



St Joseph's Catholic School

Annual General Community Meeting

Monday 13th February 2017



St Joseph's Catholic School

2016 Annual General Community Meeting

AGENDA

1. Welcome
2. Apologies
3. Prayer led by KATHY HORAN
4. Introduction of School Board
5. Annual Reports - as tabled
 - 1) Principal MARIA D'ALOIA/KATHY HORAN
 - 2) Chairperson of School Board ANNE BURKE
 - 3) Finance DAWN SALEEBA
 - 4) Parent Voice KATHY HORAN/KATE MASON
 - 5) WHS DENISE TARRANT
6. School Performance Report
 - Student Attendance
 - NAPLAN
 - Satisfaction SurveysKAY CARMODY/KATHLEEN MELIS
7. School Improvement Plan
8. General Business
9. Introduce New Board Members



St Joseph's Catholic School 2016 AGM

Principal's Report

This report is jointly presented to the St Joseph's Catholic School community by Kathy Horan who was appointed Acting Principal until Week 5 of Term 2 to replace Philip Shultz, who left at the end of 2015 to take on a Principal position at another school. My tenure as Principal at St Joseph's commenced on 1 May 2016.

The report is a summary of the many initiatives, achievements and experiences of 2016.

In 2015 significant consultation with the school community was undertaken using the Continuous Improvement Framework (CIF) to inform and develop a three-year strategic plan. From this strategic plan a School Improvement Plan was developed for 2016 under the four domains of the current School's vision and mission statement.

Catholic Identity

Staff Professional development days at the beginning of the year focussed on the development of a set of guiding principles that underpin all of our actions and interactions. These principles are: recognising the dignity and worth of each person, love and compassion, and respect.

The guiding principles are elaborated in the following values:

- Common sense
- Respect
- Kindness
- Care
- Consideration

As a Catholic school established in the tradition of the Sisters of St. Joseph, our school motto is expressed in the words: ***"In all things love"*** – an expression drawn from St. Mary MacKillop.

Our school is under the pastoral care of the Missionaries of the Sacred Heart, founded by Fr. Jules Chevalier, and we share their mission, expressed in the words ***"To be on earth the heart of God."***

Staff reflection on the Catholic Identity of the School:

In addition to whole staff opportunities to reflect on this dimension of school life, the following opportunities were provided:

Eleven Staff undertook 8 hours of professional development, reading, writing reflection papers and engaging together in a range of topics to explore what Catholic identity and ethos mean for our school.

Staff Reflection Day:

Fr. Chris Murphy MSC joined the staff for a day of reflection with a focus on the question:

"who do you say that I am?"

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Principal's Reportcontinued

During reflection time, staff were invited to take time alone and then with a couple of staff members to ponder this question and then share something of their insights.

We also spent time reflecting on the life and mission of Jesus, in itself and as understood by St. Mary MacKillop and Fr. Jules Chevalier.

Staff Prayer opportunities:

Each Monday at 8.20 a.m. Staff gather for prayer in the Chapel, and prior to staff meeting on Wednesday the staff gather again for prayer in the chapel.

In Term 4 Fr. Chris Murphy offered the opportunity for a reflective Mass for interested staff on Friday mornings at 8.00 a.m. Several staff members took up this offer on a regular basis.

Social Justice Outreach Program:

Mini Vinnies:

Approximately, 40 students met on a regular basis to take part in activities related to our social justice outreach program.

Seven students and two staff members attended a diocesan Just Leadership Day at the Cathedral hall with students and staff from other Catholic schools;

Among the initiatives supported by the group were:

- Project Compassion during Lent;
- Soup can collection during winter;
- Clothing appeal
- Christmas hampers
- Care packages for Vinnies and Refugees
- Centacare Gift of Time appeal in support of families requiring respite care.
- Pink and Blue day to raise funds towards cancer research.

Parish Sacrament Program:

During 2016 our school was again part of the Parish Sacrament Preparation Program which included:

- A General Parent Information session about the sacraments, followed up with enrolment and registration processes through the parish office.
- Four – five family preparation sessions over three terms for the sacraments Reconciliation, Confirmation and first Communion;
- Two celebrations for the Sacrament of Reconciliation;
- One rehearsal for Confirmation;
- Two Confirmation ceremonies;
- Five first Communion celebrations.

Fourteen families from St. Joseph's were involved, (twenty-three children). Three additional students and families from within the parish joined the group.

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Principal's Reportcontinued

Liturgies:

Each term classes had the opportunity to attend a class or unit Mass, either in the Chapel or the School Hall.

On significant feast days, such as Ash Wednesday, St. Joseph's Day, St. Mary MacKillop's Day, the Assumption, the whole school gathered for Mass in the hall, with parents being invited to attend.

During Holy Week it is our custom to gather for prayer reflections based around the key days of Holy Week: Palm Sunday, Holy Thursday, Good Friday.

After Easter, the whole school community gathers again to celebrate the great feast of Easter.

For the first time in 2016, senior students from the various schools in the parish – Nazareth College, St. Michael's, Immaculate Heart of Mary and St. Joseph's – came together to celebrate Mass for the feast of the Sacred Heart in the newly renovated Church at Hindmarsh.

Once a term, Fr. Bill offered a Family Mass in our school hall on a Sunday morning at 9.00 a.m. to enable our families to come together and build a sense of community. In Term 4 we joined with Immaculate Heart of Mary, Brompton, for a combined Family Mass with the parish at Sacred Heart Church.

R.E. Curriculum:

A review of the school R.E. Curriculum has begun and will continue in 2017, with particular reference also to aligning our pedagogy in R.E. with the competencies, skill, growth mindset and learning pit concepts currently being explored with Mark Treadwell in other curriculum areas.

MITIOG: (Made in the image of God)

In a similar way, we will be reviewing the MITIOG program and seeking feedback about the program and its implementation from parent groups.

Child Protection:

Staff whose Registration was due for renewal have updated their certificates in the area of Child Protection Curriculum and Responding to Abuse and Neglect. In 2017 there will be a focus on auditing what is already happening in this area, aligning specific topics with the Health and Social Sciences (ACARA) areas of study.

School Chaplain:

Towards the end of 2016 we were successful in obtaining government funding to enable us to employ a school Chaplain. We are currently in the process of employing someone to take up this role.

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Principal's Reportcontinued

Teaching and Learning

Developing 'Teaching and Learning' continued to be a key priority in 2016. St Joseph's staff continued their involvement in the Regional Learning Project, entitled; "The Learning Process" facilitated by educational consultant, Mark Treadwell.

Teachers worked collaboratively in learning teams to organise and design learning opportunities for students embedding the knowledge gained and pedagogical practices that were discussed in the professional learning sessions and conversations.

The first stage of this project where we familiarised ourselves with the competencies was now complete. The second stage involved developing our own unique interpretation of the 'Learning Process', changing our focus from planning content to developing concepts of learning, as well as other concepts such as, "The Learning Pit," Carol Dweck's understanding of a growth mindset, the use of prompts and the micro-lesson to stimulate curiosity, combined with the learning process. As this stage involved establishing the Learning Process across the school R-7, it was imperative that all staff be involved in the project.

The second stage challenged us as educators to reflect on what we do and how we do it! The Learning Process is not something that relates only to student learning but rather what we as life, long learners need to do every day and how we manage to do that more efficiently by breaking and remoulding some of our own mental habits. In this process, we understand ourselves as learners also.

During the second semester, Maria joined staff from other schools involved in the Project visiting six schools in New Zealand that have established the 'Learning Process'. During this time the teachers also worked with Rita Garreffa to develop Personal Professional Goals related to our work with Mark. I would like to acknowledge Rita's leadership in helping and coaching staff to make the link between theory and practice.

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Principal's Reportcontinued

The final Staff Formation Day with Mark Treadwell concluded with a Parent Information Session. In this parent session Mark Treadwell discussed the transformations that are needed in schools to ensure that our children are equipped with the skills and dispositions needed to succeed in this 21st century. These transformations are not only about the future of our children, but they also represent our futures and how we live, work and play in the 21st century. We look forward to continuing our work with Mark in 2017.

The Early Years teachers continued to develop their understanding and successful implementation of the Reggio Emilia principles in their learning environments.

Staff were also involved in the review of domain 5 of the Continuous Improvement Framework (CIF) : 'High Quality Teaching and Learning' and started the process of developing a common and agreed understanding of effective teaching, assessment and pedagogical practices. This will be an ongoing focus in 2017.

Following the analysis of student data, a review of the current student intervention programme was undertaken.

The Literacy Co-ordinator, Kay Carmody completed an intensive course entitled, 'Understanding Dyslexia' this year, and has started to impart this knowledge to all classroom teachers, as the knowledge gained and resources provided in this course will build the capacity of staff to assist students with Dyslexia or learning difficulties within the mainstream classroom. Kay has also supported individual students across the school with many students now accessing the Reading Doctor programme to assist with reading and comprehension.

Resourcing

Following a school visit by Catholic Education South Australia Infrastructure Planning and Development Committee a school Asset Register was developed to identify possibilities for future developments and improvements at the school. Marino Rossi Architects were engaged to produce a concept plan to enclose the undercroft area of the Year 4-7 classroom block. The enclosure will create space to accommodate two additional classrooms and enable us to remove the transportable classrooms which in turn will provide more space for nature play.

In 2017 the Early Years Classroom block was refurbished. The corridor was gutted to create an uncluttered space, new bag hooks were installed and this area together with all classrooms and offices were painted and new carpets were laid. A number of upper primary classrooms were also re-carpeted and painted. New bag hooks were also installed following the removal of the rusted bag racks.

Conversations regarding sustainability initiatives in the school gained momentum with the appointment of a Sustainability Officer for a day a fortnight. It is hoped that the school site will be developed in the future to include more natural play based areas.

With the increasing numbers of laptops and iPads in the school it was evident that this had caused significant pressures on the current infrastructure, resulting in a number of technical issues, hence an audit of the ICT infrastructure was undertaken and a significant upgrade was undertaken to ensure that staff and students had good connectivity.

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Principal's Reportcontinued

An audit of the Playground was also undertaken. Whilst the report stated that it is safe to use, there is a need for ongoing regular inspections and maintenance until the Playground can be replaced. Appropriate Softfall levels will be maintained in 2017, while discussions and consultations will begin with a view to decommission the current playground by the end of 2017 and install a new playground as soon as possible.

Community and Partnerships

Building community continued to be a priority at St Joseph's in 2016. Events such as the OSHC Afternoon Tea, Cultural Day, Cultural Dinner, Sports Day, Family Footsteps, Little Joey's School Orientation visits, Sports Presentation, School Disco, Pre-school Meet and Greet, Instrumental Music Evening, Pink and Blue Cancer Fundraiser and Art Show were all well attended and received and demonstrated a keen interest from students, parents and staff alike.

Information from the Satisfaction Survey has been collated, shared and discussed with staff and the School Board, and many factors highlighted have been included in either the Annual Improvement Plan or School Strategic Plan. A graphical representation of the 81 responses received will be uploaded onto the school website with this report.

The Catholic Education SA announcement informing the community that from 2019 Year 7 students will be located on high school sites caused some anxiety to some members of the community, hence it was decided to hold a Parent Information Evening to discuss any concerns. Mr Phil Lewis, Principal of Nazareth College and Mr John Foley, Principal of St Michael's College, attended the meeting and reassured parents about a defined pathway to either college if applications were received when the student was in Year 4.

Parents have indicated a keen interest in developing their understanding of and keeping abreast of the many new educational initiatives introduced at St Joseph's. To help achieve this and give witness to nurturing a strong school/home partnership, it was decided to invite educational consultant, Mark Treadwell, to facilitate a parent meeting. This was very well received and stimulated significant conversation! Very exciting indeed and an initiative that will certainly continue in the future.

The Parent Voice group met regularly to try and define their role and purpose within the school community. I am delighted to share the six areas or pillars that will inform the work of this group within the school and included are some examples of how this can be achieved.

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Principal's Reportcontinued

1] Support families in their Faith journey

- Parish Sacrament Programme
- Parish Family Mass
- Outreach [Project Compassion, Vinnies, Pink & Blue Day etc.]
- Class Liturgies
- Review of Vision
- Easter / Holy Week
- Catholic Education Week
- Special Feast Days

2] Build school enthusiasm & pride

- Class Representatives
- Cultural Ambassadors
- Translation of Documents
- Sports Presentation Event
- Instrumental Evening
- Twilight Sports Day
- Footsteps Spring Picnic

3] Build & strengthen community

- Breakfast catch up Term 1 for all new families to provide opportunity for FAQ's & overview of school activities & opportunities for families to help & welcomed into community
- Cultural Dinner
- Fitness
- Grandparents Day
- Dads Breakfast
- Mums Night Out

4] Strive for ongoing positive learning & life outcomes for our children

- Educational forums based on School Annual Improvement Plan
- Parents access
 - ◊ Literacy/numeracy
 - ◊ RE
 - ◊ Mark Treadwell
 - ◊ Social emotional
 - ◊ Cyber/IT

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Principal's Reportcontinued

5] Fundraise for continuous school improvement in a transparent manner & in line with school policy

- Regular financial reports at Parent Voice meetings
 - ◇ Easter Raffle
 - ◇ Fathers Day/ Mothers Day stall
 - ◇ Art Show
 - ◇ School Concert
 - ◇ School Disco
 - ◇ Quiz Night
 - ◇ Kids Movie Lock-in
 - ◇ Ladies Night out – Fashion Parade

6] Promote effective communication between home, school & community

- Have most things available on the website
 - ◇ Streamline communication across the school
 - ◇ Develop a welcome kit & frequently asked questions resource

The Education and Early Childhood Services Regulation and Standards Board of South Australia conducted an external validation of the Out of School Hours Service. The service has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age care in all seven quality areas. St Joseph's OHSC received an "Exceeding National Quality Standards" rating. This achievement is a result of the dedication and commitment of the OHSC staff, under the leadership of Mirca Bray and Mary Caruana. Such an achievement should be commended. *Thank you Mirca and Mary.*

In this 150th year of Josephite schools it is important to recognise that we continue to be committed to the vision of the founding sisters to build a community that gives witness to our motto:

'In all things Love.'



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Chairperson's Report

Well, 2016 was certainly another busy year! We warmly welcomed many new additions to our community (students, families and staff - even a new Principal!) and sadly farewelled others as they moved on to new adventures; giving thanks for their valuable contributions during their time with us at St Joseph's. Across the year we saw our house teams named and had the opportunity to talk directly with Mark Treadwell, learning first-hand about the exciting pedagogical developments unfolding across the campus. We also hosted a very successful Federation of Parent's and Friends Conference in our hall and held numerous community celebrations including the Cultural Dinner and Art Show.

From a finance perspective, St Joseph's has once again finished the year in a solid position: some longer term loans were discharged and facility expenditure was closely monitored to support required refurbishments. The meticulous approach adopted by the finance committee was especially salient this year given upcoming changes to funding models across Catholic Education.

Some of the key projects supported across 2016 include:

- *Investment in infrastructure:* Many class room spaces have been repainted and re-carpeted, non-slip surfaces have been installed on the plaza and parish entry steps, new signage has been placed on the OSHC building and Grange Road window frontage, and the playground has been inspected by a representative from KidsafeSA. Plans are currently underway to revamp all play spaces across the campus, with a view to incorporating opportunities such as wet play spaces and enhanced nature activities.
- *Investment in information technology:* The IT network has been significantly upgraded, such that it should now satisfy the current digital needs of the campus (e.g., provide less fragmented access, reduce device drop out, enable more secure back-up options) plus provide capacity for future growth.
- *Changes to Catholic education funding models:* The board provided detailed feedback to the Catholic Education Office regarding proposed changes to school funding models.
- *Community survey:* We conducted a parent/student/staff satisfaction survey to ensure that current and future planning was directly informed by community needs.
- *Pedagogical development:* Staff have continued to engage with the Mark Treadwell and Emilio Reggio frameworks – participating in several workshops and hosting observational visits for colleagues from other schools. The enthusiasm and creativity with which the faculty have incorporated this learning within their professional practice is evident in both the formal staff reports submitted to the board at each meeting and individual conversations/observations across the campus.
- *School sports tops:* Consistent with the change over to the new uniform, new tops have been sourced for school sporting teams that have specific uniform requirements (e.g., basketball, lacrosse, soccer).

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Chairperson's Report*continued*

- *Policy:* Numerous policies have been revised including, but not limited to, the Strategic Plan, the 'Critical Incident' policy and the 'Camps, Incursions and Excursions' policy. Moreover, significant time has been invested in the development of policies to refine arrangements regarding the hire of our hall and the use of social media.
- *Traffic:* Traffic around the school continues to pose significant concern. The board and school leadership team have worked closely with the council and the T2T initiative to proactively address this (thanks in particular to Tess Ryan for her work in this space); the ultimate vision being the establishment of a community crossing on Albemarle Street.

Significant investment has been made over recent years to foster active community participation across all aspects of school life and the board has been particularly heartened to see our community celebrations so actively and joyously attended this year. We know that as a group, our community will be most successful when we all work together; supporting and challenging each other and using our various skills to achieve our common goals. As such, the board would very much like to acknowledge the wonderful spirit in our community, the efforts of the Parent Voice group and all of the amazing people who generously give their time to support community activities including breakfast club, coffee shop, tuckshop, classroom activities, various committees, submitting grant applications, volunteering at specific events, supporting excursions etc.

In closing, I would like to say that it has been my privilege to serve on the board of St Joseph's for the past 6 years and I have every faith that our community will continue to grow and flourish under the leadership of Maria, Fr Bill, the leadership team and the incoming board.

Anne Burke
Chair, School Board
St Joseph's Hindmarsh



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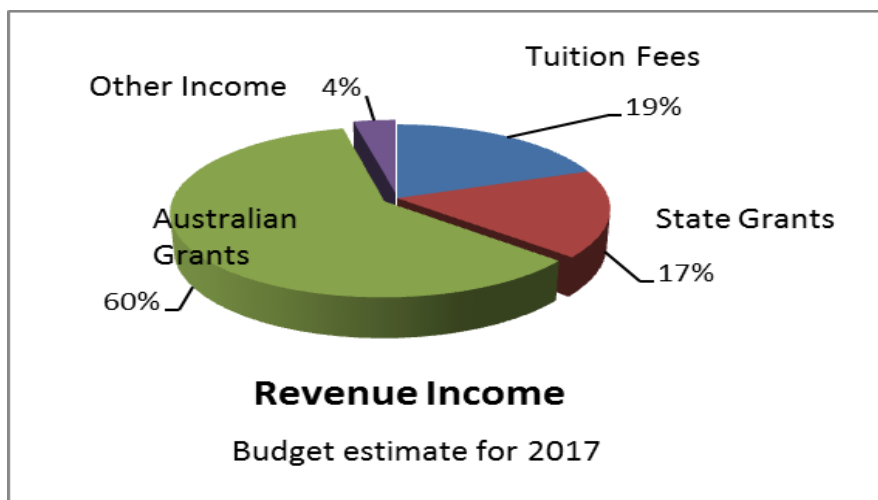
Finance Report

The following financial report is for St Joseph's School Hindmarsh for 2016 with projected budget for 2017.

Performance

Our cash flow has seen a surplus for 2016 of \$ 736,954 due to a conservative budget set by the board in light of the change-over of Principal in Term 2.

- Student numbers were at their peak for 2016 and this directly impacts on the level of funding received for Australian Government and State Government each year. The graph below indicates the Revenue Income for 2017 clearly showing the income stream for the school yearly according to numbers.



- Completion of a Capital Loan & Computing Leases expiring in 2016
- This surplus has allowed for major upgrade in 2017, refurbishing with classroom furniture, carpet and painting of the Early Learning and Plaza Area Buildings during holiday break.
- New Air-conditioning has been installed to Canteen and 2 small offices.

With a strong cash flow being held during 2016 we have earned a low interest rate on all capital loans from CDF and interest of \$8,500 for the year. We will maintain this for 2017.

Summary

In 2017 the Board approved a minimal increase to our Tuition Fee Structure due to the difficulties many families are facing with rising costs of education.

Our aim for the 2017 Draft Budget which was approved by the Board is focused on achieving a balanced budget for this year, whilst improving our grounds and buildings.

The Finance Committee would like to thank the Parents and community for the contribution of \$12,000 to the school in 2016, whether as a volunteer at the disco, cultural dinner, purchasing a cup of coffee, art piece or an Easter raffle ticket it is appreciated.

Finance Committee 2016

Maria D'Aloia Kathy Horan Tito Fiorenza Dawn Saleeba

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Finance Reportcontinued

	BUDGET 2016	ACTUAL 2016	BUDGET 2017
RECURRENT INCOME			
Tuition Fees & Resource Fees	682,798	683,656	651,200
Student Activities	27,000	46,488	48,220
Interest income	9,500	8,572	9,500
Parenting Income	-	13,824	-
State Grant Income - per capita	500,000	737,886	557,000
Australian Government Grant Income - per capita	2,008,751	1,926,110	2,000,000
Other Income	11,250	64,070	11,250
	3,239,299	3,480,606	3,277,170
NON-RECURRENT INCOME			
Capital Donations	65,520	49,696	51,800
	65,520	49,696	51,800
Total	3,304,819	3,530,302	3,328,970
RECURRENT EXPENDITURE			
Teacher Salaries	1,921,237	1,889,521	1,857,452
Paid Parenting Expense	-	13,284	-
Salaries Counsellor	19,000	19,947	20,000
School support staff ESO & Admin	310,870	352,449	294,510
Salary Related Costs - Super	238,179	236,740	205,780
Class Programs/resources	87,745	90,751	94,820
Student Sport Excursions	56,560	44,492	77,200
Computer general expenses	18,000	19,800	15,500
AdminIstration/Computer service overheads	53,800	55,402	60,950
Workers Comp Levy- Annual	35,500	39,471	38,000
Total	2,740,891	2,761,857	2,664,212

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Finance Reportcontinued

	BUDGET 2016	ACTUAL 2016	BUDGET 2017
Buildings/grounds Overheads	- 107,500	- 121,646	- 130,740
Utilities	- 60,100	- 54,646	- 62,000
General Insurance -Annual	- 25,000	- 24,626	- 26,000
Teaching Overheads	- 10,750	- 10,884	- 10,250
Levies - Central Bodies	- 158,568	- 157,447	- 157,619
Interest on loans/leases	- 35,222	- 35,729	- 21,229
Computer Leases Expenses	- 43,500	- 43,500	- 67,000
Total	- 440,640	- 448,478	- 474,838
TRADING ACCOUNT -INCOME			
Canteen/OSHC/Uniform/Preschool	447,900	443,102	447,600
Parent & Friends	26,000	33,974	36,000
Hire Hall	500	950	1,000
	474,400	478,026	484,600
TRADING ACCOUNT -EXPENDITURE			
Canteen/OSHC/Uniform /Preschool	- 386,529	- 441,623	- 416,100
Parent & Friends Levy & Expenses	- 1,500	- 9,160	- 1,500
	- 388,029	- 450,783	- 417,600
CAPITAL EXPENDITURE			
Buildings - architect	-	-	9,400
Fixed Equipment & Improvements	- 11,000	- 28,792	- 57,000
Furniture & Equipment	- 5,000	- 4,554	- 11,000
Computer Equipment	- 6,000	- 15,449	- 6,000
	- 22,000	- 48,795	- 83,400
Loan Principal Repayments - CDF/SDF	- 190,117	- 190,117	- 229,883
CASH RESULT/SURPLUS	- 2,458	108,298	- 56,363
CASH AT BANK AS AT 1st January 2016		\$ 593,562.70	
CASH AT BANK AS AT 31st December 2016		\$ 819,970.11	



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Parent Voice

Report by Kathy Horan—Leadership Team

2016 saw the beginnings of a new way of gathering together as a parent group; fittingly the new name given to this group is Parent Voice, and it is a work in progress. Following a workshop for parents in 2015, conducted by Ann Bliss, there was a renewed sense of how parents might work together in partnership with the school to provide the best possible outcomes for all children at St. Joseph's. In addition to this, all community events, ranging from Induction meetings to social events and celebrations, class and school Masses and assemblies, coffee mornings and learning journeys, have become increasingly important as ways of bringing the school community together. An understanding was reached, via the workshop in 2015, that the Parent group plays a vital role in building up the community, in providing ways for various groups to come together and also to contribute towards fund-raising for the community.

In May 2016, St. Joseph's hosted the state conference for Parent communities, and Tess Ryan was appointed a Parent Ambassador for our school. Subsequent meetings of the Parent Voice group throughout the year provided opportunities for Parents to make suggestions, to raise concerns and to become more actively involved in the life of the school. Practical ideas were put forward about streamlining the range, type and frequency of information to be distributed throughout the school and for making personal contact with parents. For 2017, the Parent voice group is intending to assist with the publishing of a yearly calendar of events to enable families to plan ahead to be involved.

Report by Kate Mason - Parent Representative & 2016 Secretary

Parent Voice Group is an open forum and welcomes all parents/guardians from our school community. We meet approximately monthly, along with a member from the School Leadership Team to work in collaboration on our 6 key pillars.

- 1] Support families in their Faith journey
 - 2] Build school enthusiasm & pride
 - 3] Build & strengthen community
 - 4] Strive for ongoing positive learning & life outcomes for our children
 - 5] Fundraise for continuous school improvement in a transparent manner & in line with school policy
 - 6] Promote effective communication between home, school & community
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Parent Voice....continued

As in previous years, we welcome all new parents & existing parents to come along to Parent Voice meetings in 2017. Our hope is that by sharing ideas, having an active voice & volunteering even a small amount of time, our school community will be strengthened, which benefits us all.

Meeting times will be published in Skoolbag & School Newsletters.

Hope to see you there!



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WH&S 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 will assist 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.

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 licence 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

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WH&S Report *continued*

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.

1. INJURY DATA

Injury data for the reporting period is summarised in the table below

Total Number of Employees Compensation Claims	1	Total Number of Employees currently on Rehabilitation	Nil
Number of Injuries resulting in loss of time	1	Total Lost Time	27.5hrs
Total number of incident/injuries/near miss	6	Total number of investigations conducted	6

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

INJURY PART OF THE BODY	Number of Injuries
Knee	2
Back	1
Finger	1
Nose	1
Other	1

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

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WH&S Report *continued*

2. REPORTABLE INCIDENTS

- The number of 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 Available for review in Staff Minute records	weekly	✓
Workplace Safety Inspections	2	2
Consultation Meeting Review -Principal, Deputy Principal Bursar and WHS Rep	4	3
Regular Meetings were held with Principal, Deputy Principal, WHS Rep and 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		Number of new employees inducted within 1 week of commencement of work	
Teachers	7		7
ESO	0		0

Training Program	Achieved
BELS- First Aid required every 3 years January 2016	Yes
Learning Manager-Work Health and Safety Compliance Training	Yes
Learning Manager – Equal Opportunity Compliance Training	Yes
Mandatory Reporting – Abuse and Neglect	Yes

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WH&S Report *continued*

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:

<u>DATE</u>	<u>AREAS AUDITED</u>	<u>NON- CONFORMANCES</u>	<u>OBSERVATIONS</u>
July 2016	Whole School Electrical Tag and Testing	=	=
2016	Display Emergency Procedures- Evacuation/Lock In	=	=
2016	Emergency Drills	=	=
Jan/July 2016	RCD Testing	=	=
2016	Risk Assessment's Completed	=	=
2016	Displaying WHS Information and ensuring available to all workers	=	=
2016	Ensure WHS newsletter from Catholic Safety Available to staff	=	=

External Audits – No Audits undertaken for 2016

6. WH&S PERFORMANCE REPORT

- Evacuation Drills were conducted on 30/3/16, 2/11/16
- Lock In Drills were conducted on 28/7/16, 7/12/16
- Training Programs have been noted above.
- Training for 2016 has been identified through the Staff Performance Review Process and following Catholic Work Health and Safety Requirements.

7. SIGNIFICANT HAZARDS IDENTIFIED

Passage in Main Building School Bags causing a possible Tripping Hazard- Completed January School Holidays new approved Bag Holders were installed in Reception through to Year 7 to clear walkways

Stairs to Higher years required to have non slip surface to be installed -Completed in December 2016 yellow non-slip strips installed

St Joseph's Catholic School 2016 AGM

WH&S Report *continued*

8. Areas Identified for the Future Improvement

The following are areas which were identified for future improvement

- Workplace Inspections
- Material Data Sheets – Updated
- Recording Purchase Request

9. Comments

The WH&S Co-ordinator has been proactive in attending a WH&S Co-ordinators meeting during the year and being responsible for Learning Manager which is a compulsory part of Work Health and Safety Online Learning introduced in 2016.

Denise Tarrant

WH&S Officer



St Joseph's Catholic School 2016 AGM

School Performance Report—Student Attendance

ENROLMENTS

Total Students: 310

Male: 161

Female: 149

Group Type	Name	Year	Group Seq Num	Term 1	Term 2	Term 3	Term 4
Year Level	PE	2016	1	0%	0%	0%	0%
Year Level	RE	2016	2	95.19%	96.31%	92.52%	94.19%
Year Level	01	2016	3	95.31%	94.38%	92.09%	93.30%
Year Level	02	2016	4	94.85%	93.46%	91.76%	94.84%
Year Level	03	2016	5	96.59%	94.74%	92.45%	94.19%
Year Level	04	2016	6	93.80%	93.36%	92.73%	94.06%
Year Level	05	2016	7	95.56%	94.10%	90.68%	92.52%
Year Level	06	2016	8	96.20%	95.71%	91.72%	94.60%
Year Level	07	2016	9	93.87%	93.35%	93.99%	92.64%



St Joseph's Catholic School 2016 AGM

School Performance Report—NAPLAN

This year we have continued to make significant growth or have maintained learning in our students' NAPLAN results.

Percentage of students who achieved the minimum standard

YEAR 3	% students who achieved the National Minimum Standard		
COMPONENT	2014	2015	2016
Reading	94	98	98
Writing	97	96	98
Spelling	97	98	95
Grammar and Punctuation	94	100	95
Numeracy	93	93	93

YEAR 5	% students who achieved the National Minimum Standard		
COMPONENT	2014	2015	2016
Reading	95	100	96
Writing	85	100	100
Spelling	92	100	100
Grammar and Punctuation	87	100	93
Numeracy	87	100	100

YEAR 7	% students who achieved the National Minimum Standard		
COMPONENT	2014	2015	2016
Reading	100	100	100
Writing	100	100	100
Spelling	100	95	97
Grammar and Punctuation	96	100	97
Numeracy	100	100	97

Growth in the mean score for 2014 - 2016

YEAR 3	MEAN SCORES		
COMPONENT	2014	2015	2016
Reading	422.9	400.5	396.4
Writing	384.6	379.1	410
Spelling	382.7	389.7	396
Grammar and Punctuation	399	395.6	404.8
Numeracy	376.9	368.1	367.6

YEAR 5	MEAN SCORES		
COMPONENT	2014	2015	2016
Reading	489.4	503	510.6
Writing	441.8	498.7	492.8
Spelling	500.7	506.3	508.2
Grammar and Punctuation	482.4	511.2	496.4
Numeracy	456.5	495.2	486.8

YEAR 7	MEAN SCORES		
COMPONENT	2014	2015	2016
Reading	557.6	560.9	567.1
Writing	542.3	530.9	535.8
Spelling	564.7	564.5	572.6
Grammar and Punctuation	546.7	553.7	551.4
Numeracy	546.2	538	554.6

Estimated standardised student progress between 2014 – 2016
Reading and Numeracy

YEAR 5		READING	NUMERACY
PROGRESS/GROWTH		%	%
LOW	SCHOOL	12	17
	AUSTRALIA	25	25
MEDIUM	SCHOOL	62	61
	AUSTRALIA	50	50
UPPER	SCHOOL	25	22
	AUSTRALIA	25	25

YEAR 7		READING	NUMERACY
PROGRESS/GROWTH		%	%
LOW	SCHOOL	16	24
	AUSTRALIA	25	25
MEDIUM	SCHOOL	38	41
	AUSTRALIA	50	50
UPPER	SCHOOL	47	35
	AUSTRALIA	25	25

ANALYSIS FOR 2016:

YEAR THREE	EXCELLED	FOCUS AREA
READING	Locates facts in a Narrative Interprets detail in Information texts	Photo using Information text Persuasive text – locating facts, expression, synthesises
SPELLING	'er' - diphthong	Silent letters Diphthong 'ai' Schwa 'ui'
WRITING	Common words correct	Punctuation
GRAMMAR AND PUNCTUATION	Verbs in a compound sentence	Exclamation Mark Commas in a list Nouns in a simple sentence Capitalisation of proper nouns Pronoun in a compound sentence
NUMERACY	Money – counts in dollars Division - facts of 5	Time – half past Balance scales in measurement Multiplication as repeated addition Word problems matched to multiplication number sentence Problems by adding two numbers then subtracting

YEAR FIVE	EXCELLED	FOCUS AREA
READING	Connects information across Information texts Exclamation Marks in a Narrative Interprets characters in a Narrative Infers the meaning of a statement in a persuasive sign Persuasive text – identifies the effect of information	Persuasive text - emotional appeal
SPELLING	Consistent progress comparable to the National percentage	
WRITING	Consistent story Resolution present Simple to complex sentences Punctuation mostly correct Correct spelling of most common words	Expanding vocabulary
GRAMMAR AND PUNCTUATION	Comma – lists and with compound elements Identifies a redundant word that can be omitted from a sentence	Pronouns – complex sentences Pronouns – reference in preceding sentence Adjectival clauses Verb in simple sentences
NUMERACY	Money – converting cents to dollars by multiplying Money - Word problems – adding then subtracting Whether a sum will be even or odd Measurement not starting at '0'	Fractions – add and subtract to make a whole Locate a fraction on a number line Data – identifying co-ordinates

YEAR SEVEN	EXCELLED	FOCUS AREA
READING	Information text – directly stated details Narrative – infers a characters traits Narrative – interprets a literary description First-person Narrative – interprets a character's reaction	Persuasive text – emotional appeal
SPELLING	Consistent progress comparable to the National percentage	
WRITING	Consistent progress comparable to the National percentage	
GRAMMAR AND PUNCTUATION	Statement – full stop Comma – lists in sentences	Apostrophe of contraction Speech in a complex sentence Indefinite article in a complex sentence
NUMERACY Calculator	Ratio Multiplying decimals Locates points on a Cartesian plane	Fractions – adds and subtracts Angles on a straight line
Non Calculator	Properties of a symmetrical shape Identifies next number in a pattern starting at a decimal	Metres and centimetres to metres alone Rotation and reflection Fractions with unlike denominators Percentage off

St Joseph's Catholic School 2016 AGM

School Performance Report - NAPLANcontinued

Summary

This year's NAPLAN results show many students excelling with concepts particularly in Years 5 & 7. Students who did not achieve the National Minimum Standard are being catered for with an Individual Learning Plan that is reviewed regularly.

Teachers will analyse the NAPLAN data along with PAT-R and PAT-M data so as to inform their teaching and cater for individual student needs.

I congratulate both students and teachers along with the supportive families in enabling our students to view themselves as successful learners.

Kay Carmody

Key Literacy Teacher



St Joseph's Catholic School 2016 AGM School Performance Report Satisfaction Surveys

- Parent Satisfaction Survey
- Preschool Satisfaction Survey
- Student Satisfaction Survey
- Staff Satisfaction Survey



Parent Satisfaction Survey 2016

1. The Catholic ethos is visible and evident at St Joseph's

Strongly agree	41
Agree	36
Neither agree nor disag	4
Disagree	0
Strongly disagree	0



2. My child(ren) has (have) felt welcomed into the community

Strongly agree	49
Agree	30
Neither agree nor disag	1
Disagree	1
Strongly disagree	0



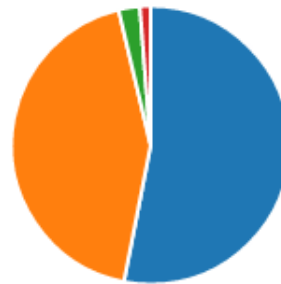
3. My child(ren) is (are) making good progress at school

Agree	53
Strongly agree	21
Neither agree nor disag	6
Disagree	1
Strongly disagree	0



4. My child(ren) feel(s) safe at school

Strongly agree	43
Agree	35
Neither agree nor disag	2
Disagree	1
Strongly disagree	0



5. Teaching of my child(ren) has been of a high standard this year

Agree	40
Strongly agree	36
Neither agree nor disag	3
Disagree	2
Strongly disagree	0



6. Teachers at this school provide my child(ren) with useful feedback about his or her school work

Agree	37
Strongly agree	32
Neither agree nor disag	9
Disagree	3
Strongly disagree	0



7. Teachers at this school motivate my child(ren) to learn

● Strongly agree	39
● Agree	35
● Neither agree nor disag	5
● Disagree	2
● Strongly disagree	0



8. My child(ren)'s teacher/s have high, but realistic, expectations of my child(ren)

● Agree	39
● Strongly agree	29
● Neither agree nor disag	10
● Disagree	3
● Strongly disagree	0



9. The homework that is given enhances on what my child(ren) learns in school

● Agree	36
● Neither agree nor disag	26
● Strongly agree	15
● Disagree	3
● Strongly disagree	1



10. There is a good range of co-curricula activities offered. (eg Performances, Year 6/7 camp, incursions and excursions)

● Agree	38
● Neither agree nor disag	20
● Strongly agree	16
● Disagree	7
● Strongly disagree	0



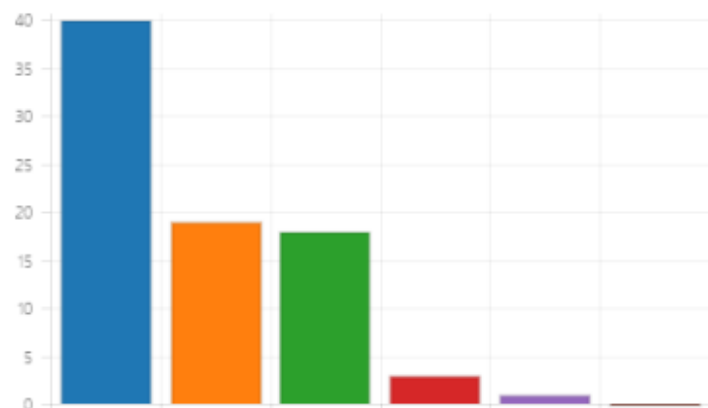
11. The school helps my child(ren) to become more mature and take on responsibility

● Agree	52
● Strongly agree	20
● Neither agree nor disag	8
● Disagree	1
● Strongly disagree	0



12. Leadership opportunities for my child(ren) are available and supported through the school

● Agree	40
● Neither agree nor di	19
● Strongly agree	18
● Disagree	3
● N/A	1
● Strongly disagree	0



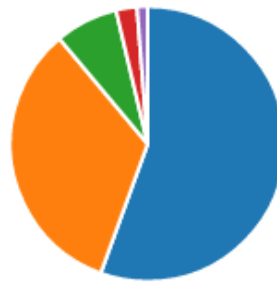
13. I am kept well informed about my child(ren)'s progress through the end of semester reports and parent/teacher interviews or learning conversations

● Agree	48
● Strongly agree	28
● Neither agree nor disag	4
● Disagree	1
● Strongly disagree	0



14. I feel comfortable about approaching the school with questions, suggestions or a problem

● Agree	45
● Strongly agree	27
● Neither agree nor disag	6
● Disagree	2
● Strongly disagree	1



15. I am happy with the overall direction and focus of the school

● Agree	52
● Strongly agree	18
● Neither agree nor disag	9
● Disagree	2
● Strongly disagree	0



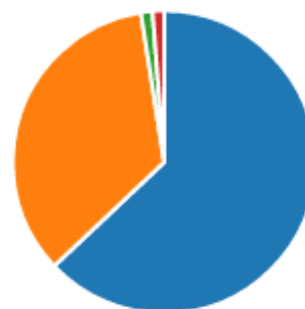
16. I find the staff friendly and helpful

● Agree	47
● Strongly agree	28
● Neither agree nor disag	5
● Disagree	1
● Strongly disagree	0



17. I can talk to my child(ren)'s class teacher(s) about concerns

● Strongly agree	51
● Agree	28
● Neither agree nor disag	1
● Disagree	1
● Strongly disagree	0



18. This school looks for ways to improve

● Agree	39
● Neither agree nor disag	21
● Strongly agree	19
● Disagree	2
● Strongly disagree	0



19. My child(ren) enjoy the Physical Education programme

● Agree	48
● Strongly agree	20
● Neither agree nor disag	11
● Disagree	2
● Strongly disagree	0



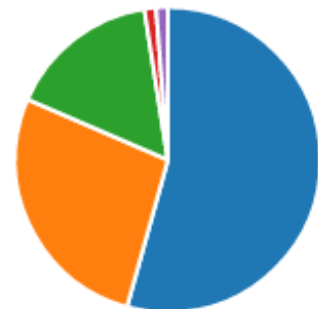
20. My child(ren) enjoy the Italian programme

● Agree	27
● Neither agree nor disag	23
● Disagree	13
● Strongly agree	12
● Strongly disagree	6

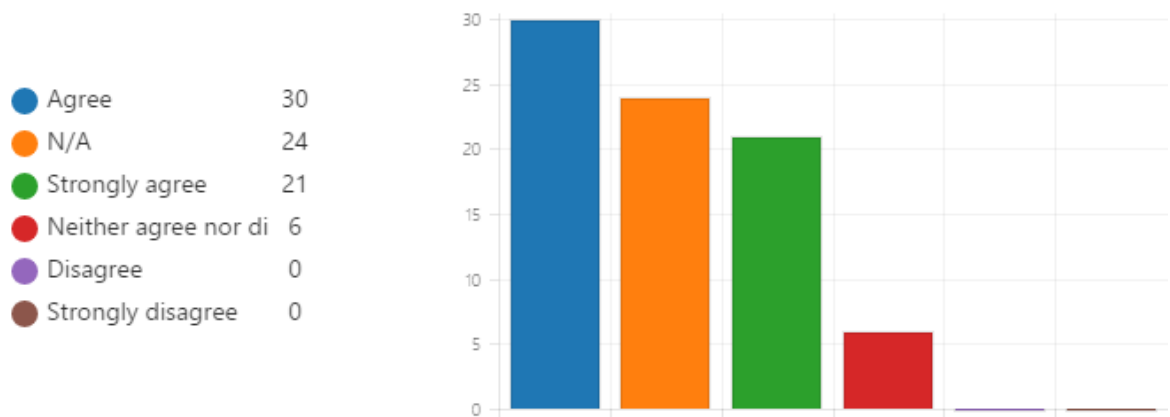


21. My child(ren) enjoy the Music programme

● Agree	44
● Strongly agree	22
● Neither agree nor disag	13
● Disagree	1
● Strongly disagree	1



22. My child(ren) enjoy activities in the OSHC programme



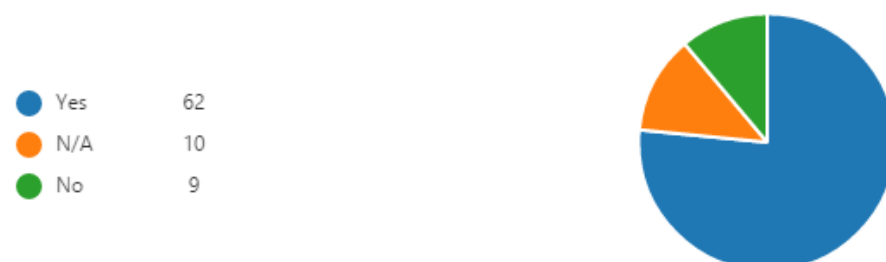
23. My family would use Vacation Care if it was available at St Joseph's



24. My family uses the canteen facilities

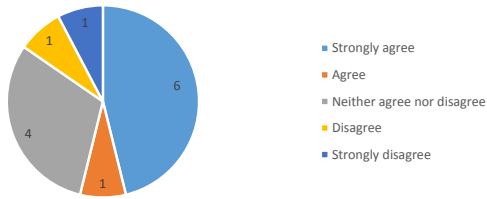


25. I endorse the selection of foods available for the children

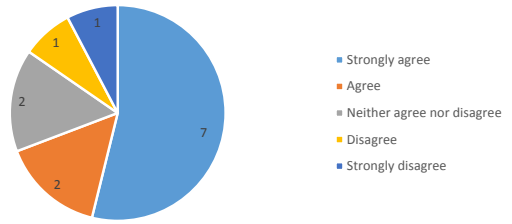


Preschool Survey 2016

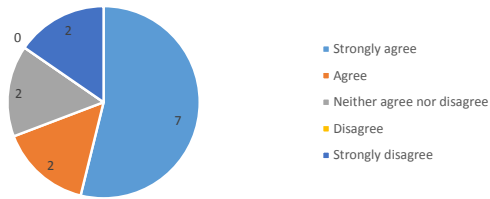
The Catholic Ethos is visible and evident at St Joseph's Preschool



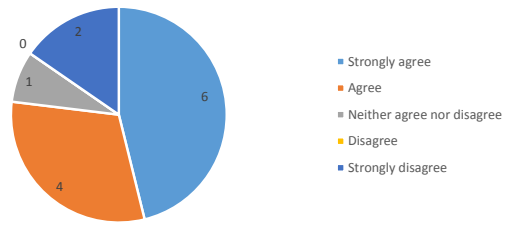
My child has felt welcomed into the Preschool



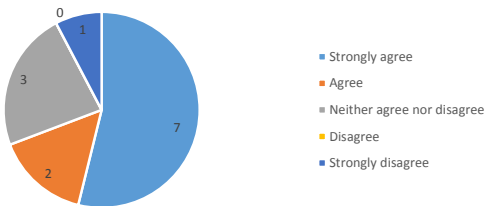
I have felt welcomed and respected at St Joseph's Preschool



My child is making good progress at Preschool



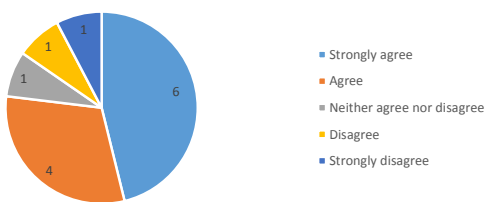
My child feels safe at Preschool



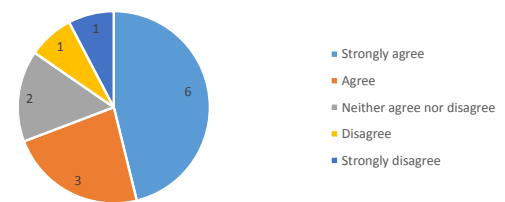
My child's experience in the Preschool is positive and the programme based around the Early Years Framework is beneficial



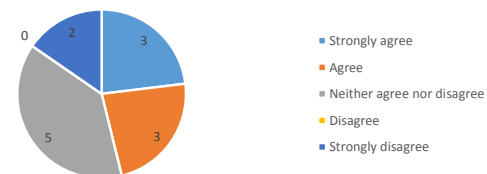
My child has enjoyed the learning opportunities provided



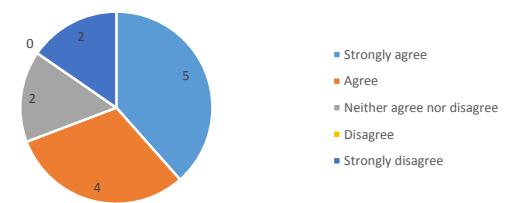
The Preschool programme enhances my child's learning and development



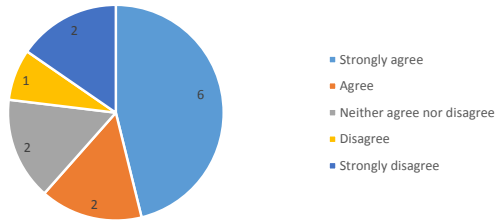
There is a good range of co-curricular activities offered (e.g. Performances, incursions and excursions)



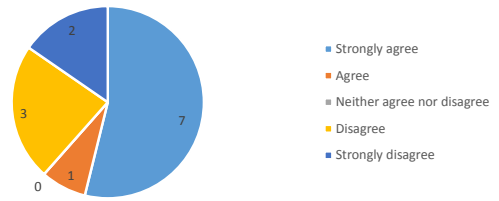
The Preschool promotes and encourages my child to be self reliant and independent



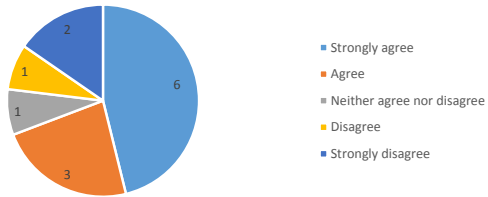
I am kept well informed about my child's progress



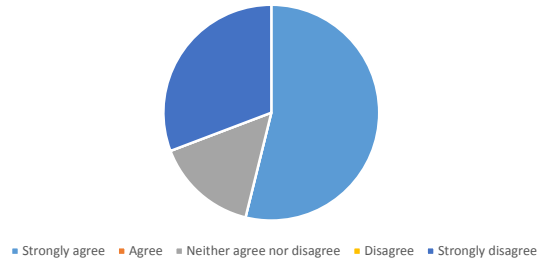
I feel comfortable about approaching the staff with questions, suggestions or a problem



The staff have helped my child reach the appropriate learning outcomes

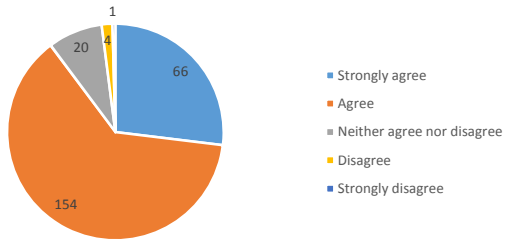


I find the staff friendly and helpful

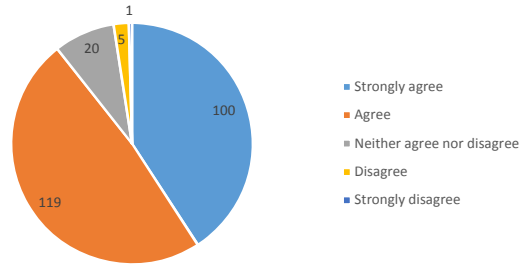


Student Survey 2016

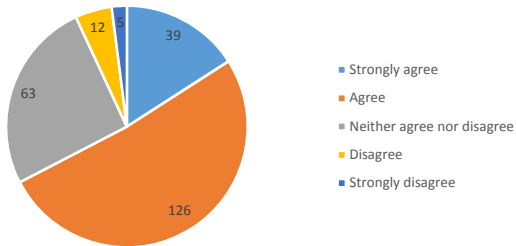
I feel that I am doing well and learning at St Joseph's



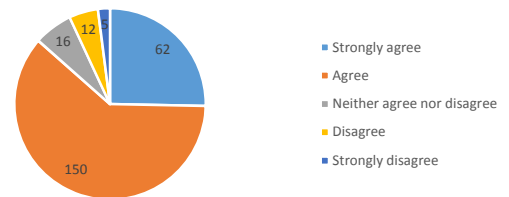
I feel safe at St Joseph's



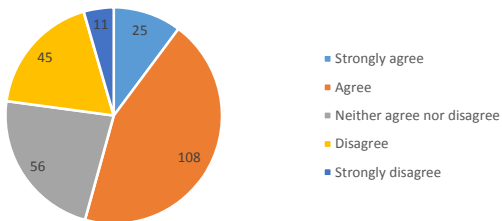
I am told how I am doing



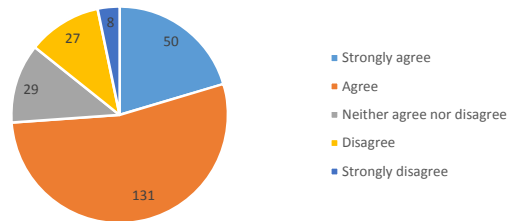
I feel that I can talk to my teachers and other staff when I have questions or a problem



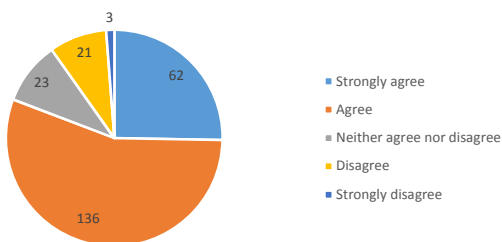
The school listens to my ideas and takes them into account



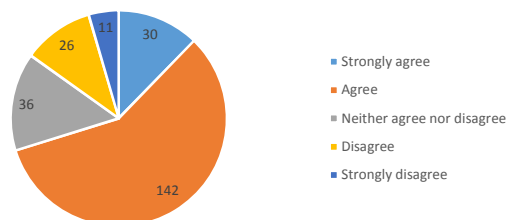
School staff explain how I can continue my learning at home



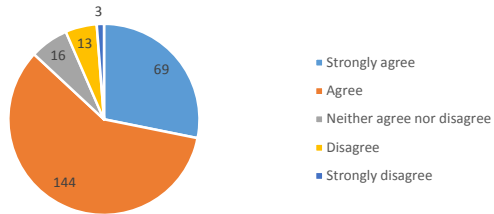
There is a range of extra curricular activities available for me to do



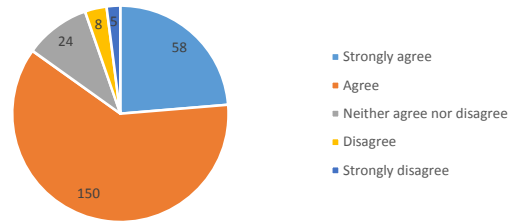
The facilities at St Joseph's are well maintained and presented



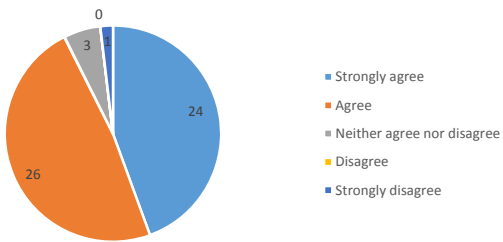
My teacher(s) provide me with useful and effective feedback about my school work



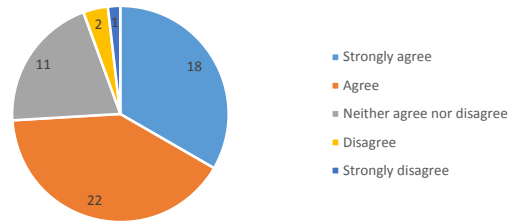
I feel like a valued member of the school community



I have been given leadership opportunities *



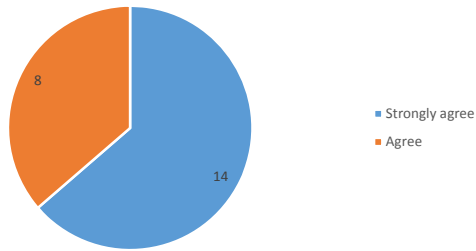
I feel that I will be prepared to go to Secondary School*



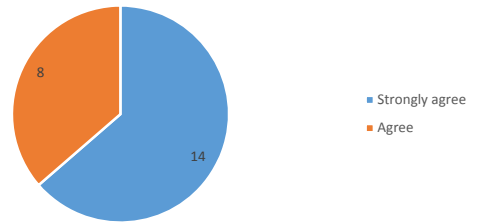
* Year 6/7 only

Staff Survey 2016

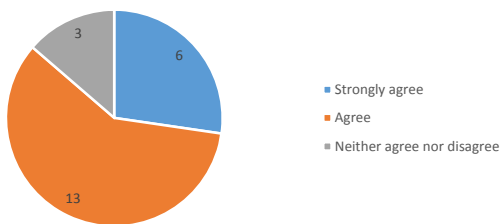
I like coming to work at St Joseph's



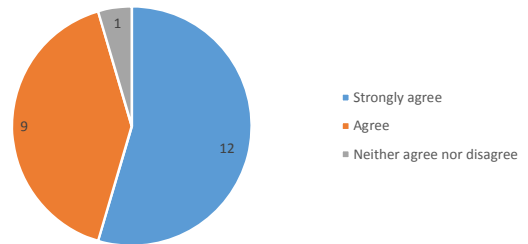
I am continuing to grow as a professional at St Joseph's



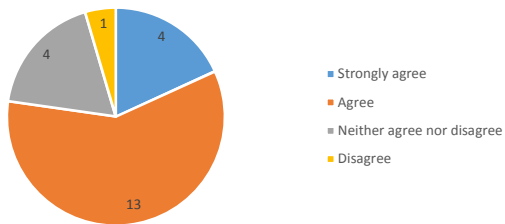
Staff have access to a range of Professional Learning opportunities



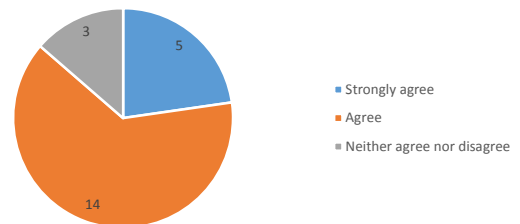
I feel safe at St Joseph's



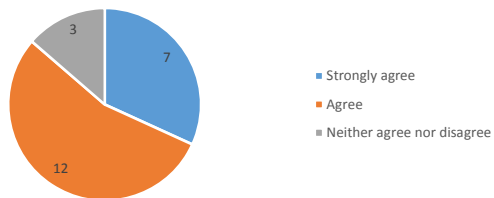
I am kept informed about decisions that are made in the school



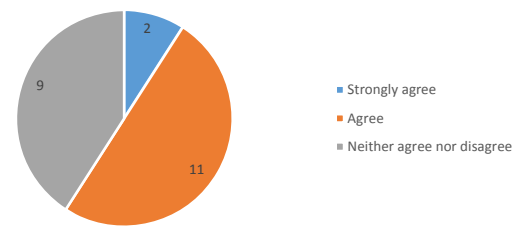
I feel comfortable approaching my colleagues with questions or problems



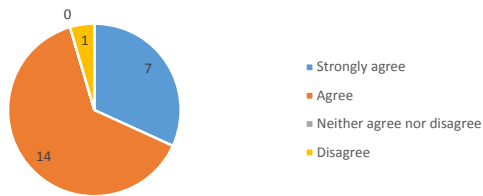
The school leadership listens to the views of students, parents and staff and takes suggestions into account



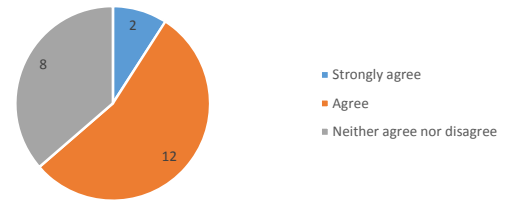
I receive useful feedback about my work at St Joseph's



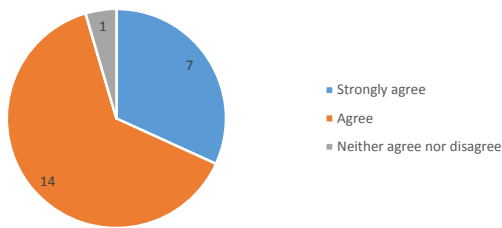
I feel valued and supported by the students and parents in the school community



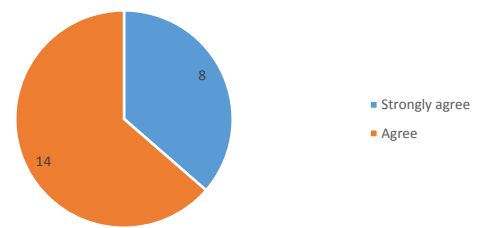
The facilities at St Joseph's are well maintained and presented



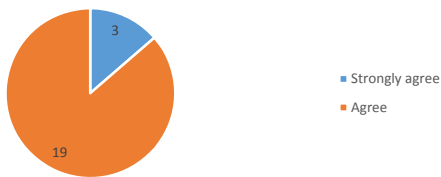
I feel like a valued member of the school community



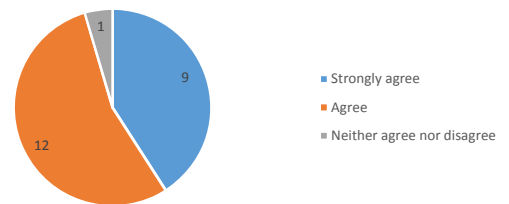
Teachers at St Joseph's expect students to do their best



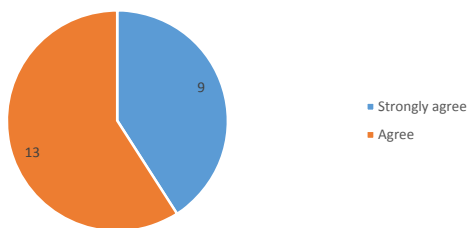
Teachers at St Joseph's provide students with useful feedback about their school work



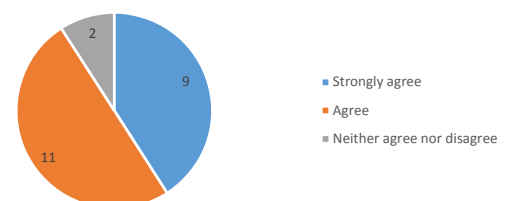
Teachers at St Joseph's treat students fairly



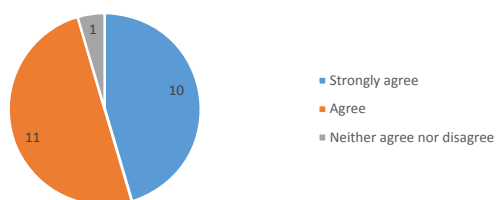
Students feel safe at St Joseph's



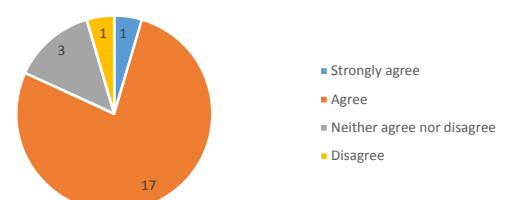
Students at St Joseph's can talk to their teachers about their concerns



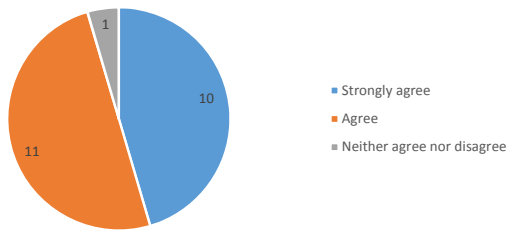
Parents at St Joseph's can talk to teachers about their concerns



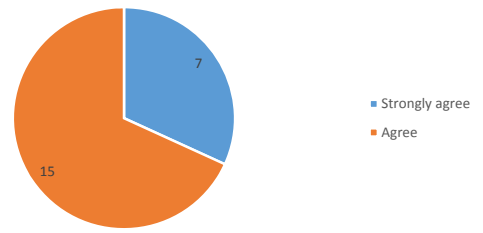
Student behaviour is well managed at St Joseph's



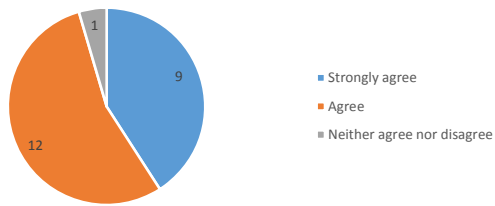
Students like being at St Joseph's



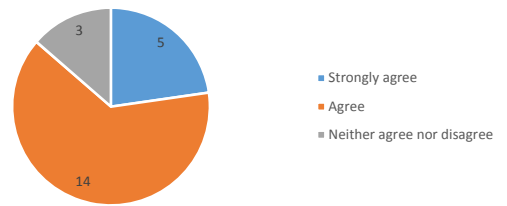
St Joseph's looks for ways to improve



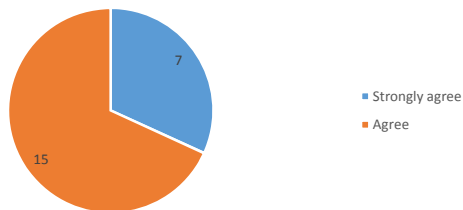
Teachers at St Joseph's motivate students to learn



Students' learning needs are being met at St Joseph's



St Joseph's works with parents to support students' learning



St Joseph's Catholic School 2016 AGM

Improvement Plan

Catholic Identity

- Review the Vision and Mission statement
- Staff Retreat – Laudato Si
- An emphasis on ecological conversion
- Develop a liturgical calendar to include whole school masses and class masses
- Develop stronger links with parish
- Implement Restorative Practices
- Students having opportunities to attend Mass at Sacred Heart Church

Teaching and Learning

- Review Vision and Mission Statement – What is our purpose?
- Continue to participate in Mark Treadwell project and incorporating Reggio Emilia Approach to learning in Early Years
- Introduce Teaching and Learning Cycle
- Involvement in the Re-Imagining Project
- Analyse student data to inform teaching and improve student learning.
- Continue to be involved in Inquiry Projects
- Planning in Learning Teams

Community and Partnerships

- Further develop Parent Voice
- KidsMatter training – Introduce Component 1 of KidsMatter
- Beginning of Year – Meet the teacher
- Skoolbag translation of correspondence
- Streamline communication structures

Resourcing

- Conduct an Audit of ICT infrastructure across the school and upgrade ICT infrastructure
- Develop student well being programme – commence training KidsMatter
- Undertake audit of all learning areas using “Creating Engaging Learning Environments” resource.
- Engage an architect to develop a Master Plan
- Undertake feasibility study to close plaza and create additional learning spaces enabling the removal of the transportable buildings and create more nature play areas.
- Upgrade the playground and play areas.

‘In all things Love.’