St. Joseph’s Hindmarsh Annual Report 2014

School Context Statement

St Joseph’s School, Hindmarsh is a co-educational Catholic Primary School situated in the inner western suburbs of Adelaide, South Australia. The school was founded by the Sisters of St Joseph over 100 years ago. The school's mission includes valuing the presence of God in all; striving to nurture the potential of each student; developing a sense of responsibility and respect for ourselves, others and our environment; working in partnership with parents and the parish and encouraging discernment in embracing a rapidly changing world. At St Joseph's we strive to be a welcoming community with a strong emphasis on developing a sense of belonging for both children and their 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 try to live out daily. We are very fortunate to have an OSHC and preschool on site, enabling us to provide a comprehensive education program and care for children from preschool (4 year old program) to year 7. At St. Joseph's we hold a view of children as competent, capable citizens of the world. We offer an extensive 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. Play and Inquiry Learning are a priority and a valued part of the learning program. The teachers work with the children to create learning experiences that promote curiosity, imagination, problem solving, creativity and that celebrates difference. 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 growing 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 centres on the Italian language and culture.

School features

St Joseph's School, Hindmarsh is fortunate to have a Kindergarten (Preschool) as part of its structures. There are currently 307 children enrolled from Reception-Year
7, as well as 41 Preschool children. The school has a diverse student population, with families ranging from the more established Greek and Italian communities, to refugee families from Africa and Asia, and a growing cohort of skilled migrant families from India and the sub-continent. Traditionally, our SES has been low, reflecting the nature of our community, however there is evidence that this is changing, with our ICSEA score steadily rising in recent years. This is possibly reflective of families seeking affordable housing close to the city, and of the area being regenerated. With our large migrant population, our school has the support of an EAL teacher for three days each week. Our site is compact, and reflective of its position on the city fringe. There is limited outdoor ‘greenspace’ and we are always looking for ways in which we can enhance the outdoor spaces. With our current enrolment at its SACCs capacity, and with limited spaces, there is limited scope for any significant growth. Considerable time and resources have been spent over the past 5 years, building capacity in ICT, with the school now operating in a fully wireless environment. There are over 100 portable devices (Laptops, iPads) utilised by students across the school, as well as PC’s in each room.

**Highlights during 2014.**

During 2014, St. Joseph’s continued to grow and evolve as a school community. Enrolments continued to be stable at around 300, while the Preschool enrolment reached its capacity of 44 children. Throughout 2014, the school community continued to embed the School Development Plan, and re-imagining of the school’s vision statement. The strategic plan was revisited regularly during the year, at all levels of governance and as goals were achieved, we celebrated them. The three year strategic plan which had commenced in 2011, came to its conclusion at the end of 2014, and the latter half of the school year was spent engaging in the Continuous Improvement Framework for Catholic Schools, and its implications for the development of our next Strategic Plan. An annual improvement plan was developed, in accordance with system requirements, with a view to a new 3 year strategic plan being developed during 2015.

Another key area of work during 2014 was a focus on Parent Engagement. We worked in partnership with Ann Bliss – Executive Director of the Federation of Catholic School Parent Communities – to develop a focus on strengthening our engagement with our families. A broad working title for our efforts was “Partners in Conversation – Parent engagement at St. Joseph’s School. Forums were held with staff, and then with families, and data was collected to inform our future work. A ‘Parent Voice’ group came together to continue these conversations, to reflect on the data and to work together in partnership to strengthen engagement.

Strong and successful communities rely on many people coming together for the common good so it is with pleasure that I thank the following people:
• Fathers Bill, Noel, Mark and Frank for their encouragement, support and guidance and to Kathy Horan (Deputy/APRIM) for her work in the development of our Catholic Identity, and the religious formation of staff, students and parents.

• To Kathy Horan for her work as Deputy Principal and APRIM. Kathy’s experience, energy, and deep understanding of and commitment to her faith were invaluable in support of me and of the school community.

• Members of the School Board for their commitment in supporting the school and preschool and me in my work in overseeing the running of the school. Particular thanks to Anne Burke – as Chairperson of the School Board in 2013, and to, Stacey Hazeldine and Dawn Saleeba for their expertise and commitment to ensuring that the school finances are sound.

• Members of our parent community for their work during 2014, much of which is done behind the scenes but very much appreciated. This includes all fund raising activities, sports coaching, volunteering, attending excursions, helping out in class, assisting in the tuck shop, etc.

• I would like to especially acknowledge the teachers and educational support officers – for their leadership and commitment to providing quality education and service for our students and their families.

• Thanks to Rita Garreffa, and Jan Kielo, for their assistance as members of the School Leadership team, and to Cate Halbert, Kathleen Melis and Rebecca Keller as members of the curriculum leadership team for their work in support of their colleagues - your support and contribution is very much appreciated.

• A very special thank you to the children for their enthusiasm, sense of fun, creativity and openness to learning and the challenges and the joy it brings!

School Developments- 2014

The Religious Dimension

We are a Faith community called to live the vision of Mary MacKillop and invited into a growing relationship with our loving God and the Church.

As a Catholic School community, we are committed to the Mission of Jesus, and inspired by his values and his way of living as we interact with families, seeking to base our relationships on respect and dignity for the worth of each person.

The Religious dimension of our school is developed formally via:
• School Leadership Team
• Meetings with Parish Priest
• Provision of Faith formation programs for Staff
• Professional learning opportunities for learning teams in the area of Religious Education
• Involvement of teaching staff in the parish Sacramental program
• Celebration of Family Masses, whole school Masses, class Masses and liturgies.
• Involvement in Diocesan life beyond the parish.

Curriculum
Our major goal at St. Joseph’s is to provide a 21st century learning environment where all students are encouraged and challenged to access all of the Key Learning Areas of the curriculum, including Religious Education.
In this way, as a school professional community, we need to be able to read the signs of our times, to understand the various worlds of the students and to invite all students to develop the religious and spiritual aspects of their lives so that they can make a positive contribution to the Church and the world.

Key activities in 2014 included the following:
• Further development of the MITIOG program (Made in the Image of God – Human Sexuality program)
• Opportunities for class and school Masses
• Continuing Family Masses once a term on a Sunday
• Attendance by a group of children at the Mass of the Chrism at the Cathedral in Holy Week.
Focus on Social Justice at staff, child and family level to heighten awareness of our role in the Mission of Jesus. This has happened via:
• Project Compassion during Lent
• St. Vincent de Paul clothing drive
• Mission day activities on the Feast of St. Mary Mackillop
• Year 6/7 students and teachers involved in winter sleep-out to assist Hutt St. Centre
• Walk a Mile – highest fundraiser for the second year running.
• Promotion of Mini Vinnie’s group throughout the school.

Professional Development for Staff:
• Staff have been encouraged and supported to further their professional development in contemporary Catholic Theology, Scripture and Spirituality – particularly through the offering of a system module which focussed on Matthew’s Gospel.
• Continuation of the Graduate Certificate in Catholic Studies for several teachers;
• Staff Retreat with a focus on Spirituality of the heart, facilitated by Mr. Phil Fitzgerald and the MSC Retreat team.
• Engagement in R.E. Curriculum development in Learning Teams, supported by the APRIM.

Teaching and Learning - Curriculum

We are a learning community that engages, motivates and challenges learners to reach their potential
Our goal is to maintain and strengthen the quality of teaching and learning. We continue to do this by ensuring staff are highly skilled, competent and conversant with contemporary developments in education, and by working hard to create stimulating and challenging learning environments.
Key activities in 2014:

- Ongoing use of various forms of data to review student progress and programs
- Pre-school Professional learning program – particularly in enhancing the capacity of the Lead teachers
- Strengthening our Early years learning model
- Continuing engagement with the Australian Curriculum – with the full implementation of all curriculum areas officially released.
- A continuing focus on the Pedagogy of Listening, and Inquiry through the Early Years classes, as well as other Primary and Middle Years classes.
- Provision of Literacy and numeracy support for students participating in the NAPLAN testing program.
- Planning time for teachers targeted towards Literacy and Numeracy, in line with our professional learning focus.
- Development of more contemporary ways of providing appraisal for staff of their work as educators.

Community Building

We are a relational community where students, staff, families, parish and the wider community value and nurture one another.

PARENT COMMUNITY

To ensure that parent contributions to all aspects of school life are encouraged and valued

Key activities in 2014 included:

- Contributions of the School Board and Parents and Friends Committee
  - Parents and Friends Committee included:
    - Mother’s Day Stall and Raffle
    - Father’s Day Stall and Raffle
    - Easter raffle
    - Various other fund raising initiatives.
- Annual Sports celebration day
- Biennial Footsteps evening.
- Art Exhibition
- Instrumental evening

In 2014, significant time was spent working on parent engagement – specifically in strengthening the partnerships between home and school around children and their learning.

CHILDREN

To provide the students opportunities to contribute to the life and growth of the school community

Key activities in 2013 included:

- Student Voice – house groups.
- School Leaders Program – Year 6/7 students
- Training of senior children in Peer Mediation Program
- Participation in:
  - Catholic Schools Music Festival
  - Various Sports Carnivals
  - Various Out of School Hours Sports
  - Fundraising events including St. Joseph’s Day
  - Promotion of “Mini Vinnie’s” program
  - Year 6/7 enrichment program, and 2-night camping expedition to Crawford Forest.
  - Student leaders program for 6/7 students – strong focus on community service, honours awards.
  - Winter sleep out – Hutt St. Mission outreach.
  - Continuation of Instrumental Program and School Band

SCHOOL SERVICES

To provide services and programs that supports the wellbeing of students and families

Key services provided include:

- The continuation of the Student Counselling Program through Centacare – 1 day per week
- Out of School Hours Program
- Tuckshop with a healthy foods focus
- School Website upgraded
- Continuation of School / Home Communication Books for Early Years students

Administrative Structures

We are an ordered community who, as wise stewards, operate in a safe efficient and sustainable manner

POLICY DEVELOPMENT and REVIEW

Key activities in 2014 included:

- School development planning, in response to the strategic plan. Final year of 3 year strategic plan.
- Development of Annual Improvement Plan, linked to newly introduced Continuous Improvement Framework.
- OSHC service policy development – QIP (Quality Improvement Plan), policies etc. in line with the NQF (National Quality Framework)
- Preschool – QIP, policies etc. In line with NQF

Work, Health and Safety

To ensure the school is a safe environment for the school community
We continued to do this by:

- Developing and implementing policies, strategies and procedures to ensure that employees, volunteers and contractors will employ WHS systems and practices to meet the Exempt Employer License Requirements.
- So far as reasonably practicable provide and maintain a safe working environment for all employees, volunteers and contractors.
- School leaders inducted in new regulations.

OUT OF SCHOOL HOURS CARE
To support and develop a quality OSHC program

We continued to do this by:

- Quality Standards, to replace QA including the development of a Quality Improvement Plan (QIP), and implementation of My Time, Our Place curriculum.
- Providing a comprehensive range and engaging Active After School Programs.
- OSHC advisory committee to the school board.

Physical Environment and Facilities
FACILITIES:
To ensure that the school has contemporary facilities which enable the delivery of a comprehensive and balanced curriculum.

Key activities in 2014 included:

- Continuing development of Early Years learning spaces.
- Relocation of the Library at the end of the year, to facilitate the development of a double learning space for year 1/2 classes in 2014
- All early years classes now contained within the main building – allows for greater cohesion in curriculum delivery
- Development of reflective Garden Space in Convent.

RESOURCES:
To provide resources which will promote a healthy, safe and well organised environment in order to deliver a comprehensive and contemporary curriculum.

Key activities in 2013 included:

- Information Communication Technology - ICT
  In line with the school’s Master Plan for ICT provision, we continued our upgrade of our ICT resources in the following ways:
    - Purchased a further laptop trolley, and 16 machines
- Purchased first bank of iPads.
- Interactive Whiteboards, completing all rooms
- New printers
- Curriculum resources – implemented new budgetary processes to more effectively and equitably distribute resources throughout the school.

**School Improvement**

**Self-assessment process**

During 2014, the school engaged in a self-assessment process that lead to development of a School Improvement Plan, based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA) As a result of this self-assessment, the school community undertook consultation on our strategic directions for 2015. Our school improvement plan (annual) is included at the completion of this report.

**Progress towards achievement of 2013 goals**

During 2014, the school’s three year strategic plan came to its conclusion. Strategic items successfully achieved during 2014 included the completion of our kitchen garden, further strengthening of staff spirituality, progress towards a focus on Christian Meditation with children, the development of a process for the strengthening of parent engagement, completion of website upgrade, further development and enhancement of Early learning pedagogies, including the remodelling of indoor learning spaces, engagement in professional practice through the full implementation of the AITSL framework for teachers, commencement of a process to upgrade the school uniform.

As the strategic plan came to a close, and with the advent of the CIF, the school community began looking forward to the establishment of the next 3 year strategic plan by conducting a self-assessment of our current state, and developing an annual improvement plan.

**Student learning outcomes**

**NAPLAN Results 2014**

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>YEAR 3</td>
<td>423</td>
<td>385</td>
<td>383</td>
<td>399</td>
<td>377</td>
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<tr>
<td>YEAR 5</td>
<td>489</td>
<td>442</td>
<td>501</td>
<td>482</td>
<td>457</td>
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<tr>
<td>YEAR 7</td>
<td>558</td>
<td>542</td>
<td>565</td>
<td>547</td>
<td>546</td>
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</table>

**Growth summary.**
80% of year 5 students’ demonstrated average or above average growth in reading
63% of year 5 students reported average or above average growth in writing
68% of year 5 students reported average or above average growth in numeracy
84% of year 7 students’ demonstrated average or above average growth in reading
96% of year 7 students reported average or above average growth in writing
67% of year 7 students reported average or above average growth in numeracy

# It is worth noting that, particularly in our year 5 cohort, the movement of students into the cohort, as well as the percentage of EAL and funded students is significantly higher than in other cohorts, and so the above growth summaries can been seen as encouraging.

# Growth and performance in the reading performance of all cohorts during 2014 can be directly attributed to a focus on Reading Pedagogy at the school, in the previous 2 year cycle. This focus was developed as a result of analysis of previous NAPLAN and other data trends.

**Staff profile**

### TEACHER QUALIFICATIONS

- **In 2014:**
  - Masters Degree: 8% staff
  - Graduate Certificate: 50% staff
  - Bachelor Degree: 75% staff
  - Diploma: 25% staff

**STAFF ATTENDANCE**

During 2014 staff attendance was 97%. Our staff undertook their leave (sick days, carer’s leave, bereavement leave) according to their industrial entitlements. A number of our staff also took Long Service Leave or Renewal Leave. During the 2014 year, a number of staff had to deal with health related issues that entailed significant absence from the workplace.

**Staff retention**

During 2014 our staff retention rate was over 90% of our staff from the beginning of the previous academic year. We continue to value the commitment of our staff to the children at St. Joseph’s School and to our school family. They have a strong work ethic and support the key characteristics of our Catholic tradition.

**Workforce Composition** of Staff at St. Joseph’s Staff composition in 2014 included:

- 15 full time teaching staff
- 9 part time teaching staff
- 8 permanent part time Education Support Officers
- 3 Permanent part time Out of School Hours Care staff.
- 2 casual ESO’s
- There are no staff who identify as Aboriginal and Torres Strait islander.
- 84% of staff are Female; 16 % of staff are Male.
- 50% of the leadership team is Male and 50 % is female.
Student Enrolment Data
  ♦ Total enrolments - 306 (+44 preschool)
  ♦ Full-time equivalent enrolments - 306

Student attendance

Absences
Reception – 533
Year 1/2 - 1174
Year 3/4 - 574
Year 4/5 – 512
Year 6/7 – 562

Student attendance rate
Possible student days – 59670
Actual student days – 56314
Student absences – 3356
Total attendance – 94.37%

Non-attendance at St. Joseph’s is monitored in a variety of ways. Students who are absent are required to provide written documentation of absence. In addition, families are strongly encouraged to report absence via telephone to the front office. Where student attendance becomes an ongoing issue, school leadership responds in a variety of ways, including working with the family, utilizing community services such as CAMHs, and Families SA and, where appropriate, reporting to the DECD attendance officers.

Student, parent and staff satisfaction

During 2014, the school community began a process of engagement with our parent community. A community forum was planned and held, in conjunction with the Federation of Catholic School Parent Communities. Over 35% of the total parent community attended the forum, where focus questions were presented, and data gathered about parent perceptions of the school community. This data was collated, and formed into an action plan for future engagement in the life of the school community. As a result of the forum, a ‘Parent Voice’ group was formed, to move ahead with action points from the community forum. The action plan is presented at the completion of this report, as evidence of parent engagement and satisfaction with the school community.

During the 2014 school year, we continued to enact various aspects of the School Development Plan. This plan was expressed as a strategic plan, with a number of KPI’s to be reached. Through this process, coupled with Annual Appraisals, staff expressed a high degree of satisfaction with the vision for the school community, and model of leadership being espoused. Staff expressed satisfaction in the various ways they were supported in their work-life balance, and in their professional duties.

During Early 2015, the Principal undertook a 5 year cumulative Review, which involved interviews and data gathering from all members of the community,
including students. Whilst no written report has yet been received, verbal feedback given was both affirming and constructive.

### Financial Information

**School finances 2014**

Full-time equivalent enrolments relating to net recurrent income: 0

<table>
<thead>
<tr>
<th>Net recurrent income 2014</th>
<th>Total</th>
<th>Per student</th>
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<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$1,863,687</td>
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<tr>
<td>State/Territory Government recurrent funding</td>
<td>$676,047</td>
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<tr>
<td>Fees, charges and parent contributions</td>
<td>$707,063</td>
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<tr>
<td>Other private sources</td>
<td>$10,163</td>
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<tr>
<td><strong>Total gross income</strong> (excluding income from government capital grants)</td>
<td>$3,256,960</td>
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**Deductions**

<table>
<thead>
<tr>
<th>Deductions</th>
<th>Total</th>
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<tbody>
<tr>
<td>Income allocated to current capital projects</td>
<td>$48,868</td>
</tr>
<tr>
<td>Income allocated to future capital projects and diocesan capital funds</td>
<td>$0</td>
</tr>
<tr>
<td>Income allocated to debt servicing (including principal repayments and interest on loans)</td>
<td>$297,357</td>
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<tr>
<td><strong>Subtotal</strong></td>
<td>$346,225</td>
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<tr>
<td><strong>Total net recurrent income</strong></td>
<td>$2,910,735</td>
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**Capital expenditure 2014**

<table>
<thead>
<tr>
<th>Capital expenditure 2014</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Australian Government capital expenditure</td>
<td>$0</td>
</tr>
<tr>
<td>State/Territory Government capital expenditure</td>
<td>$0</td>
</tr>
<tr>
<td>New school loans</td>
<td>$0</td>
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<tr>
<td>Income allocated to current capital projects</td>
<td>$48,868</td>
</tr>
<tr>
<td>Other</td>
<td>$40,182</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$89,050</td>
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</tbody>
</table>

Philip Schultz

Principal.