes. ‘Meta’ means behind and ‘Cognition’ is knowing about knowing. Students develop an understanding of when to use particular strategies within their learning. Students use high order thinking which allows them to take active control over the cognitive processes engaged in learning. It is thinking about one’s own thinking processes.

In August during the School’s Open Night, each classroom was open to allow each teacher to share the progress of each child’s learning, to share the school’s vision and school wide pedagogical framework and during this time teachers were able to share how our new learning spaces and furniture support the school wide pedagogical framework.

During the year staff, parents as well as students in Years 5 - 7 completed the DISA Survey. This survey was originally completed in 2012, before the school begun our work with our vision and school wide pedagogical framework. The survey was completed again to be able to compare our results from 2012 to 2015.
The data was collected and analysed from the University of Southern Queensland. Members of the university then shared the findings to the Lead Learning Committee. The results will be shared to the staff and community in 2016 and will guide the school’s future direction.

**Australian Curriculum**

In 2015, planning overviews in all curriculum areas have been reviewed and modified. Teams are up to date with planning and programming from the Australian Curriculum in the areas of English, Maths, History, Science and Geography, which is mainly integrated across the areas of Science, Maths and History. Teachers have also consolidated the transition from SACCQA to the Australian Curriculum in Health. The specialist areas of Physical Education, Italian and the Arts have continued to transition from the draft version of AC in their areas. Scope and sequences have been developed in Health, History, Science and Geography to assist teachers in planning for multi-age classes. Teachers have also explored the achievement standards in English and Maths to develop a further understanding of the scope of learning across year levels. There has also been an audit of implementation of the Australian Curriculum with areas of further development identified as implementation of the Design and Technology curriculum and continued exploration of the general capabilities and how they sit across the curriculum.

**The Arts**

The achievements in the Arts this year have included Wakakirri and the plays performed by the Year 4 and 5 students. The Year 6 students did a fantastic performance at the Entertainment Centre for Wakakirri on the 19 August and were rewarded with five awards. These awards were for the following: Performance teamwork, Creative movement, Soundtrack, Dance production and Creative use of the signature item. Wakakirri is a highlight of the year for many Year 6 students.

In Term 2 the Year 4 students performed the play of Alice in Wonderland in front of the school and parents. They showcased their performance and characterisation skills. The Year 4 students were very enthusiastic and loved the opportunity to perform in front of an audience. The Year 5 students also performed the play of Peter Pan and were able to demonstrate the drama skills that they had developed. The plays were a wonderful opportunity for parents to see their children’s skills in The Arts.

The Carols Night on 25 November was a success and promoted the Arts throughout the school and the community. Each year level performed an item and sung beautifully.

The Arts has also been promoted through the Glee Club at school which is very popular with 40 students. The students have sung at assemblies throughout the year, as well as Friday masses and the Carols Night. It gives students the opportunity to perform in front of others. Drama Club was also introduced in Term 4 for students who have a passion for Drama and there were 25 students involved. Students really enjoyed this after school club and would like to do it again in the future.

**Music**

The Instrumental Program involved over 150 students in 2015 and they participated in violin, piano, guitar, drums, and voice. Students performed at Instrumental Concerts throughout the year. The singing students performed at The Odeon Theatre. Students also participated in the Junior and Senior School Bands and Choir which supported our Liturgical celebrations. There were 40 students involved in the school choir and they performed at assemblies and masses.
Languages
This year we were successful in a grant application to engage an Italian native speaking Languages Assistant during Terms 3 and 4. We found this to be very beneficial for students and the Language team. It provided access current information on cultural practices, traditions and aspects of Italian lifestyle. It also provided us with an opportunity to practise and improve our proficiency in Italian as well as current language terminology currently used in Italy. Students enjoyed the experience as they were provided with current authentic materials and the opportunity to practice speaking in Italian. The Language teachers have worked collaboratively to develop and implement units of work using the Australian Curriculum and will continue to develop new units of work, utilizing further resources in 2016.

Physical Education and Sport
2015 was a big year for sport at St Joseph’s School Hectorville with many highlights over the course of the year. Our Saturday morning soccer had more teams entered than ever before with our senior boys’ team winning the competition. A number of netball teams were also formed and we also had success with our Year 6 girls’ team winning the competition. Basketball and Cricket teams were also formed and Auskick was a success again with higher number participants than ever before. Below is the amount of teams that participated in our out of school sports last year. Soccer (10), Netball (8), Basketball (2), Cricket (2), Auskick (25 participants)

As a school we competed in a number of SAPSASA and SACPSSA carnivals over the year including cross country, athletics, swimming, touch football and netball with around 100 different students involved. This allowed a wide range of students to compete for our school against other schools, which was a positive experience in which they all did our school proud. Our school finished first in the SACPSSA athletics carnival and first in the seniors at the SACPSSA swimming carnival, both outstanding results. As a school we also entered a knock out soccer and tennis team, which we hope to build on entering students into a variety of other knock out sports in 2016.

Our Sports Day and PE Week in Term 1 and 4 respectively offered a chance for the whole school and community to come together to celebrate physical education. Both provided a positive experience for students, teachers, parents and the community, which we hope to continue to achieve in years to come.

Age Champions at Catholic Carnivals
Athletics - Eliza and Alastair Lord
Swimming – Tara and Lucy Young

Torrens River Representatives
Adrian D’Angelo, Loralie Smith, Oliver Thoeny, Alastair Lord, Julian Ionni, Tiana Cetta, Olivia Belperio, Lucy Young, Connor Centofanti, Noah McNamara, Alessandro Bonomi, Bianca Gentilcore and Christian De Corso

SA Representatives (soccer)
Dion Meggetto, Adam Leombruno, Julian Ionni, Noah McNamara
Digital Technologies

In 2015 the role of the ICT Key Teacher was primarily to support the teachers in the use of technology in the curriculum, supports teachers with new technology that was purchased and find resources connecting to the new Australian curriculum. With the roll out of new laptops and ipads, one part of my role was to find apps that could best support education for both lower and upper primary. We also began unpacking the Digital Technologies subject in the Australian Curriculum.

After school sessions were organized for both staff and students. Professional learning was offered to teachers to support them in setting up and running programs such as Edmodo. As part of Children’s University After School Clubs five sessions were held for students who were interested in learning about computer coding. These sessions allowed students to explore the skills of coding using a programme called Scratch.

This year we have continued to run both Windows and Apple computers. This has allowed students to be exposed and gain experiences in different forms of technology. The school will continue to review its technology resourcing to continue to support student learning.

Education for Sustainability (EfS)

Education for Sustainability has continued to flourish and grow this year. Our staff committee comprised of a teacher from each year level and also included OHSC and Preschool representatives. Our Green Crew, which is our student led committee, included 11 students who helped initiate the projects for this year.

This year our school priorities was maintained through our SEMP (School Environmental Management Plan). Our priority for both staff and student committees was to create a visual display to acknowledge our SEMP. Together both committees created “Our Achievements” located in the staff room that celebrates our achievements in regards to the eight areas of sustainability within the school ie biodiversity, economic, air quality, waste, social/cultural, transport and energy.

We also designed and created the signage now erected at each of the sustainability sites. Each sign provides a narrative as to the significance of each location. The Green Crew facilitated by our Finance Officer Robyn Allen sourced and distributed cost effective bins for all areas within the school. The Green Crew also developed the Nature Play Area on the top oval, which will now be launched early next year to coincide with new play areas for the students. The school community has also been informed of events and progress in regards to EFS through assemblies, newsletters and board reports.

We have collaborated with agencies such as NRM, KESAB, Campbelltown Council, various schools, CEO to promote sustainability projects including having the Wipe Out Waste Day and school audit focusing on reducing litter and waste around the school.

Apart from being involved in the initiatives above the EFS student committee has been busy attending and speaking at youth forums and organizing Yay Day. We continue to provide practical activities for the students such as being involved with the Garden Club or Treasure Hunters in the Secret Garden, maintaining the Frog Pond, Butterfly Garden, Sacred Space, Olive Grove and celebrating World Environment Day. Each teacher also makes certain that their students are involved in their year level initiative including gardening, composting, preserving olives, energy audits and water conservation.
It has proven to be another busy year but very significant especially in light of the Pope’s Encyclical ‘Laudato si’. This is only the beginning and many of us are all very excited about what we can continue to achieve next year.

Library
This year we wanted ‘Books to Light up Our World’ in the Library. Our goal was that the students of SJH would read more, understand and connect more with books and story. Most of all we hoped to help the children find the deep pleasure that comes from purposefully reading a great book.

In the early years classes we introduced children to a wide range of author and themes, and spent a lot of time discussing illustration, word patterns and our responses to the story. Sometimes it was the rhythm of the language, sometimes the children identified strongly with the subject and very often it was just the humour that was loved. In the older year levels children focused on selecting ‘Just Right’ books, meaning they considered the reading level of their choices. They often used Lexiles to facilitate this, as well as their purpose for reading that text and foremost how much they enjoyed it.

Using Book Talks really created enthusiasm and increased borrowing of the reviewed texts. In the senior years library lessons concentrated on research in order to locate and present information and to develop useful skills. The Year 6 classes in particular presented excellent assessment pieces at the end of their Migration unit.

Student Voice
Student Voice had a very busy year in 2015 with events such as The J Factor, Movie Days and Yay Day! The Student Representative Council worked together to create a day on 23 September where every member of our school community celebrated life and everything that they are grateful for. This day also provided students the opportunity to work with others from a range of year levels. It was a huge success for Student Voice and there were a range of activities such as The Amazing Race around the school, a dance routine, sporting games and Minute to Win It games. The students had a wonderful day and loved the opportunity to be with students from other year levels.

The Fundraising Committee organised Movie Days in Week 5 of Term 3. It proved to be very popular with the committee raising over $220 for Student Voice to spend on the school. The movies were watched in the library and entry was a gold coin donation. Popcorn was sold for 50 cents and all year levels were welcome to watch the movies. It proved very popular with the Junior Primary students.

In Week 6 Term 2 the J Factor was held in the hall. The Student Voice organised all the auditions and acts and the event raised $525. It was a fantastic week with entertaining performances and parents and family came along to watch their children. Acts included dancing, singing, gymnastics and magic tricks. It really showcased the amazing talents of the students at St Joseph’s and the audience was encouraging and supportive which was great to see. The students loved the opportunity to perform with their friends and create their own dance routines.

Our future goals are to continue to provide opportunities for students to have a voice and take up initiatives that improve and make a difference to our school. Students are engaged and develop a sense of school pride when they are actively involved in discussing ideas and making decisions for our school.
Children’s University
St Joseph’s Hectorville joined Children’s University in July 2015. The program was launched with 107 students from Years 3 – 7 becoming members and being issued with their ‘Passport for Learning’. Children’s University offers educational experiences and acknowledges the learning that students engage in outside of school hours. It recognises their achievements through awarding formal certificates at graduation ceremonies at The University of Adelaide.

Students eagerly recorded all of their learning experiences in their ‘Passport for Learning’ with most students recording between 12 – 30 hours of learning across two terms. To assist the students with reaching their first award of achievement the school with the help of teachers, parent volunteers and local businesses was able to offer chess, gymnastics, cooking, computer coding, animation, soccer, self-defence, balloon twisting and drama in our After School Clubs. The After School Clubs were a great success with over 200 students accessing the clubs over Terms 3 and 4. Students were also offered learning experiences through the EFS Gardening Club, canteen volunteering, school sport teams (soccer, basketball, netball, cricket), Glee Club choir, school band and library volunteering.

Twenty of our Children’s University members reached the 30 hours of learning required to ‘graduate’ in November 2015. The students and their families were invited to a formal graduation ceremony in Bonython Hall at The University of Adelaide. Students wore graduation gowns, stoles and mortarboards and were presented with their awards by the Vice Chancellor of Adelaide University. It was a fantastic experience for the students and an enjoyable occasion for everyone involved.

Assessment and Reporting
This year the school has utilised the Catholic Education Assessment and Reporting Tool (CESART) for the Semester 1 and 2 Reports. Teachers have found the format of these reports extremely useful in reporting student learning to parents in a clear and readily accessible way. The feedback from parents was positive.
Section Six: Student Performance

Students in Years 3, 5 and 7 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May 2015. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs. The table below reports the mean scores for each level. The school results are compared to students’ state wide and nationally. Literacy is posted in four content strands; Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. A whole school improvement goal for 2016 will be formulated when the analysis of our NAPLAN results are complete.

### Year 3 NAPLAN Results 2015

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<th></th>
<th>SJH</th>
<th>SA</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
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<td>416</td>
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<tr>
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<tr>
<td>G&amp;P</td>
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<tr>
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### Year 5 NAPLAN Results 2015

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<tbody>
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<tr>
<td>Writing</td>
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<td>484.7</td>
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<tr>
<td>Spelling</td>
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<td>G&amp;P</td>
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### Year 7 NAPLAN Results 2015

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<td>G&amp;P</td>
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<td>Numeracy</td>
<td>542.6</td>
<td>532.9</td>
<td>516.2</td>
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</table>
Improving Learning in Literacy and Numeracy Across the Year Levels

In 2015 we continued to update the take home reading material for the early years and purchased more comprehension kits for primary and middle years students. All year level teams have access to PM Reading kits that can be used when explicitly teaching reading and comprehension strategies as part of guided reading groups or for whole class sessions via the interactive whiteboards. A focus this year has been with writing and all teachers have worked with Sharyn Clyma, an EAL consultant from Catholic Education. Sharyn has been a mentor to each year level team as she has guided the planning and implementation of the teaching and learning Cycle for explicitly teaching specific grammar and features of particular genres of writing. Each team has been released to work with Sharyn every term to plan and then review their work. The use of a Literacy Block which comprises of the Big 6 of Reading has also been a priority with a guest lecture from Anne Bayetto, well known for her expertise in this area.

Reception

The Reception team has focussed on improving student’s oral language skills with the overall aim of developing their understanding the purpose various texts. This has included scaffolding the students to understand the various language features and structures of procedural, recount and narrative texts. Sharyn Clyma led several workshops, which allowed the team to critically discuss, develop units of work and reflect on the students’ learning. We noticed a significant improvement in the students’ ability to retell stories and events orally. This had a direct link to their writing, which we found was more structured and creative.

In addition, the Receptions have also focussed on improving comprehension skills through questioning and book responses through explicit teaching using big books, nursery rhymes and fairy tales. The teachers focussed on the inferred meaning of the book through looking at the pictures and asking students questions about the book, to improve their thinking skills. Through this questioning, students have been able to ask each other similar questions during partner reading. By collecting work samples, individual questioning and observing peer conversations, we have noticed students are able to recount the text, but more importantly, are looking more deeply into the meaning of the text and how the characters are feeling, thinking and behaving.

Year 1

This year our learning goal was to develop writing skills through the use of the teaching and learning cycle. As a year level unit the Year 1 teachers engaged in discussions and mapped out our goals for each term so to witness a development of writing skills in each individual child. We collected data of each child’s prior knowledge so to establish and inform our future teaching. We focussed on the following areas each term:

Term 1- consolidated knowledge of alphabet (name, sound and formation), developed word knowledge of Galaxy Words (read, write and use), focused on the genre: recounts

Term 2- focused on sentence structure and continued throughout the year, explicit teaching of reading comprehension strategies (predicting, questioning, making connections, infer) and procedure and report writing

Term 3- continued to develop reading strategies (summarising, visualising) and report and narrative writing

Term 4- teaching and learning cycle- daily writing
Strategies included visual cards, anchor charts, 6 thinking hats to develop deeper thinking in various units of work and the use of the Daily 5 ensured progress and success in learning. The evidence of success was witnessed when hearing children use the correct terminology and correctly following the format of different written texts.

The goal in Mathematics was for students to successfully achieve the Year 1 achievement standards including the following tasks: for students to describe number sequences resulting from skip counting by 2s, 5s and 10s, to recognise Australian coins according to their value, to explain time durations and tell time to the half hour, to describe two-dimensional shapes and three-dimensional objects, to describe data displays, to count to and from 100 and locate numbers on a number line, to carry out simple additions and subtractions using counting strategies, to use the language of direction to move from place to place and to collect data by asking questions and draw simple data displays. Over the year we used a variety of strategies to do this including explicit teaching of concepts and open ended tasks and investigations to ensure extension and differentiation of learning for all students. The daily use of the basic maths skills in our classrooms saw an improvement in counting strategies. The evidence of success was apparent in our observations of children being engaged in the open ended tasks and always eager to learn more.

Year 2
For English the Year 2 unit set their goals to develop a cohesive morning literacy block for their students. This included explicitly teaching the students how to construct and expand their sentences specifically using conjunctions, noun groups and two verbs within a sentence. Sharon Clymer mentored and facilitated with programming for the learning and teaching cycle. The learning and teaching cycle encourages class/pair/partner oral and written work before individual writing. The students learned about grammar and their functions by colour coding them and using the correct terminology eg processes instead of verbs and we taught the different types of verbs. Another goal was to improve comprehension. After explicit teaching, students have improved their understanding of and are using inferencing skills.

In Numeracy the goals included practical Maths investigations to facilitate increased maths vocabulary and skills /strategies for problem solving. Teachers explicitly taught the required related skills. During each task, students were asked to record their findings either during or at the end of the lesson and share their findings with the rest of the class. We began each numeracy session by continuing quick maths facts or skills to reinforce learning.

Other learning that occurred included metacognition i.e. using thinking skills such as the brainstorming concept in various ways. Our new environments have encouraged collaboration, creativity, metacognition and differentiation.

Year 3
In 2015 Year 3 cohort focused on three main areas: reading for meaning, reading strategies and the three different sentence types. Students were encouraged to choose texts that were ‘Just Right’ for them from the library. They were also given levelled books as part of their Take Home reading. This aided the development of their reading skills including decoding, fluency and comprehension. Throughout the year, students have been taught the following reading strategies: predicting, visualising, questioning, inferring and making connections. This has deepened their understanding of the texts. As part of the writing program, students have been learning about simple, compound and complex sentences. It has enabled them to identify and vary the types of sentences they use in their writing.
In Numeracy, students have further developed their basic number skills. Through regular practice, they have improved their speed and accuracy of number facts. As part of Mathematics lessons, students have been involved in investigations and the explicit teaching of concepts. Depending on the concept, student investigations have taken place in the classroom and outdoors using the environment. As recommended in the Australian Curriculum, the Maths investigations have given students the opportunity to work collaboratively and to use their knowledge and skills in a range of contexts.

Year 4
As a Year 4 unit we have aspired to continuously develop positive relationships with children, parents and colleagues. We have relied on various forms of available data to guide our planning so that the needs of the children are reflected in our teaching goals.

Our unit goals for 2015 were to:

- Continue focusing on reading comprehension skills in the literacy block
- Continue developing the children’s vocabulary
- Develop basic number facts in order to ensure the speed and accuracy of these facts assist the children in their mathematics.

We addressed our goals by:

- Focussing and developing comprehension skills in Reciprocal, Guided and Shared Reading.
- Incorporating Marzano’s strategies for developing vocabulary
- We have endeavoured to develop the children’s understanding and use of vocabulary via on-line programs. By utilizing “Big IQ Kids” and “Spelling City”, the children had the opportunity to engage in and complete a variety of activities designed to develop the children’s vocabulary.
- Having Professional Development with Sharyn Clyma in constructing a Teaching and Learning Cycle for writing, has contributed in developing the children’s vocabulary and ability in developing their sentence structure.
- Implementing “1 Minute Maths” on a daily basis for 20 weeks. Addition, Subtraction, Multiplication and Division focus was for 5 weeks each.

The data was retrieved from the following areas:

- Spreadsheets with the children’s daily results in the “1 Minute Maths”
- Test results for “1 Minute Maths”
- Average Lexile results for each class across all four terms.
- Analysis of the children’s written texts.

From the data collected we have noted:

- Significant improvement in the children’s average Lexile results from Term 1 through to Term 4.
- Significant improvement in the children’s “1 Minute Maths” results in Addition, Subtraction, Multiplication and Division.
- Greater and wider use of vocabulary in their written texts.

By focussing on our personal and school goals which were established in our Professional Review, we were able to continuously focus on and further develop learning strategies that would achieve the set goals. Continuing with a data driven approach to direct individual and school based planning, as well as consolidating established school based goals, we will be equipped to continue to provide a relevant, effective and child centred learning environment in 2016.
Year 5
The Year 5 team focused on a number of goals in 2015. The main goal was to improve students' sentence structure moving them on from simple to compound to complex sentences. The Year 5 team worked and planned in collaboration with the EAL Consultant Sharyn Clyma, to develop explicit teaching lessons and a variety of activities to develop their writing. The lessons were integrated with Science through a unit of work about animal adaptations and survival in desert environments. At the end of the unit teachers noticed an improvement in students writing samples. Their sentences included more detail and description and many students were writing using a number of different conjunctions.

Another team goal was to improve inferential reading comprehension skills. This has involved explicit teaching and modelling of how to make inferences. Students were provided with a variety of resources (texts, pictures, audio-visual) in order to practise inferring skills. Data from teacher observations and assessment showed students are using prior knowledge and imagination to generate responses using inferencing.

Graphic organisers such as Ralph Pirozzo's Rake, Venn Diagrams, T Charts (etc) have enabled students to dig deeper, give reasons for their responses and use text clues and prior knowledge to reach conclusions. Data from the whole school testing shows overall improvement in comprehension in Probe testing. Data collected proved there was improvement by many students in one or more areas of comprehension. Student responses to questions showed more complex sentences and detailed responses – even to questions that required a single answer.

The Year 5 team continued to focus on improving students’ basic number fact skills. We have used the daily maths program to give students repetition in using the four basic processes. The teachers monitored students’ progress throughout this time. End of year testing results showed there was improvement made in all four number skills.

Year 6
The Year 6 team have focussed on a number of literacy goals in 2015.
We concentrated on improving students'  
- comprehension  
- vocabulary  
- writing structure

We explicitly taught reciprocal reading strategies of inferring, questioning, summarising, clarifying and predicting, with a variety of literature. The consistent use of a vocabulary book strengthened and improved the students’ understanding of new vocabulary. We taught and discussed importance of using a variety of sentences in their writing.

We worked collaboratively with our EAL consultant Sharyn Clymer, who helped us strategically teach writing structures within each genre. With Sharyn's help we were able to teach language features specific to our Historical Recount, *The Stolen Generation*. Her work with us has been invaluable.

In our literacy block, we included *Higher Order Thinking Skills (HOTS)* specifically; *Gardner's multiple intelligences, Bloom's Taxonomy and Tony Ryan's Thinkers Keys.*
We have written several teaching and learning units, using HOTS so that students are better equipped to think critically and creatively.
Throughout the year we have observed that:

- Students were delving deeper when answering and were able to reflect on their responses more readily
- Students writing improved with the use of descriptive language
- Students comprehension skills improved when we compared their comprehension scores in Term 1 to those of Term 4

**Year 7**

The main goals for the Year 7 unit in 2015 were to improve student comprehension, specifically focusing on building vocabulary and improving inferencing skills. Improving comprehension and building vocabulary achievements include:

- A substantial increase in the use of sophisticated vocabulary in each student’s writing.
- Comprehension skills have grown significantly as a whole group. Term 4 whole school testing data also provided evidence that most students have grown considerably in their comprehension skills in Year 7.
- Students have significantly increased their inferencing skills.
- Students are now more fluent readers and have notably deepened their understanding of both fiction and non-fiction texts.
- A vast increase in reading and writing stamina.

This has been achieved because:

- Each student has successfully utilised their personalised vocabulary book to record unknown words from their novels each week and make a written prediction on what each word means. The following week they research their unknown words as one part of their spelling task to discover the meaning and use each word in context.
- Students have been encouraged to regularly use a Thesaurus when writing. This has made a significant difference in the standard of vocabulary used in their writing and their ability to understand a wider range of words.
- Students have been taught to use word clines. This strategy has enabled them to select the correct word they should use based on the low, medium or high intensity that they require in their creative writing.
- We have played a variety of class vocabularily games that have helped them to learn new words and extend their vocabulary.
- Students have successfully used reciprocal reading strategies that have increased their ability to predict, question, clarify and summarise.

We have also had a focus on inferencing this year too and have used a variety of methods including watching advertisements and short videos that require inferencing to understand what they are about.
Section Seven: Pastoral Care and Wellbeing

This year the support of individual students, groups, classes, staff, and parents/caregivers has been a major component of the role of our Wellbeing Coordinator. Further to this ongoing support the following has also been achieved.

- Coordinating with staff the Beginning of Year Relationship Building focus with continued Social and Emotional Learning (SEL) support throughout the year.
- Ongoing implementation of the KidsMatter Framework which included Staff training sessions each Term in Component 3 ‘Working with Parents and Carers’ facilitated by the KidsMatter Action team.
- Regular Action Team meetings throughout the year to support the implementation of the KidsMatter Framework.
- Circle Time teaching Restorative Behaviour in Year 2.
- A regular Wellbeing Section in the Parent Bulletin which provides strategies and resources for parents/caregivers on a variety of topics related to parenting and wellbeing.
- The continuation of Pop up Play trolleys to support play in the yard.
- Planning a ‘Yay Day’ activity on gratitude and collaborative games to support the SRC KidsMatter team.
- Planning and presenting a SEL information session as a component of the Reception induction Program in Term 4.

Future directions for 2016 include the continued implementation of the KidsMatter Framework which will include staff training sessions in Component 4 ‘Helping Children with Mental Health Difficulties’. We will also be offering continued support for social and emotional learning for our students with a particular focus on Restorative Practices.

Section Eight: Early Learning Birth – 5 Years

Playgroup
Under the auspices of the Playgroup Association of South Australia, we have run a playgroup programme for children from 0 – 3 years of age. We began with one session per week held on Thursday mornings and due to demand another session on Monday mornings was introduced. Many children and their parents come to both playgroup sessions every week. Nichola Lewis an Educational Support Officer oversees the smooth weekly running of playgroup. Sessions are held in the OSHC building on Monday and Thursday mornings.

Little Joeys – 3 year old programme
2015 saw the beginning of the Little Joey’s Early Learning Programme in Term 1. We began with eight children attending on Tuesday mornings and four on Thursday afternoons. Slowly, numbers of children increased and after employing an ESO, we were able to increase the enrolments to 20 children on Tuesdays and 14 on Thursday afternoon as per National Quality Framework ratio. The Early Learning Programme concentrated heavily on the development of the children’s oral language, discovery and presenting provocations for learning to deepen thinking. We were able to expand the children vocabularies by reading many traditional stories, fairy tales and nursery rhymes.
We exposed the children to the basic numeracy skills of counting, one to one matching, and recognition of colours and shapes. Fine motor skills such as cutting and pencil grips, gross motor skills like jumping with two feet or catching the ball were continually practised.

Most importantly all the Little Joeys have begun to practice and demonstrate social skills such as sharing, turn taking and being respectful of each other’s opinion. They have all enjoyed sitting and listening to a story and then responding appropriately to questions about that story. The programme has been a huge success and has gone from strength to strength. Parents have been very supportive and enthusiastic about their children’s early learning opportunities and outcomes.

Section Nine: Parent Engagement in Learning

The Parent Engagement Group continued to meet each term in 2015. The focus was on three themes: Communication, Connection and Community. The priority for the group was to strengthen the Parent Class System and establish a parent contact list for each class. Other activities that support parents and encourage involvement and participation include:

**Communication:**

- Meet the teacher at the beginning of Term 1
- Class Meetings for parents
- 3 Way Learning Conversations
- Class Reps
- Class Newsletters each term
- Role of Chaplain to be a liaison and support families

**Connection:**

- New Reception Orientation Program in Term 4
- Class meetings
- Parent Contact List for each class

**Community:**

- P&F friend-raising events
- Open Night for Learning in Term 3
- Family Week in Term 3

**Future Directions for 2016**

1. Continue to build the culture of partnership with families
2. Strengthen the Class Rep system as a connection with parents
3. Establish a space for parents to gather within the school
4. Rename the group Parent Voice
Section Ten: Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. In 2015 the school used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers. Staff, students and parents took part in the Diagnostic Inventory of School Alignment (DISA). The DISA is a reliable, research derived tool designed around the Research-based Framework for Organisational Alignment. It has been developed to gather data from the school's major stakeholder groups (teachers, parents and students). The collated whole-school data are expressed in terms of indicators of social, organisational and intellectual capital. In 2016, staff, students and parents will explore in detail the results of the survey and its implications for future directions at St Joseph’s School.

The second survey completed was DECD Student Wellbeing for Year 6 and Year 7. This survey will be analyzed in 2016 and will provide a valuable way to better understand wellbeing and student learning.

Section Eleven: Financial Statement

The Board members present their report on the financial statements of the School for the year ended 31 December 2015.

The following persons hold office as Board members as at the date of this report:

Fr Anthoni Adimai (President) Ms Leanne Carr (Principal)
Mr Mario D'Angelo (Chairperson) Mrs Rebecca Lines (Treasurer)
Mrs Belinda Elliott (Staff Rep) Mrs Michelle Carse
Mrs Emily De Palma Mrs Diana Coyle
Ms Sharee McNamara Mrs Olivia Boffa
Mr Joe Berlingeri Mr Andrew Bowering
Dr Maria Sauchelli Mrs Rossana Capone
Mrs Lisa Di Blasio Ms Louise McGuire
Ms Michelle Carse Mrs Marie Jaksa
Ms Sandra Fenwick (Secretary)

Activities
The principle continuing activities of the School are to provide primary education for 564 students and Preschool education to 54 children.

Results
The net result of the school's operations for 2014 was a surplus of $1,433,896 (2015: surplus of $466,327).

The 2014 result was after receipt of Commonwealth Capital Grant funding of $855,980 (2014: $144,020).
Significant Changes
There were no significant changes in the state of affairs of the School which occurred during the financial year.

Matters subsequent to the end of the financial year
No matter or circumstance has arisen since 31 December 2015 that has significantly affected or may significantly affect:

(i) the operations of the School;
(ii) the results of the operations; and
(iii) the state of affairs of the School

Income & Expenditure Statement

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<th>Income</th>
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<th>2014 FINAL RESULT</th>
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<td>Net School Fees, Charges &amp; Levies</td>
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| Total                                       | $1,433,596        | $466,327          |
| Less Capital Grants                         | $855,980          | $144,020          |
| Total                                       | $577,616          | $322,307          |
## Statement of Financial Position

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<tr>
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<th>2014 Final Result</th>
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</table>
2015 Income Breakdown

- Net School Fees, Charges & Levies: 60%
- Government Grants & Funding: 22%
- Capital Grants/CEO Subsidies: 11%
- Trading Activities: 6%
- Other Income: 1%

2015 Expenditure Breakdown

- Salaries & On-Costs: 76%
- Curriculum Expenditure/Excursions: 13%
- Administrative Expenses: 3%
- Maintenance of Facilities: 5%
- Finance Expenses: 3%
Revised 2016 Budget

### Income Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fees, Charges &amp; Levies</td>
<td>$1,938,002</td>
</tr>
<tr>
<td>Donations/Funds Raised</td>
<td>$26,122</td>
</tr>
<tr>
<td>CEO Subsidy Funding</td>
<td>$24,500</td>
</tr>
<tr>
<td>Other</td>
<td>$29,339</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,017,963</strong></td>
</tr>
</tbody>
</table>

### Government Grants/Funding

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Government</td>
<td>$1,011,836</td>
</tr>
<tr>
<td>Australian Government</td>
<td>$3,359,989</td>
</tr>
<tr>
<td>Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,371,825</strong></td>
</tr>
</tbody>
</table>

### Total Revenue

| Amount                        | $6,389,788      |

### Tuition Expenditure

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; On-Costs</td>
<td>$3,864,725</td>
</tr>
<tr>
<td>Curriculum Expenditure/Excursions</td>
<td>$236,412</td>
</tr>
<tr>
<td>Family Discounts/Remissions</td>
<td>$238,614</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,339,751</strong></td>
</tr>
</tbody>
</table>

### General and Administrative Expenditure

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; On-Costs</td>
<td>$439,754</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance/Caretaking Expenditure</td>
<td>$170,797</td>
</tr>
<tr>
<td>Utilities Rates &amp; Taxes</td>
<td>$137,232</td>
</tr>
<tr>
<td>Insurance</td>
<td>$63,000</td>
</tr>
<tr>
<td>Leasing &amp; Finance &amp; Banking Charges</td>
<td>$134,596</td>
</tr>
<tr>
<td>Loan Interest</td>
<td>$126,646</td>
</tr>
<tr>
<td>CEO Levies</td>
<td>$296,212</td>
</tr>
<tr>
<td>General Administration</td>
<td>$242,614</td>
</tr>
<tr>
<td>Depreciation</td>
<td>$259,412</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,870,263</strong></td>
</tr>
</tbody>
</table>

### Total Expenditure

| Amount                        | $6,210,014      |

### Net Trading Accounts

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canteen</td>
<td>-$7,579</td>
</tr>
<tr>
<td>OSHC</td>
<td>$12,397</td>
</tr>
<tr>
<td>Pre-School</td>
<td>$88,500</td>
</tr>
<tr>
<td>Hall</td>
<td>$13,116</td>
</tr>
<tr>
<td>Other</td>
<td>-$8,031</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$98,403</strong></td>
</tr>
</tbody>
</table>

### Net Income/(Expenditure)

| Amount                        | **$278,177**    |