

# Annual Community 2019 Report

St Joseph's School Hindmarsh



A heart-shaped sign with a dark brown border and an orange center, hanging from a tree branch. The sign features the text "IN ALL THINGS" in a bold, sans-serif font and "love" in a cursive script font. The background is a blurred scene of green foliage and a blue sky.

IN ALL THINGS

love



# Community Agenda

- 1 **Welcome**
- 2 **Apologies**
- 3 **Prayer led by Helen Clark**
- 4 **Minutes of Previous Meeting - AGM 2018**
- 5 **Introduction of School Staff**
- 6 **Annual Reports**
  - Principal - *Maria D'Aloia*
  - Chairperson of School Board - *Richard Ellerman*
  - Finance - *Karyn Burlow*
  - Parent & Friends - *Catherine Petrakis*
  - WH&S - *Denise Tarrant*
- 7 **General Business**



# Minutes

## AGM 2019

Tuesday 12th February 2019 at 6.15pm

1. Present: *Staff*

Maria D'Aloia, Rita Garreffa, Helen Clark, Kay Carmody, Kathleen Melis, Rita Campbell, Cristian Morgado, Cate Halbert, Kara Wodson, Melissa Carlin-Smith, Vanessa Morelli, Therese Slattery, Kelly Morgan, Diana Comitogianni, Antoinette Di Paolo, Helen Carter, Jessica Taormina, Danielle Dedic, Dawn Saleeba, Rose Caire, Judith Bowden, Maria Apostolou, Mirca Bray

*Parent Community*

Stav Lentakis, Brendan Hynes, Megan Hynes, Connie Andriani, Shranjeet Sidhu, Ashleigh Smith, Kylie Von Ohle, Ange Robinson, Cam Robinson, Tommy Cecere, Kelly Fusco, Ellen Howell, Fil Ursida, Frank Ursida, Siva Ramchandran, Ram Duraisamy, Sam Hosseini, Shreeni Randeniya, Quong Nguyen, Hani Matta, Craig Costello, Melanie Parker, Victoria Modi, Ravneet Kaur, Mel Melino, Lorrie Melino, Roya Khanzadeh, Caterina Vignogna, Francesca Aiossa, Tito Fiorenza, Michelle Battersby, Linda Polese

2. Welcome: Maria D'Aloia welcomed the community

3. Acknowledgment of Country: prepared by Helen Clark & led by Maria D'Aloia

4. Prayer : led by Helen Clark (APRIM)

5. Apologies: Father Bill Brady, Richard Ellerman, Catherine Jones, Denise Tarrant, Melissa Thom, Kathryn Thomson, Catherine Bendys, Cadia Rosato

6. Minutes of Previous Meeting  
Accepted: Rita Garreffa | Seconded: Dawn Saleeba

7. Principal's Report

- a. School Principal, Maria D'Aloia tabled a report and informed parents on the 2018 Improvement Plan. Report was tabled.

8. Chairperson's Report

- a. Maria D'Aloia explained that Richard Ellerman was unable to attend tonight to present the report as he was called away for business interstate. The report will be included in the completed AGM report.

9. Parent Engagement Report: Prepared by Kate Mason and was tabled.

Maria thanked the committee members for the wonderful work undertaken by fundraising over \$11,000 which enable the school to purchase valuable resources for the students. Thanks also to the establishment of Parent Reps which proved beneficial to building community.

10. Finance Report: presented by Tito Fiorenza, Chairperson of the Finance Committee.

11. Revisit of the 2018-2020 Strategic Plan: Maria D'Aloia invited parents to view the displayed Strategic Plan.

12. Presentation of the School Board:

*2019 Board Members were presented to the community*

- President: Father Bill (apology)
- Executive: Maria D'Aloia

*Continuing School Members:*

- Michelle Battersby
- Richard Ellerman - Chairperson (apology)
- Stav Lentakis

*Three New Members who were voted in the by School Community through an online vote:*

- Francis Ben
- Craig Costello
- Caterina Vignogna

*Staff Representatives*

- Robert Care (Staff Representative)
- Rita Garreffa (Assistant to the Principal)

*Acknowledgement/Thanks to out-going Board Members*

- Special thanks to Tito Fiorenza for his commitment and dedication to our School Community as he has served a number of years on the School Board. Tito has currently been Chair of the Finance Committee with Dawn Saleeba.
- Thanks to Anjali Gill for her contribution to the School Board

13. Acknowledgement and Thanks

Caterina Vignogna, Stav Lentakis and Antonella Zito were thanked for the catering and refreshments for the evening's gathering.

Meeting finished at 6.40pm and Maria invited parents to stay for drinks and nibble and mingle with staff and parents.





# Principal's Report

The Catholic Identity of St Joseph's is articulated in our vision statement. Our motto, "In all things love" guides us as we give witness to our vision of building a welcoming and respectful school that is underpinned by the works of Mary MacKillop.

**Maria D'Aloia**  
PRINCIPAL



I am pleased to report on the initiatives outlined in the 2019 Annual Improvement Plan. 2019 will be remembered as a significant milestone in our school's history. On 20 August, 90 years from when the foundation stone was laid, Administrator Delegate Father Phillip Marshall blessed the 'MacKillop Centre of learning' and Senator Alex Antic and the Honourable Dennis Hood officially opened the building – a wonderful new learning space where our capable and competent students can imagine, discover, create and achieve together.

The celebration acknowledged our journey to this point and our commitment as a school to maintain a culture of high expectation – that all students can learn, progress and achieve.

## Catholic Identity

Our vision and mission continued to guide us to provide students and the school community with opportunities to engage in liturgical experiences to enhance our Catholic Identity.

### Staff Formation

Staff continued to undertake professional development in the area of Religious Education and we are continuing to work towards all teachers undertaking the Graduate Certificate in Catholic Education.

The staff retreat led by Wayne Brabim from the Loyola Centre of Ignation Spirituality was an important element of staff spiritual formation and focused on heart spirituality. Staff undertook professional development with the Revised Crossways and MITIOG (Made in the Image of God) Religion Curriculums. In 2020 we will be using elements of the revised Crossways Curriculum along with the original document as we work towards a full changeover in 2021. Key staff will be involved in system wide training this term to support their learning teams to create meaningful Religious Education programs and experiences for our children to support them in an increasingly secular society.

We continued to work closely with the Parish and have been involved with the Sacramental Programme involving Immaculate Heart of Mary and St Michael's students culminating in wonderful celebrations in each of the parish centres.

In 2019 we farewelled the Missionaries of the Sacred Heart from our Parish after 105 years. As a school we farewelled Fr Bill Brady who had been part of our school community for many years. We were particularly grateful to Fr Paul Cashen who continued to support our school and Parish for the remainder of the Year and into 2020. We look forward to working with Fr Lancy who has been appointed by the Archdiocese of Adelaide to work in our parish.

### Religious Education Literacy Assessment Test (RELAT) 2019

Despite still being below the state average, the gap between our school and the state average has decreased by 3.28% from 2018. We were -3.85% below in 2018 and -0.57 in 2019. Our aim is to decrease this gap and be above the state average in 2020.

Hindmarsh was above the state average in Sacraments and Sacramentality by 0.18% and by 1.04% in The Liturgical Year of the Church. Our results in Sacraments and Sacramentality have shown significant improvement since this area was in the test in 2017 when we were -11.56% below the average. The area that we were most behind the state average (-3.86%) was God and Revelation, which covers God's presence in creation and God's self revelation in Jesus and the Holy Spirit.

We also reflected on our 2018 results and have a whole school focus on Textual Interpretation and incorporating Bible stories into our English genre studies.

### Ecological Conversion

Deidre Knight (Sustainability Officer) continues to drive our Education for Sustainability (EfS) initiative, which aligns with the Papal document, 'Laudato Si'. Deidre has continued to organise ongoing professional learning to continue the conversation and commitment to ecological conversion, as outlined in the strategic plan. Through the initiatives in this plan, we are asked to reflect on how our choices effect our earth and how we can work to renew nature and ourselves. Deidre successfully applied for grants to help with some of our projects.

In 2020 we intend to extend our nude food conversation and use food scraps in our composting bins which are now better located. We also hope to improve our use of our bin system, with classes taking responsibility for different areas of our rubbish and recycling efforts.



## Teaching & Learning

To provide high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices.

At St Joseph's Hindmarsh, learning is co-constructed and dynamic. Learners are encouraged to **IMAGINE**, **DISCOVER** and **CREATE** and to make meaningful connections with their world.

As capable learners they are given opportunities to develop capabilities that build their confidence and skills to engage with the curriculum and **ACHIEVE** excellence.

The staff began 2019 by attending an event where all staff across all Catholic Schools and the Catholic Education Office came together to reflect on our work in carrying out the mission of the church in our schools and where together in partnership with families help to nurture 'thriving people, capable learners, leaders for the world God desires.'

In 2019 we were privileged to have International educational consultant, Kath Murdoch help us synthesise our thinking regarding Inquiry Learning. Throughout the first semester we continued to embrace her insights and sought further inspiration and motivation from her published works to further develop our understanding and implementation of Inquiry pedagogy across the curriculum.

Later in the year, teachers were also inspired by Kate Dilger to STEMIFY their teaching across curriculum areas by integrating; Science, Technology, Engineering and Mathematics. It was wonderful to witness the work undertaken in these professional learning sessions, not only in terms of planning but also in the delivery of this pedagogy in classrooms and then shared by students at Grandparents Day and Open Day.

At the beginning of Term 3, teachers attended a STEM professional learning day to further develop their capacity and confidence in embedding STEM pedagogical practices into their classrooms. Teachers were able to further develop the implementation of the Digital Technologies curriculum by including 'Plugged and Unplugged' coding activities, 'Robotics', 'Makey Makey', 'Dash and Dot' and 'Ozobot' in different areas of the school. Through our involvement in the "Woolworths Earn and Learn Programme" we have been able to add to our STEM resources. We will continue to place an emphasis on STEM in 2020 by having a STEM coach to assist teachers in providing excellent learning opportunities across the school.

An ongoing focus for 2020 is to further develop the use of Digital Folders - OneNote and Teams as part of O365 to enhance communication and collaboration amongst multiple users.

### Early Years Mathematical Project – PASMAM

Therese Slattery and Diana Comitigianni were involved in the Pattern and Structure Mathematical Awareness Program (PASMAM) is a network of related learning experiences developed for children in the first three years of formal schooling (Foundation - Year 2).

PASMAM focuses on developing children's awareness of the patterns and structures that underlie the concepts and processes common to all the early Australian Curriculum: Mathematics strands. It's organised as a series of learning sequences, each of which consists of a number of learning experiences focused on a particular aspect of one of the early mathematics structures.

As a staff we continue to use Scorelink across the school to collect data and use as an analysis tool to identify strengths, challenges and patterns to assist in improving student outcomes and school performance. Together with Language and Literacy Levels and the Literacy and Numeracy progressions the staff were able to actively engage in this year's teacher whole school Inquiry focus: *"How will I use data to ensure the competent child continues to flourish at St Joseph's"?*

Staff shared their research and used this forum to further develop how the various learning continuums can assist in developing and progressing individual learning goals for students across the curriculum.

Education Support Officers also undertook significant training to enable them to support students requiring additional assistance in developing Literacy skills. The intervention programmes used are 'Mini Lit' in the early years and 'MacqLit' in the Primary Years. Close monitoring and assessment has provided valuable information about student progress and has highlighted the success of these programmes.







## Community & Partnerships

*To engage in authentic partnerships with families, parish and wider community by creating a culture of welcome, inclusion and shared responsibility for student learning and wellbeing to fulfill our vision of 'In all things love.'*

Building strong and authentic partnerships with the parents continued to be a priority in 2019. Students, parents and teachers meet at the beginning of the school year as a way to establish learning goals and build strong relationships early. The School Board have been instrumental in ensuring the development and improvement of the school by supporting the staff, the financial stewardship and helping to realise the school's vision and mission. Their wisdom, discernment and collegiality has been greatly appreciated; Richard Ellerman (Chairperson), Craig Costello, Francis Ben, Caterina Vignogna, Stav Lentakis, Rita Garreffa, Robert Care (Staff Representative).

I am very appreciative to Richard as Chairperson, for his leadership and genuine interest in the development of our school and for the appreciation of the staff. I am also grateful to Richard and Craig who gave up significant time to be on panel selection for the Finance Officer and have been available to discuss issues raised throughout the year.

A Parent and Friends Executive Committee was organised to co-ordinate school fundraising events.

Chairperson: Catherine Petrakis, Treasurer: Fran Aiossa, Secretary: Lori Walker, Committee Members: Caterina Vignogna, Laura Vrbanac, Stav Lentakis, Leath Margrie, Dina Webb & Antonella Zito.

Class representatives also assisted in building stronger connections. Many parents also offered to help out at specific events held throughout the year including: Mother's Day Stall, Grandparents/Special Friends Day, Blessing and Opening Ceremony, Father's Day Stall, Footy Colours Day, Sports Day and the School Disco!

Appreciation, acknowledgment and thanks is extended to all parents who participated in school events, in any way, with particular thanks to the executive committee and the Parent Class representatives; Francesca Aiossa, Jackie Bishop, Alex Blackburn, Tiziana Caruso, Louisa Flynn, Shan Hastings, Simon Knapp, Stav Lentakis, Leath Margie, Catherine Petrakis, Jessica Pollice, Ash Smith, Nicolle Trimboli, Caterina Vignogna, Kylee Von Ohle, Laura Vrbanac, Lori Walker, Dina Webb and Antonella Zito who have strived to continue building the school community.

The school was successful in gaining a Parent In Education grant (PIE) in 2019 that enabled us to invite educational consultant and author, Bill Hansberry to facilitate two parent workshops focusing on 'My Child is being picked on' and 'Get off the Computer.' Parents who attended, found the workshops to be informative and entertaining. Two additional workshops were organised but needed to be rescheduled. These two workshops will be held in T1 2020.

Parent Engagement is valued and deemed as an essential aspect of building a positive school community. Nurturing respectful and authentic partnerships between home and school are all factors that contribute to improving student outcomes.

This year parents, students and staff were asked to participate in the National School Improvement Partnerships - School Organisational Climate survey co-ordinated by Curtin University for the second year. The leadership team analysed the data received and information gained will be used to inform the 2020 Annual School Improvement Plan. The data was presented to other schools also involved in the CESA project.

In Term 3 we were about to embark on Component 3 of KidsMatter but soon discovered that this Federal Government Initiative had been replaced with another Wellbeing initiative – 'Be You'. Staff undertook 'BeYou' online training as an ongoing commitment to addressing student wellbeing. It was decided to incorporate the Friendly Schools Plus programme to enhance student wellbeing and participate in the PEACE pack project with Year 5/6 students.

The Peace Pack (Preparation, Education, Action, Coping and Evaluation) program aims to reduce bullying in schools. The students were part of an 8 week program that looked at defining bullying and identifying types of bullying, as well as, developing strategies and awareness around bullying.

Students completed a pre and post survey and the results were analysed. The data was compared with a data set from 60 schools across Australia. The results from our school indicated:

- Average levels of self reported victimisation are below the national average
- Majority of students are happy at school- this increased across the intervention
- 27% decline in victimisation, greatest effect was for males, females increased
- Victimisation is predominantly verbal
- Safety from bullying is quite high
- Coping skills increased across intervention
- Awareness of our bullying process is average!

Information gathered from the student survey and feedback received from the teachers indicated that this was a valuable resource and would be extended to Year 4 – 6 students in 2020.

The "Come and Try", transition to school and extension to the preschool hours programme were enthusiastically received by students and parents and will continue in 2020. In 2019, St Joseph's joined all other CESA schools by offering a Term 3 preschool and School intake.

The 'Buy Your Own Device' introduced in 2018 continued in 2019. DATACOM was the company engaged to assist with this initiative. Appreciation and thanks to Kathleen Melis who has liaised with DATACOM and Cameron Technologies to ensure that this initiative was successfully implemented. This will be ongoing initiative.







## Resourcing

We continued to administer school's resources in a targeted and equitable manner to maximise the learning opportunities for all the students.

The completion of the "MacKillop Centre of Learning," was a significant achievement for our school and was completed on schedule at the end of Term 1. This building has been designed to enhance the learning opportunities for all students, enabling them to develop the competencies that build their confidence, to engage with the curriculum and achieve excellence.

I am particularly grateful to Thomson Rossi architects, namely; Sophia Bartemucci and Lavell Chine who really understood the need to build learning spaces that could be used in many ways, promoting collaboration and flexibility. Jarrod Braley, Fred Moore and Alex Warner from Partek building company co-ordinated the building works and were committed to ensuring the least amount of disruption to the school day.

It was important to connect the original classrooms, built 90 years ago, to the new structure in a seamless manner, facilitating ease of movement across all learning areas. This has been achieved, together with honouring our heritage. Seeing the expressions of wonder and awe from students, staff and parents on entering the new learning spaces was just magnificent!! Students and Parents who attended the tour were asked to record their 'first impressions' – these have been captured and included below.

Providing high quality teaching and learning facilities is our commitment and our highest priority to ensure your child can Imagine Discover Create and Achieve their potential and preparing them for future success.

It was also decided to name the two other main structures in the school. The main administration block has been named the Chevalier building and the school hall will be referred to as the Sacred Heart Hall.

As soon as the transportable building were removed from the site, GreenPlay Australia transformed the space in just one week, in readiness for the official Blessing and Opening ceremony! Immediately, the area became popular with students across the school and reaffirmed the need to redevelop the school grounds with more space for outdoor play and sport.

It was anticipated the redevelopment of the school grounds would start in Term 4 however, this work has been delayed until the local council approves the demolition applications of 33 and 35 Bertie Street.

In Term 2 we welcomed Ms Karyn Burlow as Finance Officer following the retirement of Dawn Saleeba who served this community for over 30 years! I would particularly like to acknowledge the significant work undertaken by Dawn throughout the years, always focusing on fulfilling the vision of Mary MacKillop. I am also very thankful to Karyn for continuing this legacy of 'never seeing a need without doing something about it – and working above and beyond to ensure the needs of the community and school are at the forefront of all financial decisions.

I am very grateful and acknowledge the commitment and work undertaken by the Leadership Team, Staff, School Board, Parents and Friends Committee, Student leaders and ALL students in continuing to work together in 2019 to continuously improve all areas of our school.

2019 was a busy and productive year that has seen the consolidation of initiatives introduced in previous years and the introduction of others to fulfill our commitment to continuous improvement and our strategic intentions are realized ensuring that we continue to build on the vision of Mary MacKillop of providing education for all in an environment where our motto; "In all things love" is lived and proclaimed.

We are a small community with a BIG vision leading the way to EXCELLENCE!





# St Joseph's School Hindmarsh

## Improvement Plan 2020

### Catholic Identity

- Further develop an understanding the Theology of the Child
- Staff Formation - Staff Retreat
- Implement the revised Crossways and MITIOG curriculums
- Engage all the community in social justice outreach program
- An emphasis on ecological conversion - Engage staff in professional learning and reflection to develop a school wide plan that addresses ecological sustainability throughout the school
- Continued development and focus on Parish/School relationship

### Curriculum & Co-constructed Learning Design

- Professional Learning – continue in developing a common understanding and language of the 'competent child'
- Continued Involvement in Early Years Mathematical Project – 2 teachers
- STEM/Technologies Professional Learning
- Introduce Mac Lit as Primary years intervention program
- Introduce Initial Lit as R – 2 Tier 1 literacy programme
- Continue to use Language Features and Levelling tool as a Moderation tool in Literacy
- Involve 3 – 6 students in a Digital Challenge!
- Maths professional learning

### Student Agency, Identity, Learning & Leadership

- Implement Student Management System – SEQTA
- Use One Note as a collaboration point – Participate in "Creating, Collaborating and Communicating with O365 platform" CESA project
- Involvement in CESA Trauma project
- To further develop the understanding of the 5 Respects in promoting a culture of high expectations
- Agreed approach to Inquiry Pedagogy
- Review the Agreed approach to Assessment
- Ensure the Student Voice is evident in Curriculum Design

### Community Engagement

- Further develop Parent Engagement Committee and Class Representatives
- Continue to introduce Be You as student wellbeing resource in the school
- Parent Workshops as outlined in PIE Grant.
- Look at pathways and connections with school - Playgroup with Preschool

### Resourcing

- Investigate the installation of solar panels on the hall
- Undertake audit of ICT's in the school
- Undertake audit of AV system in the hall
- Install outdoor blinds to preschool area – enclosing eating area



# Chairperson's Report

## Report by Richard Ellerman

The Role of a School Board is to develop long-term future goals for the school and maintaining oversight (not management) of the school's operation. The School Board works in partnership with the Principal and leadership team who are entrusted with the day to day management of the school. We provide expertise and insights to help the school achieve its best outcomes and in alignment, acknowledge that our school is a significant expression of the mission of the Catholic Church.

Self-reflection plays an important role in personal and spiritual growth, so to can reflection as a School Board, aiding to identify the steps needed to take on our future journey. The 2019 School year has certainly been another exciting, busy and prosperous year full of many memorable occasions and achievements.

Perhaps the most significant occasion was the opening of the magnificent Mackillop centre of learning. After dedicated planning, commitment, tireless hours of meetings and submissions and the patience of a 'Saint' from our families, staff and students, our wonderful new addition to learning was officially opened amongst Federal, State and local dignitaries to mark an occasion the whole school community should be proud of. The next phase of our redevelopment on Bertie street is currently ongoing however following a year of council submissions and much deliberation we will see the completion of building demolitions, the new playground and school oval throughout 2020.

Equal to that occasion, or some might suggest more prominent, was the celebration of 90 years from when the foundation stone of St Joseph's Hindmarsh was laid. Marking such a milestone in our schools' history we can marvel at the many changes the St Joseph's Hindmarsh has accomplished since its inception and recognise that many more changes will take place over the next 90 years. Maybe the most important achievement through time has been the creation of such a magnificent place of learning for past, present and future staff and students.

Whilst both of those occasions will be recognised as quite significant when looking back in future years, it is also worth noting many other notable achievements that occurred throughout the 2019 school year. These included, but were not limited to, the new school crossing on Albemarle

street, the removal of the portable classrooms and rapid development of the new garden area in their place, the introduction of the QKR Application to enable payments and purchases via the app as well as the implementation of Quickstream to enhance our school financial systems.

Every school year our wonderful staff continue their personal and educational development, ensuring a well-balanced, creative and informative education for our students in alignment with their Catholic Identity. We encourage and support our educators who in 2019 furthered their development in areas like STEM, Inquiry based learning, Literacy and Numeracy and Early Years Mathematics, implementing programs within the school for now and into the future to help create capable learners and future leaders. With every school year we also say goodbye and hello to old and new staff alike and I would personally like to thank all who contributed to such a wonderful school year and wish those leaving us all the very best in the future and welcome those joining our wonderful community for the 2020 school year.

On behalf of the school board I would like to take this opportunity to thank the St Joseph's Parents and Friends committee who have worked tirelessly behind the scenes throughout 2019, continuing to build and strengthen our community and support families in their Faith journey. They have dedicated their time and efforts toward our Easter raffle, Mother's, Father's, Grandparents, Cultural Day, Footy Colours and Sports Day's along with the school disco and end of year concert, and let's not forget the purchase of the new coffee machine to enable future fundraising along with all of the occasions fore mentioned.

Finally, I would like to thank my fellow Board Members who dedicate their skills, their time, their wisdom and support to ensure our school community as a whole is continually in line with our Financial and Strategic Plan, enabling the on going development of our wonderful school so staff and students continue to thrive. We leave the 2019 school year in tremendous shape and I look forward to working with you all in 2020.





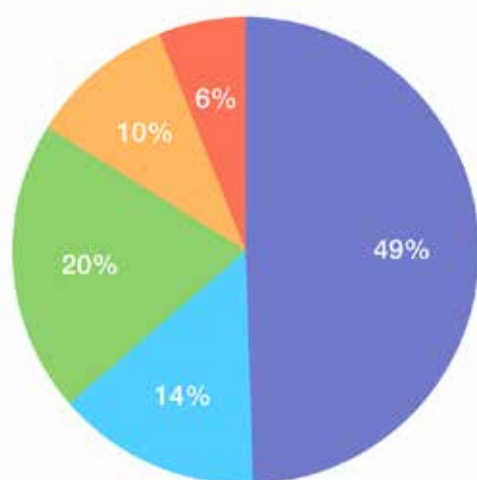
# Finance Report

Report by Karyn Burlow - *Finance Officer*

The following financial report is for St Joseph's School Hindmarsh for 2019.

**The Capital Building Program** (part Australian, State grants and school contribution) commenced in October 2018 and was completed in April 2019 at a cost of \$2.18 million (unaudited).

## 2019 Income



● Comm Govt  
● State Govt  
● State Govt (Capital Grant)  
● Fees  
● Other/Interest/Levies/CEO Reimbursements

	INCOME	EXPEND.	SURPLUS
	(\$)	(\$)	(\$)

PARENTS & FRIENDS FUNDRAISING for 2019			
Pie Grant	2,500.00	990.00	1,510.00
Cultural Dinner	1,349.60	821.17	528.43
Easter Raffle	1,353.00	-	1,353.00
Motheres Day	820.00	654.56	165.44
Sausage Sizzle	2,263.85	413.75	1,850.10
Entertainment Books	826.00	630.00	196.00
Fathers Day	798.00	538.28	259.92
Disco	800.00	351.07	448.93
Art Show	49.00	-	49.00
Coffee Club	1,196.85	1,132.08	64.77
<b>TOTALS</b>	<b>11,956.50</b>	<b>5,530.91</b>	<b>6,425.59</b>

The Bank balance as at 31st December 2019 of \$577,366.

Student numbers were at 251 students for 2019 compared to 309 students for 2018, as at the August Commonwealth Government Census date.

The graph's below are an unaudited representation of the Revenue Income & Expenditure for 2019.

## Revenue and Expenditure

	2019 ACTUAL	2019 BUDGET
	(\$)	(\$)
<b>RECURRENT INCOME</b>		
Tuition Fees & Resource Fees	437,126.33	613,117.00
Student Activities	18,932.28	23,235.00
Interest Income	8,729.64	9,000.00
Long Service Leave	105,266.78	15,812.00
State Grant Income	615,365.00	644,491.00
Australian Government Grant Income	2,204,902.62	2,011,279.00
Miscellaneous Income	116,691.09	69,123.50
<b>TOTAL INCOME</b>	<b>3,507,013.74</b>	<b>3,386,057.50</b>

<b>CAPITAL INCOME</b>		
Capital Grants	900,000.00	900,000.00
Capital Fees & Levies	41,855.00	41,820.00
Misc/Capital Income	17,500/00	4,500.00
<b>TOTAL INCOME</b>	<b>959,355.00</b>	<b>946,320.00</b>

<b>EXPENDITURE - Tuition Expenses</b>		
Teacher Salaries	1,721,872.77	1,779,414.00
Support Staff Salaries	104,929.99	125,119.00
Salary Related Expenses	373,414.11	209,890.00
Faculty & Student Expenses	206,223.54	165,975.00
<b>TOTAL INCOME</b>	<b>2,406,440.41</b>	<b>2,280,398.00</b>



## Revenue and Expenditure (cont.)

	2019 ACTUAL	2019 BUDGET
	(\$)	(\$)
<b>ADMINISTRATION EXPENSES</b>		
Administration & Services Salaries	361,038.69	238,772.00
Salary Related Expenses	29,236.05	24,793.00
Maintenance & Grounds	151,333.47	105,650.00
Utilities	75,743.39	84,500.00
Insurance	29,740.98	26,616.00
CEO Levies	174,926.79	161,968.00
Staff Training	28,056.53	13,000.00
Misc Admin Expenses	81,267.41	68,750.00
Bad Debt Expense	87,850.31	-
Interest on Loans	52,382.09	58,811.00
Assets < \$1000	16,079.02	6,000.00
Depreciation	359,881.78	-
<b>TOTAL INCOME</b>	<b>1,447,536.51</b>	<b>788,860.00</b>
<b>TRADING ACTIVITIES</b>		
Trading Account Income	547,258.57	581,084.00
Trading Account Expenses	532,080.76	506,813.00
Total Income	5,013,627.31	4,913,461.50
Total Expenses	4,386,057.68	3,576,071.00
<b>Net Profit (Loss) Before Tax</b>	<b>627,569.63</b>	<b>1,337,390.50</b>

## Balance Sheet

	(\$)
<b>ASSETS - Current Assets</b>	
Cash holdings	578,066.18
Debtors	142,390.52
Provision for Doubtful Debts	- 13,700.00
Prepayments	28,676.72
LSL Receivable	618,662.00
<b>Total Current Assets</b>	<b>1,354,095.42</b>
<b>ASSETS - Non-Current Assets</b>	
Buildings	8,443,958.80
Fixed Equipment & Improvements	1,058,268.37
Furniture & Equipment	344,201.51
Computer Equipment	627,951.44
Accumulated Depreciation	- 3,592,389.63
<b>Total Non-Current Assets</b>	<b>6,881,990.49</b>
<b>TOTAL ASSETS</b>	<b>8,236,085.91</b>
<b>LIABILITIES &amp; EQUITY - Current Liabilities</b>	
CCES loans	135,435.21
Sundry Creditors	68,274.50
Accruals	67,735.00
Accrued Annual Leave	161,284.22
LSL Payable	618,662.00
<b>Total Current Liabilities</b>	<b>1,051,390.93</b>
<b>LIABILITIES &amp; EQUITY - Non-Current Liabilities</b>	
CCES loans	1,491,956.05
Deposits	13,969.00
<b>Total Non-Current Liabilities</b>	<b>1,505,925.05</b>
<b>CLEARING ACCOUNT</b>	
Sundry clearing accounts	10,976.07
<b>ACCUMULATED FUNDS</b>	
Accumulated Funds	5,040,224.23
This Years Surplus/Deficit	627,569.63
<b>Total Accumulated Funds</b>	<b>5,667,793.86</b>
<b>TOTAL for LIABILITIES &amp; EQUITY</b>	<b>8,236,085.91</b>







# Parents & Friends Report

## Report by Catherine Petrakis

Welcome to the new school year from the Parents and Friends of St Joseph's Hindmarsh. We are made up of volunteers from our school community – parents, grandparents and family members. Last year we had a name change from "Parent Engagement" to "Parents and Friends" to reflect the various volunteers at St Joseph's school; parents, other relatives and friends.

We support the teachers and leadership team and work with the help of the school administration staff to help the school throughout the year with fundraising, supporting the teaching staff and activities that benefit the school and the students.

We meet monthly and are guided by the 6 pillars:

- Support families in their Faith journey
- Build school enthusiasm & pride
- Build & strengthen community
- Strive for ongoing positive learning & life outcomes for our children
- Fundraise for continuous school improvement in a transparent manner & in line with school policy
- Promote effective communication between home, school & community

In 2019, parent representatives were selected from each class and we had a wonderful response. After much discussion, in 2020 we would like to develop the role further. Parent reps will be coordinated within year levels to take responsibility for different fundraisers and community events in 2020.

Throughout 2019, Parents and Friends volunteers contributed to the school community in many ways including:

- Breakfast Club
- Coffee Shop
- Easter Raffle
- Sports day barbecue and cake stall
- School disco
- Grandparents day
- Mother's and Father's Day stalls
- 90th year and building opening celebrations
- Footy dress-up day
- Pancake day

All money raised went to improving the school community.

Mid 2019 we celebrated the 90th year of operation for the school and the blessing and opening of the new building and the first stage of the nature play area. So many of our volunteers answered the call for help over the many weeks of planning and organising. Parents and Friends were involved in many aspects of the celebration such as baking and decorating hundreds of custom commemorative biscuits for all the students and special guests, setting up the staff room for a celebratory luncheon, and preparing and serving food and drinks to the guests. Guests included state and federal government representatives and guests from the Catholic Education South Australia. This was only possible due to the wonderful staff, students, and families working together in the spirit of St. Joseph's School.

In 2020 meetings will be moved to 2pm on Mondays as the night time meetings prevented many potential Parent and Friends from attending. Updates on meetings and calls for volunteers will be made through the newsletter, Seesaw, and Skoolbag. We are looking forward to an exciting start to the new decade with continued support from all in the school community.

# NAPLAN School Summary

## Naplan Results

Percentage of students who achieved the minimum standard

YEAR 3 % students who achieved the National Minimum Standard			
COMPONENT	2017	2018	2019
Reading	91	95	100
Writing	100	100	100
Spelling	100	100	91
Grammar & Punctuation	91	95	94
Numeracy	97	95	97

YEAR 5 % students who achieved the National Minimum Standard			
COMPONENT	2017	2018	2019
Reading	93	93	97
Writing	93	89	88
Spelling	95	98	91
Grammar & Punctuation	93	93	91
Numeracy	91	96	97

## Reading & Numeracy

Estimated standardised student progress between 2017-2019

YEAR 5 PROGRESS/ GROWTH	READING		NUMERACY	
	%		%	
	SCHOOL	AUST.	SCHOOL	AUST.
LOW	26	25	21	25
MEDIUM	47	50	61	50
HIGH	26	25	18	25

## Summary

This year's NAPLAN results show many students excelling with concepts as well as highlighting needs. Students who did not achieve the National Minimum Standard are being catered for with strong classroom programmes, targeted support with a teacher and or ESO plus 'Individual Learning Plans' and 'Adjustments', that are reviewed regularly. Teachers will analyse the NAPLAN data along with other School data collection processes, Running Records (PM Benchmarks for Early Years and Fountas and Pinnell for Primary and Middle Years), PAT-R, PAT-M data and Language and Literacy Levels, so as to inform their teaching and cater for individual student needs.



## Year 3 | Writing - Analysis

YEAR 3		
ACHIEVED	WRITING CRITERIA	FOCUS
Yes	Audience	
Yes	Test Structures	
Yes	Ideas	
	Persuasive devices	No
Yes	Vocabulary	
Yes	Cohesion	
	Paragraphing	No
Yes	Sentence structure	
	Punctuation	No
Yes	Spelling	

**Focus:**

- Model a range of Persuasive texts and build a repertoire of Persuasive responses
- Move from 'Oral' arguments into 'Written' persuasive
- Model written sentence starters to 'Persuade'
- Organising ideas/writing into paragraphs
- Sentence punctuation
- Capitalisation for beginning of sentences and Proper Nouns
- Confirm strong vocabulary to persuade

## Year 5 | Writing - Analysis

YEAR 5		
ACHIEVED	WRITING CRITERIA	FOCUS
Yes	Audience	
	Test Structures	No
Yes	Ideas	
	Persuasive devices	No
Yes	Vocabulary	
	Cohesion	No
	Paragraphing	No
Yes	Sentence structure	
	Punctuation	No
Yes	Spelling	

**Focus:**

- Exposure to a range of Genre, their purpose and structure
- Differentiate the use of different genre for different purposes
- Acknowledge different Genre as Fiction/Non Fiction
- Model examples of the Argument Genre: from Oral to Written
- Explicitly teach Persuasive language
- Sentence punctuation with capitalisation
- Organising ideas/writing into paragraphs
- Build vocabulary



## Literacy School Focus | 2020

LITERACY
<b>Tier 1 Support</b> - InitialLit for Reception and 1/2 students
<b>Tier 2 Support</b> - MiniLit for Yrs 1 and 2 <ul style="list-style-type: none"> <li>• Small group Literacy/EALD support with a teacher               <ul style="list-style-type: none"> <li>- Writing support</li> </ul> </li> <li>• ESO support</li> </ul>
<b>Tier 2 Support</b> - MacqLit for Yrs 3 - 6 <ul style="list-style-type: none"> <li>• Small group Literacy/EALD support with a teacher               <ul style="list-style-type: none"> <li>- Writing support</li> </ul> </li> <li>• ESO support</li> </ul>
<b>Tier 3 Support</b> - Individual student support by teacher/ESO
<b>2020 Focus</b> - establishing an agreed practice in Literacy across the school
READING
Continue and maintain Guided Reading & Literature Circles
Use of 'Bug Club' to provide supportive materials <ul style="list-style-type: none"> <li>• This can be accessed at home</li> </ul>
Support reading material for specific students
Targeted intervention groups in a small group with an ESO or a teacher
Encourage participation in Premier's Reading Challenge
SPELLING
' <i>Words Their Way</i> ' <ul style="list-style-type: none"> <li>• Continue to monitor student needs and progress</li> <li>• Review whole school implementation in consultation with educational consultant Tony Hole</li> </ul>
' <i>Reading Doctor</i> ' used for specific students <ul style="list-style-type: none"> <li>• '<i>Reading Doctor</i>' reviewed for ease of students use</li> </ul>

GRAMMAR & PUNCTUATION
Functional Grammar continued and further teacher PD
Use of other resources to explicitly teach features
Language and Literacy Levels - language features of a genre at year levels - continue ongoing support to teachers
Jolly Grammar - aspects utilised across levels as an additional resource
Targeted intervention groups with a teacher
WRITING
Teaching and Learning Cycle - constant review
Text Type review and mapping
Language and Literacy Levels to skill teachers to analyse students' writing, identify their needs and to monitor progress - To provide further and ongoing PD to teachers
Targeted and intervention groups with a teacher
Seven Steps Writing Programme

## Numeracy School Focus | 2020

NUMERACY
Agreed practice across school
Review needs and address targeted areas
Staff member appointed as Numeracy Coach to support development of Numeracy across the school

## Student Support

Literacy and EALD support will be integrated into classroom activities to support the 'Teaching and Learning Cycle', monitor oral language development and the reading and writing progress. ESO support will be allocated to assist in student development.

All initiatives have been included in the School Annual Improvement Plan.

I thank both students and teachers along with the supportive families in enabling our students to be open to the myriad of support they receive, as they view themselves as successful learners.

Report by Kay Carmody | Literacy/EALD Co-ordinator





# Work, Health & Safety Report

## Purpose

To provide a summary of progress and current status of WH&S strategies, processes and activities within our school to demonstrate the following:

- WH&S systems are working effectively
- Management Commitment
- Control measures are in place
- There is evidence of continual improvement

## Use of Reports

Reporting on WH&S assists our School to identify any emerging trends, measure and compare WH&S performance, demonstrate St Joseph's School achievements in Work Place Safety and Employee Welfare, to promote development of strategies to improve WH&S performance, and it will assist the Board with determining future budget and resourcing requirements.

## Responsibility

It is the responsibility of the Principal to:

- Ensure the reports are completed and presented to Board Meetings
- Summarise the reports and provide reports as per distribution below

## Audit

Application of this report may be subject to an Audit.

## Instructions for Use

The WH&S Performance report should include:

1. **Injury Data** - Summarise injury data for the reporting period for both workers compensation claims and incident data. This will include a more detailed breakdown of part of body injured.
2. **Reportable Incidents** - Provide information on any reportable incidents to WH&S Representative immediately and actions taken as a result. Reportable incidents include: death, injury that results in admittance to a hospital, fire, electrocution etc.
3. **Consultation** - Identify the number of planned WH&S consultative meetings and workplace inspections against those conducted.
4. **Training** - Identify the number of planned WH&S consultative meetings and workplace inspections against those conducted.
5. **Safety Initiatives** - This section is used to describe any WH&S improvements or initiatives, any awards received, or any contribution made towards improving safety at a site of license level.
6. **Future Safety Improvements** - Describe any areas identified for future improvements. These improvements may have been identified as a result of a hazard reports, audits workplace inspections, incidents, maintenance, etc.





## 1. Injury Data

Total Number of Employees Compensation Claims	2
Number of Injuries resulting in loss of time	Nil
Total number of incident/injuries/near miss	6
Total Number of Employees in 2019 Rehabilitation	Nil
Total Lost Time	Nil
Total number of investigations conducted	Nil

### Summary of body parts injured from workers Compensation Claims and Incident Reports.

INJURY PART OF THE BODY	No. Injuries
Shoulder	1
Toe	1

Note: A lost time injury is a work related injury that results in time off work by way of a Prescribed Medical Certificate

## 2. Reportable Incidents

- Reportable incidents to Work Safe Services: **Nil**
- Work Safe Services attended: **Nil**
- Actions taken as a result of incident: **Not Required**

## 3. Consultation

The number of scheduled WH&S consultative meetings and workplace Safety Inspections versus actual is shown below:

FREQUENCY	Planned	Achieved
Meeting within the staff minutes weekly meetings <i>Available for review in Staff Minute records</i>	Weekly	Yes
Workplace Safety Inspections	2	Yes
Consultation Meeting Review - Principal, Deputy Principal Bursar and WHS Rep	0	Yes

Regular Meetings were held with Principal, Deputy Principal, WHS Rep & Bursar when required for follow up

## 4. Training

The number of employees inducted and trained according to the Current Employee requirements

Number of New Employees	
Teachers	4
ESO	8

No. of New Employees Inducted within 1 Week of Commencement Work	
Teachers	4
ESO	7

TRAINING PROGRAMME	Achieved
BELS - First Aid required every 3 years January 2019	Yes
Learning Manager - Equal Employment Opportunity	Yes
Australian Privacy Laws	Yes

## 5. Audits

Internal Audits have been replaced by the online Rapid Service Alert. The tasks and due by dates are set by Catholic Safety Health and Welfare SA.

Some of the Following tasks that were completed:

Date	AREAS AUDITED	Non-Conformances	Observations
July 2019	Whole School Electrical Tag and Testing <i>Individual Electrical Appliances</i>	-	July 2019 <i>Replaced cord IT trolley</i>
2019	Display Emergency Procedures <i>Evacuation/Lock In</i>	-	-
2019	Emergency Drills <i>1 Each Term</i>	-	-
Jan/July 2019	RCD Testing <i>Whole School</i>	-	January 2019 July 2019
2019	Risk Assessment's Completed <i>Excursions/Incursions</i>	-	-
2019	Displaying WHS Information & making it available to all workers	-	Emails sent by WHS Coordinator as required
2019	Ensure WHS newsletter from Catholic Safety is distributed and available to all staff	-	Emailed to All Staff

**External Audits - No Audits undertaken for 2019**

## 6. WH&S Performance Report

- *Evacuation Drills/Lock In Drills were conducted as required*
- *Electrical Procedure Followed as per requirements*
- *Risk Assessments Completed and Filed*
- *Exit Light Testing Completed*
- *Fire Extinguisher Testing Completed - Jan/July*
- *Training for 2019 has been identified through the Staff Performance Review Process & following Catholic Work Health and Safety Requirements*

## 7. Hazards Identified

- FLICK Pest Control
- Exit door to carpark upgraded in new building
- Gum tree trimmed in house Bertie Street
- Installed ladder bracket and step cleats to access the roof in the Administration Building
- New airconditioning in Administration Building
- Update phone system
- Update bell and fire alarm system

## 8. Areas Identified for the Future Improvement

The following are areas which were identified for future improvement:

- Incorporate in new building programme
  - Upgrade sound system externally
  - Tuckshop requires screen for front serving window

Report by Denise Tarrant | WH&S Co-ordinator



# Report: School Performance

Group Type	Name	Year	Term 1	Term 2	Term 3	Term 4
Year Level	PS	2019	99.90%	100.00%	98.02%	100.00%
Year Level	RE	2019	95.15%	93.36%	87.09%	93.21%
Year Level	01	2019	94.67%	93.51%	90.32%	94.53%
Year Level	02	2019	94.96%	93.67%	89.67%	93.71%
Year Level	03	2019	93.74%	92.69%	91.70%	93.93%
Year Level	04	2019	96.67%	93.76%	93.49%	96.27%
Year Level	05	2019	94.49%	91.09%	90.17%	96.27%
Year Level	06	2019	97.04%	92.34%	93.39%	92.97%
<b>Average</b>			<b>95.83%</b>	<b>93.80%</b>	<b>91.73%</b>	<b>94.73%</b>



## Enrolments

Female Students	138
Male Students	150
<b>Total Students</b>	<b>288</b>

*\*Numerus include Preschool students*

# School Features

St Joseph's School, Hindmarsh is a co-educational Catholic Primary School situated in the inner western suburbs of Adelaide, South Australia. There is a Preschool on site to cater for 4 year olds. There is a strong connection with the school, facilitating a seamless transition to school. It exceeds National Quality Standards.

The school was founded by the Sisters of St Joseph over 100 years ago. St Joseph's is a welcoming community, committed to working in partnership with families. We work closely with the parish community as we nurture the life and faith of children. Our school motto 'In Omnibus Caritas' translates as 'In All Things Love'. This philosophy of the Josephite Sisters continues to be at the core of what we foster and live out daily.

At St Joseph's we hold a view of children as competent, capable citizens of the world. We offer a contemporary learning program, aligned with the Australian Curriculum which provides students with the opportunities to develop knowledge, skills, capabilities and dispositions that will enable them to be active participants in their local and global communities. Reggio Emilia principles of learning, Play and Inquiry Learning are a priority and a valued part of the learning program.

The teachers work with children to create learning experiences that promote curiosity, imagination, problem

solving, creativity and learning competencies. Development of skills, knowledge and understanding of Literacy and Numeracy are core priorities, strongly promoted across the curriculum.

Information and Communication Technologies continue to be a focus for the school, with extensive investment in resources and infrastructure that enables students to learn in a 21st Century environment. St Joseph's has a strong commitment to Physical Education and Extra Curricular Sport. We have an extensive After Hours Sports Program, and a fine record of sporting achievement at inter school level.

Music and Performing Arts is a focus in the school community, with involvement in the Catholic Schools' Music Festival Choir, biennial concert and a growing Instrumental Music program and School Band. Our Languages program focusses on the Italian language and culture.

St Joseph's School, Hindmarsh provides Before and After School Care and Vacation Care. This service also exceeds National Quality Standards.

Our goal is to foster a love of learning and maintain a high standard of education that leads all students to achieve success.







## Staff Profile

Teachers Standards & Qualifications in 2019		Workplace Composition in 2019 (Based on 2019 Commonwealth Government Census Data)	
Masters Degree	1	Teaching Staff	21
Bachelor Degree	24	Full-time Teaching Staff	16.6
Graduate Diploma/Graduate Certificate	1	Non-Teaching Staff	20
Theology/Catholic Studies & Catholic Leadership	9	Full-time Equivalent Non-Teaching Staff	6.6

Staff in 2019	
Female	83%
Male	17%

Leadership Team	
Female	100%
Male	0%

There are no staff who identify as Aboriginal and Torres Strait Islander.





# ST JOSEPH'S SCHOOL HINDMARSH

**PRESCHOOL - YEAR 6**

A Faith Community, Inspired by Love  
Empowered through learning to...  
Make a Difference

Our school motto, "In All Things Love" inspires us as we continue to support families in the faith of the founding sisters, who founded our school 96 years ago and built a community of learning, faith and spiritual respect. At St Joseph's we acknowledge and celebrate children as competent citizens. We are inspired by the Principles of Reggio Emilia give our children agency in their learning, and have created learning environments that are welcoming and inclusive. There are 252 students in the school and 32 students in the Preschool. We are a culturally diverse community with 42 different nationalities being represented.

## Students

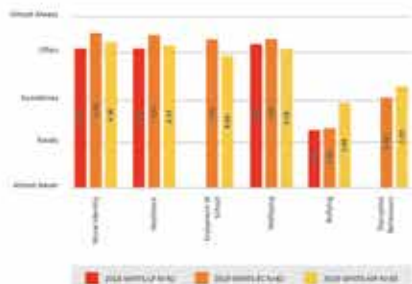
### Student Data Feedback

The data indicates that students are generally happy overall. Two areas that were a little lower than others was 'affirming diversity', school connectedness and support for learning. Hence the reason to continue focussing on Cultural Day activities, Harmony Day and Antirbullying Day. It was decided to review the Student Wellbeing programme with less emphasis on You Can Do It! Programme Achieve & introduce Friendly School Plus programme.

The Cultural Day co-ordinator will continue to promote cultural diversity in the school through various events. The survey also indicated that reports of incidents of bullying was higher than preferred, especially in the upper primary year levels.

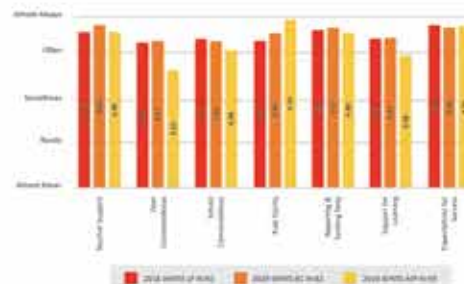
### Over Time: Protective & Risk Factors

Please note that the 2018 results of this survey are not available for the 2017/18 and 2015/16 A.Y.S.



### Over Time: School Climate

Please note that the 2018 results of this survey are not available for the 2017/18 and 2015/16 A.Y.S.



## Staff

### Staff Data Feedback

The survey data indicated a strong cohesiveness amongst Early Years staff which was contributed to them having a shared understanding of pedagogical practices. Whilst the data in the Primary Years indicated there was some cohesiveness, it was apparent that greater emphasis was needed in developing school wide pedagogy across all curriculum areas and a common understanding of the "learning process". It was considered important in 2019 to develop a "learning statement", the development of the Curriculum Handbook and professional learning on the literacy levels was undertaken to assist us being on the 'same page' and working together as a team. As part of the PD session with staff at the beginning of the year the Six Tenets of Success and the Research from CESA schools was discussed.

#### Analysis & Interpretation of Data

#### Systematic Identification & Collection of Data

#### Monitoring & Use of Data

Ongoing whole school initiatives that were planned as part of the 2018 data were designed to build capacity of staff. Staff were involved in various PD throughout the year:

- **Inquiry Based Learning** with Kath Murdoch
- **STEM** - through an Engineering Lens with Kate Dilger
- **ICT - Digital Technology & General Capabilities Continuum**

Principal held professional development session at the beginning of the year - Linking the **Living, Learning Framework** to Domain 6 of the CIF (Effective use of Data).

**What does the data say is important? How do we build on our successes?** Staff undertook a personal research inquiry around a common question focussing on how the analysis of data can inform teaching and improve student learning.

**How would you use data to ensure the competent child continues to flourish at St Joseph's?** Within their Staff Professional discussion Staff will meet with the Principal to reflect upon their inquiry. A staff meeting has been set aside for staff to share their research with peers to further develop the learning culture at the school by encouraging reflecting practice.

### 2020 - Looking Forward

Data showed a slight improvement in Organisation Climate however Wellbeing, Satisfaction and Efficacy has continued to decline for staff that have been at the school for 6 or more years, particularly those in the Middle Years.

There are plans to have ACCESS work with staff to address staff wellbeing. Principal will discuss concerns individually through Annual Profession Reviews. There will be a continued focus on working as a TEAM with the sharing of experiences/knowledge and increased Leadership roles within curriculum areas of LLL areas.

### 2019 Peace Pack Intervention

Students in Year 5/6 were part of a study held in Term 2. Peace Pack (*Preparation, Education, Action, Coping & Evaluation*) is a program for reducing bullying in our schools. The students were part of an 8 week program that looked at defining bullying and identifying types of bullying as well as developing strategies and awareness around bullying. Students completed a pre and post survey and the results were analysed and sent to us. The data was compared with a data set from 60 schools across Australia.

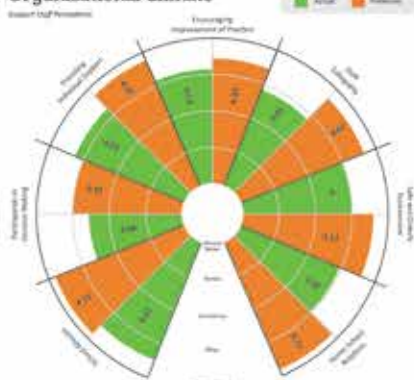
### Summary

- Average levels of self reported victimisation are below the national average.
- Majority of students are happy at school - this increased across the intervention.
- 27% decline in victimisation, greatest effect was for males, females increased.
- Victimisation is predominantly verbal.
- Safety from bullying is quite high.
- Coping skills increased across intervention.
- Awareness of our bullying process is average.

### Recommendations for 2020

- Address the issue of the language students use e.g. verbal
- Improving awareness of bullying policy - do we need to review?
- Highlight the hurtful nature of verbal bullying
- Engage with bystanders to call out the verbal bullying
- Consider survey of yard - using map.

### Organisational Climate



### Student Support Intervention

Support for Learning was low which was reflected in low NAPLAN data results. The school has introduced MiniLit and MacqLit in 2019 which will be an ongoing priority in 2020. Data collected at this stage indicates marked improvement in student learning but ongoing analysis will be required in 2020. The Early Years teachers will be introducing InitialLit as part of their Literacy program in 2020.

Teachers will monitor student progress to determine the effectiveness of the program. The initial group will be followed through to Year 3 to see if their involvement in the program leads to improved NAPLAN results in 2021.

## Parents/Caregivers

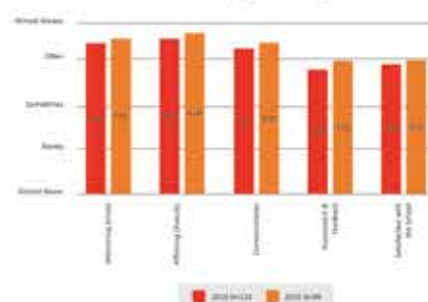
### Parent Data & Feedback

The survey results clearly indicate that the Junior Primary parents are generally happy with aspects outlined in the survey. School climate is good. The Upper Primary data indicated a somewhat different picture except in Year 5 & 7. The Parents survey also indicated that Communication was low at 4.2%.

In 2018 a school Facebook page was introduced. This page is now used to showcase our school community events - this is our public social media platform.

A separate, private Facebook Community Group was set up for parents to ask questions, post school notices, reminders etc. Another Facebook Group was set up for Secondhand uniform sales. The Facebook Groups keep everyone informed and is a social media page used by 152 members.

### Over Time: Parents/Caregivers' Experiences





# National School Improvement

## Preamble

In 2019, the school again took part in the National School Improvement Partnership with Curtin University – NSI National School Improvement - to seek feedback from the community.

Parents' attitudes about their children's schools can have far-reaching effects. Their perceptions may influence student attitudes about school, whether and how parents engage with the school, and even parents' decisions about which school their child will attend. As interest in family-school engagement and school choice increases ... schools' need to accurately and efficiently measure parent attitudes also grows.

—Schueler, Capotosto, Bahena, McIntyre, & Gehlbach (2014)  
The NSI Parent and Caregiver Survey (PaCS) was developed to gather parents' and caregivers' perceptions of the school climate. Parents' and caregivers' involvement in schooling can play a critical role in students' academic success; a growing body of research that indicates that parental engagement in schooling supports students' learning and leads to better learning outcomes (see, for example, Alton-Lee, Robinson, Hohepa, & Lloyd, 2009; Bandura, Barbaranelli, Caprara, & Pastorelli, 2001; Froiland & Davison, 2014; Henderson & Mapp, 2002; McCoach et al., 2010; Neuenschwander, Vida, Garrett, & Eccles, 2007; US Department of Education, 2007).

The PaCS measures parents' and caregivers' perceptions about a range of dimensions of the school climate. This helps schools consider how they can foster greater involvement of parents and caregivers, as key stakeholders, in the life of the school.

Through the PaCS, parents and caregivers contribute their perspectives on their children's experiences at school (for example, whether they feel their child/ren are supported by teachers or are making satisfactory progress).

The PaCS also gathers information about how parents and caregivers feel the school treats and interacts with them (such as the ease of communication and whether parents and caregivers feel welcomed and valued within the school community). This information complements the information collected from students and teachers, allowing the school to construct a comprehensive picture of the school's strengths and areas for improvement.

The following graphs reflect the responses received last year. The leadership team analysed the responses and will address elements highlighted in both the Annual Improvement Plan and School Strategic Plan.

## Participants

82 Students Surveyed | Early Childhood Voice: Years R to 2

59 Students Surveyed | Middle Primary Voice: Years 3 to 4

55 Students Surveyed | Upper Primary Voice: Years 5 to 6

14 Teachers Surveyed | Teachers Voice

5 Staff Surveyed | Staff Voice

98 Parents & Caregivers' Surveyed | Parent Voice

## School Climate Upper Primary Student Voice

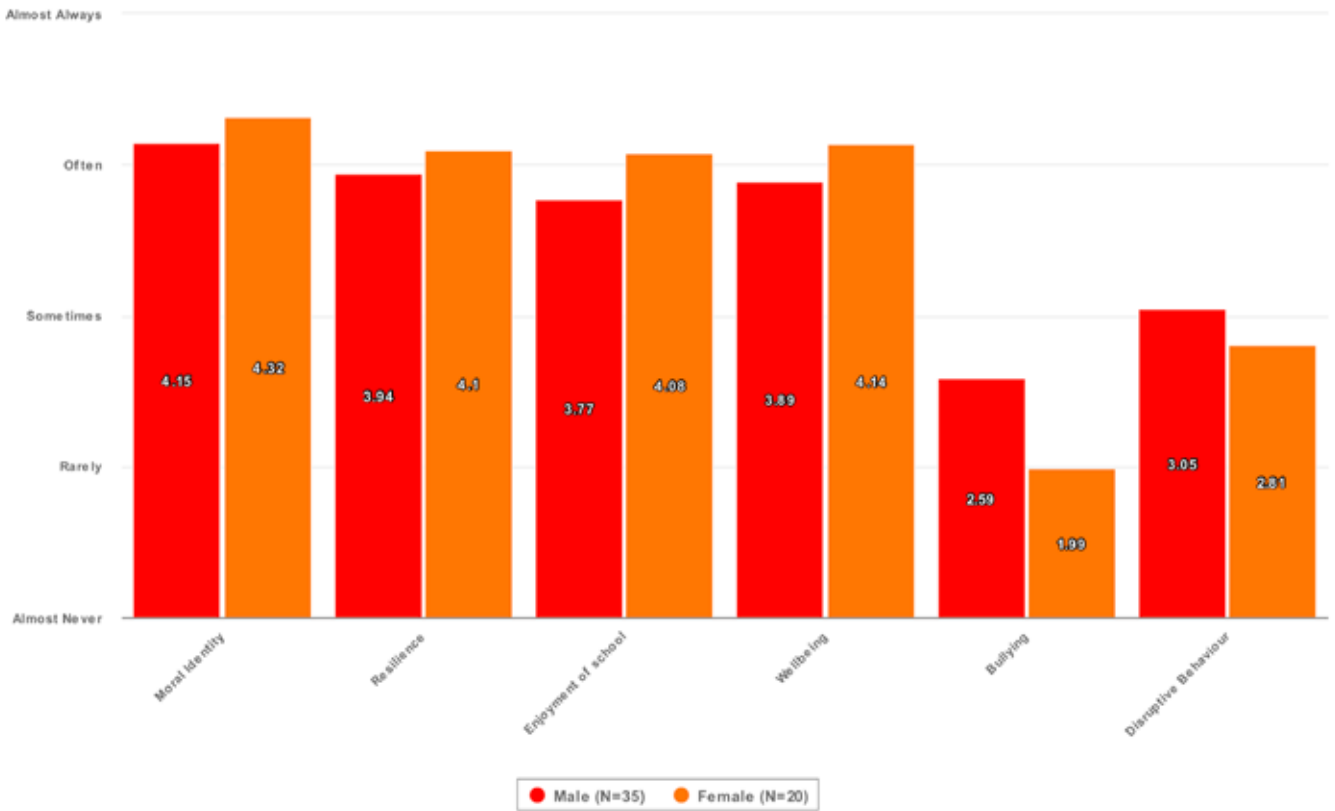


## Protective & Risk Factors Upper Primary Student Voice





## Protective & Risk Factors: By Sex Upper Primary Student Voice



## School Climate Early Childhood Student Voice



### Overview: School Climate Early Childhood Student Voice

### Overview: Protective & Risk Factors Early Childhood Student Voice



### School Climate Middle Primary Student Voice





Protective & Risk Factors  
Middle Primary Student Voice

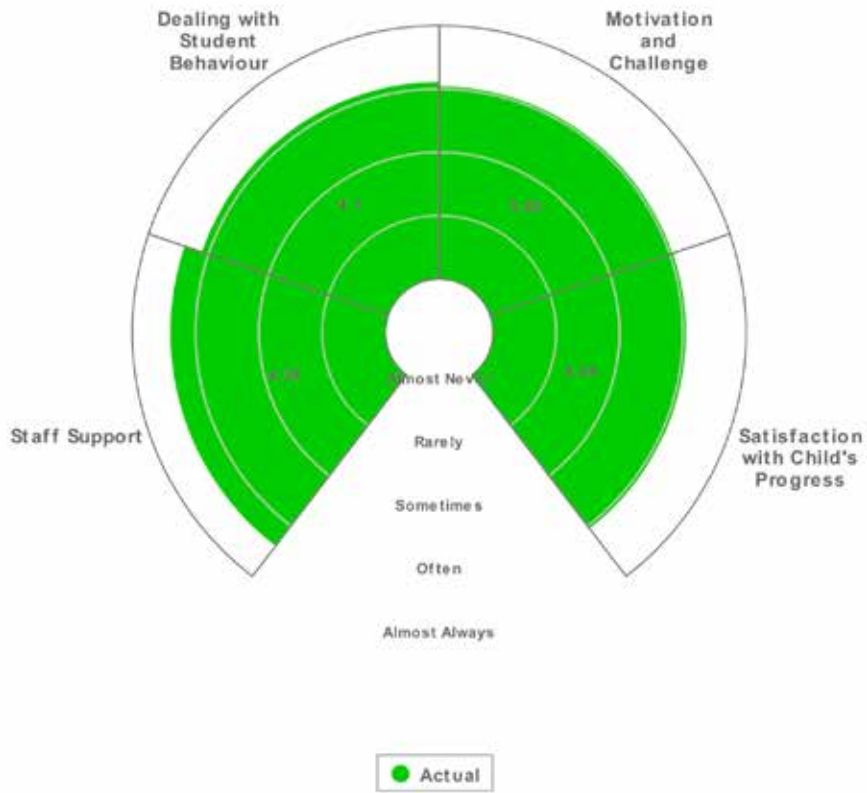


Overview: School Climate  
Middle Primary Student Voice

Overview: Protective & Risk Factors  
Middle Primary Student Voice

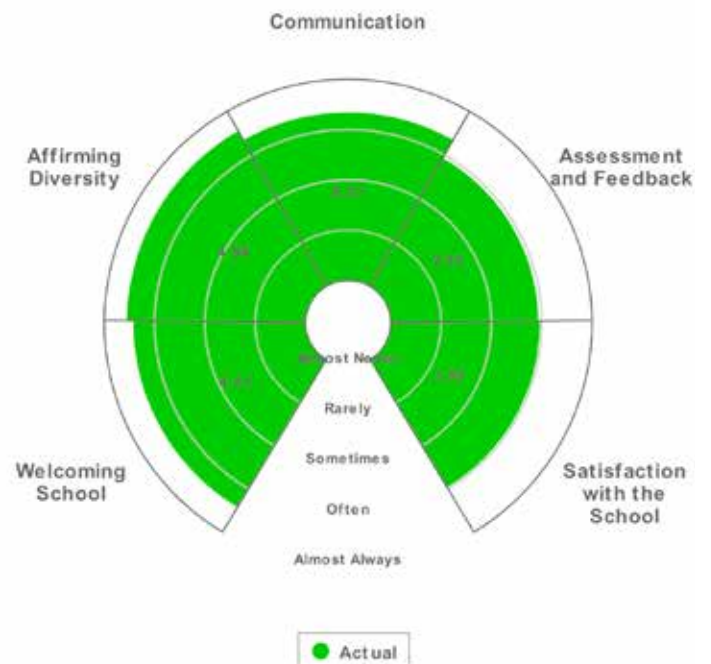
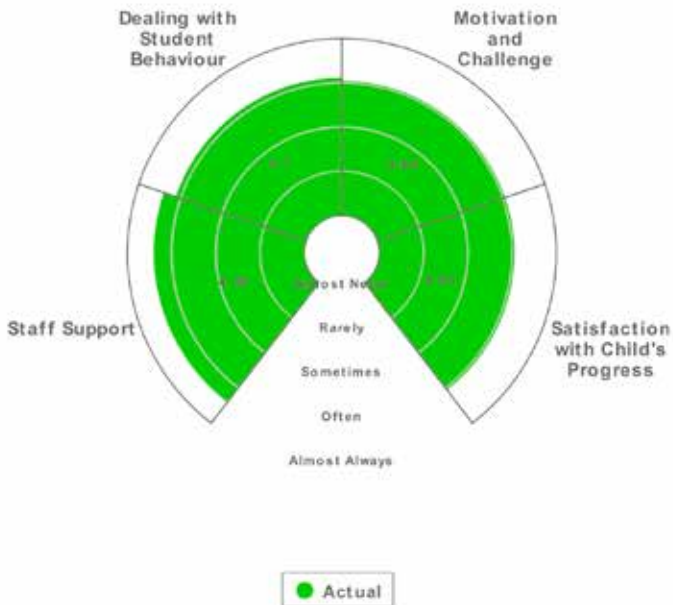


## Child's/Children's Experiences *Parent's & Caregiver's Student Voice*



## Child's/Children's Experiences *Parent & Caregivers' Voice*

## Parents'/Caregivers' Experiences *Parent & Caregivers' Voice*



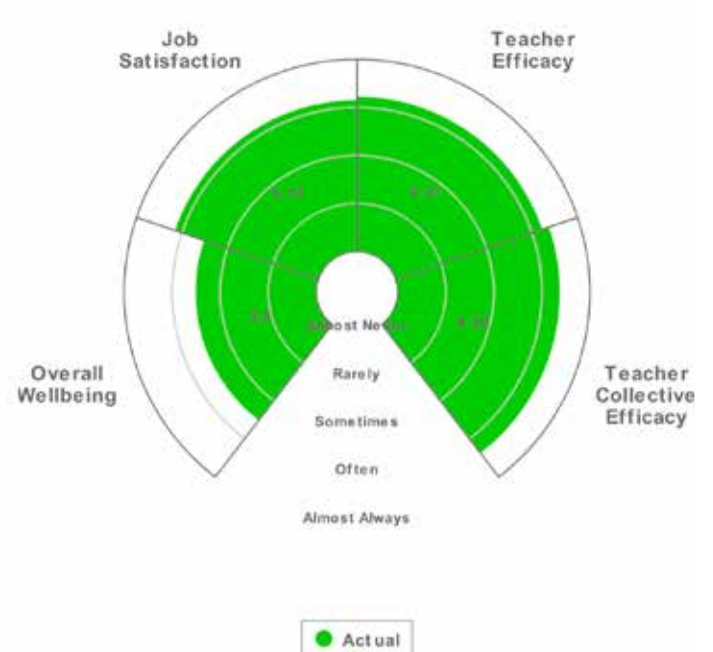
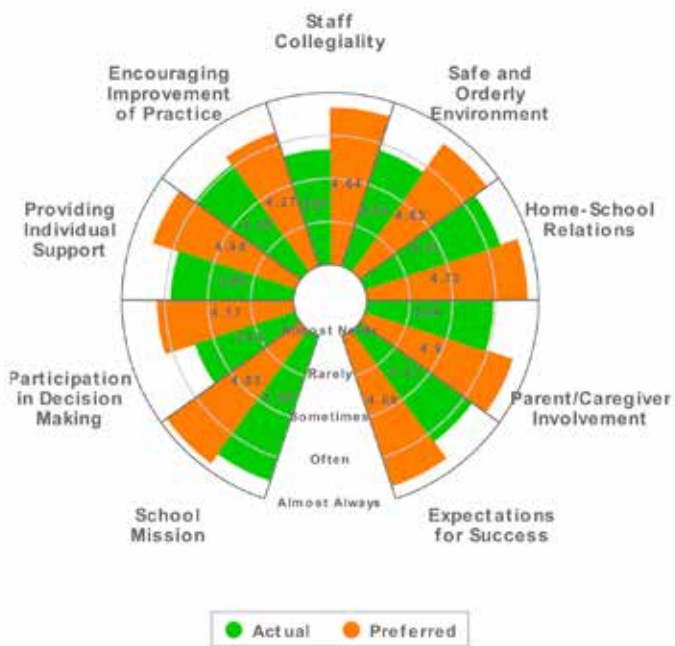


## School Organisational Climate Teachers Voice

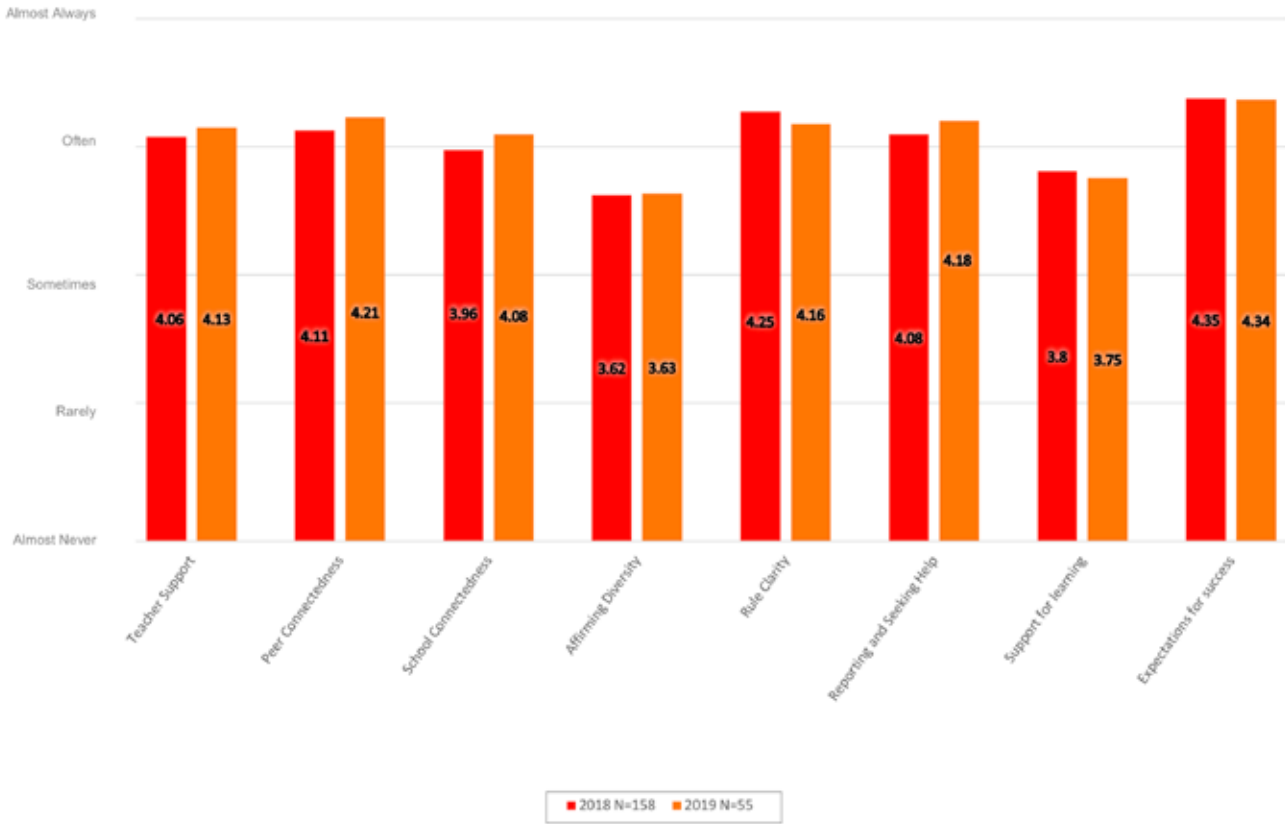


## Overview: Organisational Climate Teachers Voice

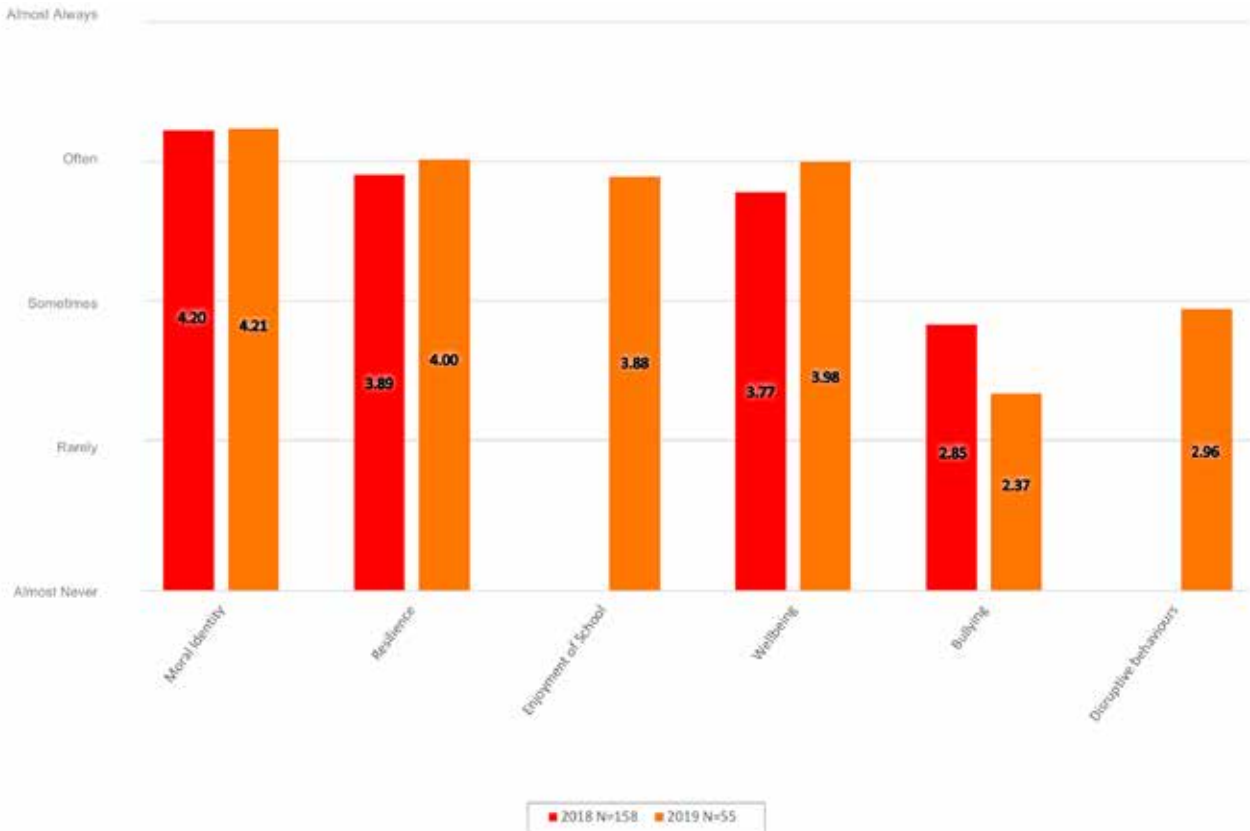
## Wellbeing, Satisfaction & Efficacy Teachers Voice



## Over Time: School Climate Upper Primary Student Voice



## Over Time: Protective & Risk Factors Upper Primary Student Voice











**ST JOSEPH'S SCHOOL**  
HINDMARSH

56 Albemarle Street, West Hindmarsh SA 5007 • Phone: (08) 8346 6569  
info@sjsh.catholic.edu.au • [www.sjsh.catholic.edu.au](http://www.sjsh.catholic.edu.au)