ST JOSEPH’S SCHOOL  ~  ANNUAL GENERAL MEETING

Reporting on the 2013 School Year, 25 February 2014

ANNUAL SCHOOL PERFORMANCE REPORT & OVERVIEW

Our School is committed to sharing aspects of our school performance with the parent/carer community. All Catholic Schools are required to prepare an Annual Report on school performance for their parents and the community each year as a requirement of the Schools Assistance Act 2008. This requirement is additional to the publication by ACARA of data on the MySchool website. With this in mind, and with our commitment to providing you with information about our school, we are pleased to present this report to you.

As you read the following report I hope you can see that we have forged ahead over the past 12 months with many important initiatives that characterise ours as a progressive school and an exciting learning community—who clearly fostered in staff a belief in their own roles as leaders and gave them opportunities to exercise initiative and leadership themselves.

We have an exceptionally dedicated team of over 21 teachers, school officers and other support staff at St Joseph’s. I’m confident that all parents join me in commending and thanking them for the outstanding work they do in education and for the very many ways in which they go “above and beyond” in the service of the school.

I would like to thank and congratulate the Parents and Friends Community, Buildings and Maintenance committee and the School Board for their outstanding dedication, commitment and support in 2013.

I have thoroughly enjoyed 2013 and consider it a privilege and honour to serve the school community in my role as Principal.

Please see attached my report. In the event and risk that I may leave some-one out, I have tried not to single out individuals as I value and appreciate all members of our community.

Don DePalma
PRINCIPAL

Principal’s Annual Report:

This year we saw the launch of our updated School Development Plan covering the period 2013-2016. This document, derived from our school’s Mission and Vision statements is a strategic framework that serves as a model and guide for our School Plan. This is organised under four Values which have been used in the structure of this annual report.

VALUE 1- EXPERIENCES INSPIRED BY FAITH:

St Joseph’s Parish School strongly promotes the values and teachings of Jesus Christ in catering for the educational needs of all children from Reception to Year Seven. The school promotes educational excellence and develops the whole child in a caring, safe and welcoming environment. Support is provided by a wide range of people who are enthusiastic about making a difference to the development of each individual student. We encourage the growth of responsible behaviour choices, and develop a sense of belonging in our community based upon values of trust and mutual respect.
During the year we farewelled Kathy McEvoy, our Director, who resigned after many wonderful years of service. We sincerely thank her for her outstanding contribution to our community. We also welcomed our new Director, Brenda Keenan, and wish her well as leader of the Dioceses of Port Pirie.

Our Religious Education identity continued to be a priority that underpins all we do at St Joseph’s Renmark. We welcomed back Fr Medard as a Parish Priest and thank Fr John Stuart James for his contribution during the year. We established positive links with our local Parish and began the process of becoming a single parish combined with all Riverland Parishes to form the Our Lady Of The Riverland Catholic Parish. This will continue and will be formalised in 2014.

We welcomed and celebrated the announcement of our new pope, Pope Francis, who brought with him a fresh new vision and an overwhelming sense of optimism for Catholic Identity around the world.

We continued to support staff to provide experiences and meaningful memories through our Sacramental celebrations and programs, School Masses and Liturgies and our Religious Education curriculum.

We were very active in promoting social justice issues and providing support to the needy with outreach programs. Staff initiated a number of projects including Mini Vinnies, cardboard box sleepout, shoe boxes of love, donations for the St Vincent de Paul Society and Salvation Army.

We were proud to take part in the annual CARITAS appeal during Lent. We proved to be a very giving and generous school which was highlighted by our efforts with Project Compassion raising $1500, St Vincent de Paul $570 and our Typhoon appeal $950. This all helps foster an attitude in our whole community to help those in need.

We were also very proud to support Inonge, our friend from Zambia. Our whole community were very generous by providing books, stationery and resources for her school community.

VALUE 2 – STRENGTHENING PARTNERSHIPS:

As a self-proclaimed Relational School, one of the many joys of being a Principal is witnessing and sharing special events and moments with families, students and staff. During 2013 I wish to acknowledge our Welcome Night, Class Masses and School Liturgies, Volunteers/Open Day, Italian Day, Father’s Day Breakfast, Book Week, Sports Day, SAPSASA involvement and Mary MacKillop Feast Day. All of these days exceeded expectations. Among many of our other activities they were truly significant GRACE moments for our whole school which clearly highlighted that we are a living and active community that is continually growing through the work and partnership of all parents, students, staff and community members. A big thank you to everyone who contributed to the success of these days.

The Year 7s were promoted as School Leaders with their involvement in Mini Vinnies, Sports Days and Challenge Cup and were visible in our community by participating in Anzac Day and Remembrance Day services. There was also Premier’s Reading Challenge and community activities including Aged Care Visits, Class Working Bees, Class Excursions and Outings, School Visitors and Performances, Clean Up Australia Day and Walk Safely to School Day.

I wish to thank and acknowledge the outstanding effort and contribution of the committee and members of our Parents and Friends Community. In 2013 they organised many successful events highlighted by our inaugural Quiz Night and Pamper Night. They are a wonderful group of our school that contributed to the positive community spirit that was experienced. All parents who
have come forward and taken an active role in supporting the school need to be acknowledged. The many activities and events throughout the year helped all parents value the school, and to stand aside and re-evaluate areas of importance. The successes of 2013 can be attributed to the wonderful partnership that has been created with the school staff, general committee and the wider community. The hope for 2014 is that even more parents will be welcomed into the P&F community to share the bond and sense of belonging within the school and help make a positive difference for the education of the children at St Joseph’s.

**VALUE 3 – DEVELOPING EXEMPLARY LEARNING OPPORTUNITES:**

As always the “learning” of our students was our focus. We continued to have high expectations of discipline, and together with our Catholic Faith, provided meaningful life lessons. Our mantra of RESPECT, SAFETY, LEARNING and TRUST was constantly reinforced as we continued to promote our school values.

A watershed moment for our whole school was the staff Immersion trip to Melbourne where we visited one of the leading schools in Australia. Not only was this a significant investment but it changed the way we viewed education and was the catalyst for whole school reform. This made us question how we work and structure the classroom, the learning opportunities we give students and the shift in mindset of “It’s not what we are teaching, it’s what the students are learning”.

This has allowed us to learn so much as a staff and we are very excited to continue with our “21st Century Learning” methods. We have implemented a change in culture and attitude. With this, parents have noticed a number of changes with the way things are being done in the classrooms - they look different, students work with Learning Agreements, Discovery Time and Inquiry Based activities, the introduction of THRASS in our English program and with Mathematics being more hands on and open-ended. Overall this style of learning aims to enhance problem solving and critical thinking skills. We have shifted from the traditional style of teaching and learning. Staff are working as teams and a whole school approach has been established with consistent philosophies and practices. We are going to continue with our positive shift in teaching and learning styles which will best meet the needs of our students. The changes we have made have been based on contemporary research and observations of best practice of other schools. The changes are also supported by research from the world’s leading education reformists such as Sir Ken Robinson. Our overall goal is to educate for the future and to provide opportunities for the children of today. I need to again acknowledge the fantastic efforts, commitment, dedication and support shown by all our staff. They continue to be challenged with the increasing demands and expectations but their willingness and professionalism has been outstanding.

We are a proud KidsMatter school which believes that the social and emotional needs of children are equally as important as their academic needs. Basically children learn best if they are happy and feel safe. Together with our Mark Le Messurier Social Skills Program we have established a positive wellbeing focus. I wish to thank and acknowledge the KidsMatter Action Team for their ongoing commitment to this very important framework for our school.

One of the most significant events of the year was certainly the visit from Dean Semler. This was a result of our Inquiry-based teaching methods after Dean responded to letters written by the students. This was an amazing experience for our whole community. Our Year 3/4 students were guided through their project and were treated to the most amazing real life and meaningful learning opportunity. I wish to express and share my sincere gratitude and thanks to all staff, parents and community members who helped in any way. What was again evident was the true community spirit that was alive and well in our school.
We were invited to be part of a federally funded National Partnerships initiative. Our involvement consolidated our whole school direction with Teaching and Learning. One of the successful initiatives from this project was the introduction of our One Note Data Tracking Tool. We have set this up to record, analyse and monitor student progress. We aim to have a profile of each student and track their progress during their time at St Joseph’s

The most important consideration when initiating change with culture and learning is the positive support and relationship of parents/carers. For change to be successful we all need to be working as one. This is certainly the case at St Joseph’s and I must acknowledge and thank a wonderful parents/carers community for their support, encouragement and endorsement.

We continued to share our learning and celebrate successes in positive and meaningful ways including our outstanding coloured Newsletters, student centered Assemblies and Star Student Awards. Our LAS (Language/Arts Studio) was unveiled and the introduction of our Visual Arts Program was received positively by our whole community. This was showcased by the overwhelming success of our Gala Night. Staff showed outstanding leadership and together with many members of our community celebrated a wonderful community event.

**VALUE 4 – RESPONSIBLE USE OF RESOURCES:**

We continued to take pride in our school surrounds, buildings and resources and worked hard at maintaining high standards. The Josephite Shelter was completed which created another outstanding outdoor learning environment. A new bike shelter, ongoing oval and school maintenance, regular computer and technology upgrades were completed during the year. We believe that these developments provide a positive environment that will ultimately enhance learning outcomes.

I am very proud of our financial management that has allowed us to provide excellent resources for our children and families. We have strategically budgeted our funding from State and Federal Governments and have continued to maintain a healthy overall balance. We are mindful and cautious moving forward especially with the effects of the Single Intake enrollment procedure.

Communication with our community continues to be an important focus at St Joseph’s and we are pleased with the success of Konnective, our new mobile app. Our aim is to have more families access this effective and visual form of communication. Together with our engaging newsletter, website, SMS ability, school sign, noticeboard and regular class notes we truly provide many opportunities for families to be kept informed.

I wish to thank all members of our Buildings and Maintenance Committee who willingly contribute to ongoing requirements around our school. Nothing is ever a trouble for them and they have been so valuable over many years.

We continued to offer extra services of support to our community through our Centacare Counseling services which again proved extremely valuable to many of our families.

We also committed to a second year with our Allied Health project which allowed us to access Occupational Therapists and Speech Pathologists on our site. The overall aim was to establish a whole school approach that would up skill our staff and develop a sustainable structure to support our Special Education Program. This model of support has been very successful and allows us to professionally work through the needs of all our students.
SUMMARY

I wish to offer my best wishes to Emily Caruso who won a position in Adelaide, Rachel McLeod who will be taking maternity leave, Sharlene Bevington who has pursued other ventures and Anna Strachan who has taken leave for twelve months. I acknowledge their contributions to our community.

Whilst it is important to acknowledge the challenges, changes and new initiatives that have taken place in 2013, it is also important to talk about the daily interaction of administration staff, teachers and students that is at the heart of the education process. It is the everyday work of our staff that makes St. Joseph’s Parish School a great learning place. I thank them for their understanding, patience and professionalism that they show. I believe that this community is fortunate and blessed in having a team of highly professional, committed and caring staff who give diligently of themselves in the interest of Catholic Education. I believe that I too, have been blessed to be able to lead such a community.

As I reflect and review, a true sense of pride, satisfaction and accomplishment has been felt. I can't speak highly enough of each of you as members of the St Joseph’s School Community. Our support for each other and the care for the students have been evident by all. We have all demonstrated a genuine respect and responsibility for what it means to be involved in a Catholic School.

I sincerely thank you all for your support, commitment, respect and dedication throughout this entire year. I have embraced and enjoyed 2013 as a Principal only because of the fantastic team that has been around me. I feel very privileged to be part of this amazing community.

In this Annual Report, I draw attention to the following information which provides more detail about our school profile, events, programs and activities from 2013.

School Profile:

Introduction
St Joseph’s school has a proud history beginning in 1918 with a pioneering work of the sisters of St Joseph. We are a Catholic parish school which continues to value the Josephite tradition of learning and spiritual ideals. The Catholic environment is central to our school. We offer a nurturing community where children will be valued and respected, God is named and recognised and gospel values are lived out in daily life.

The Socio Economic Score for St Joseph’s is 90.0.

Student Profile
The following information describes our student body totaling 211 students in 2013:

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<thead>
<tr>
<th>Rec</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
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<td>38</td>
<td>30</td>
<td>24</td>
<td>20</td>
<td>24</td>
<td>23</td>
<td>31</td>
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Indigenous students: 3
Students from families with background in languages other than English: 17

Student Attendance
The average student attendance rate for the school during 2013 was 94.6%. School attendance rates by term are shown in the following table:

<table>
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<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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Student attendance rates per year level are shown below:

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<thead>
<tr>
<th>Year</th>
<th>REC</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
<th>YEAR 6</th>
<th>YEAR 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>99.8%</td>
<td>94%</td>
<td>93.2%</td>
<td>91.6</td>
<td>93.3%</td>
<td>92.6%</td>
<td>95.6%</td>
<td>90.4%</td>
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</table>

Parents are required to provide a written explanation for any student absences, as well as having the opportunity to contact the school office by phone. There are well-established school practices in place that require staff to follow up any un-explained absences. Each year a number of our students travel interstate and overseas for extended periods of time to visit relatives.

**Staff Profile**

Our staff consisted of:

- Teaching staff: 15 teachers making up 13.6 FTE
- ESO staff: 8 ESOs making up 4.48 FTE

**Teacher Attendance and Retention Rates**

The average teacher attendance rate during 2013 was 98%. This figure does not include teachers on planned long service leave or maternity leave. The teacher retention rate from 2012 to 2013 was 95%.

**Professional Learning**

All staff have been engaged in professional learning throughout the year. Much of this learning has been completed on pupil free days, however, there are times when teachers are absent from the classroom to engage in professional learning.

The major professional learning initiatives engaged in were:

- RE and Spirituality
- National Partnerships Project
- Development of Curriculum Learning Areas
- Wellbeing through the Kids Matter and “What’s The Buzz” Social Skills Program
- Preparation for the introduction of the Australian Curriculum
- Melbourne Immersion Trip for 21st century Learning

All staff at St Joseph’s School are appropriately qualified, many of them being equipped with post-graduate qualifications. Several staff are currently studying for Graduate Certificates in Catholic Education.

The following applies:

- Bachelor of Education – 73%
- Diploma of Teaching - 13%
- Grad Dip Education - 13%
- Masters of Teaching - 7%
- Grad Cert - 33%
- Non-Teaching staff – 3 gained their Cert IV in Education Support in 2013

In 2014 we will continue to encourage all staff to engage in Professional Learning.

**Faith and Spirituality:**

The School Leadership Team and the staff have continued their outstanding ministry within the School, supported by the School Chaplain, Gail Page and Father Medard who provided outstanding ministry within the liturgical and spiritual life of St Joseph’s School. Their friendship...
and support enable us to build a vibrant faith community for our students. During the year several students celebrated the Sacraments of Baptism, Reconciliation and Eucharist. All members of our community participate in daily prayer in the classroom, regular whole school Masses and other major liturgical events such as Mary, Mother of God’s Birthday, St Joseph’s Feast Day, St Mary Of The Cross Feast Day, Ash Wednesday, Assumption and Remembrance Day celebrations.

We continue to use the Crossways and Made in the Image of God programs to develop Religious Education programs and appreciate the support of parents on focus groups associated with these programs.

At a whole school level and at each year level we continue our ‘outreach’ programs with the students being involved in raising funds for Caritas (through Project Compassion), Catholic Charities, St Vincent de Paul Mini Vinnies and the Mary MacKillop Foundation.

**Learning:**

Curriculum is defined as all that is planned by a school and it is the formal curriculum that remains our core work at St Joseph’s School. This year, staff began using the Australian Curriculum for planning in History, Geography, The Arts and Health and Physical Education, following on from implementing English, Mathematics and Science in 2012. There is still more development of the curriculum to be undertaken but, when finalised, it will give more specific guidance to what should be the minimum content required at a specific year level.

Our Years 3, 5 and 7 students undertook the NAPLAN testing in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. The overall picture for the past three years is illustrated below and comparisons with like schools can be accessed on the My School website provided by the Federal Government.

**NAPLAN Analysis Year Three students 2013:**

**Summary:**
The year three group consists of 20 students, with 18 students sitting the Reading, Writing and Numeracy portions of the NAPLAN and 19 students sitting the Spelling and Grammar and Punctuation portion of the NAPLAN. Each student therefore held a weighting of 5.55% in each of the first three portions of the NAPLAN and held a weighting of 5.26% in the final two portions of the NAPLAN.

One student did not achieve the National Minimum Standard (NMS) in Reading, three students did not achieve the NMS in Spelling, one student did not achieve the NMS in Grammar and Punctuation and one student did not achieve the NMS in Numeracy. The NMS was achieved by all students in Writing.

In comparison to the 2012 NAPLAN results, an increase of one unit can be seen in the Mean Scores as Proficiency Band (MSPB) for all areas has occurred, with the exception of Spelling which has remained the same.

Other data that needs to be considered when looking at these results includes reading level of participants, learning needs students’ ability to participate unaided, the difference in curriculum that occurs state to state as the Australian Curriculum in Literacy had only been in place for one term and three weeks at the time of testing and the lack of experience of the year 3 students of a test format.

**NAPLAN Analysis Year Five students 2013:**

**Summary:**
The year five group consists of 23 students, with all students sitting all portions of the NAPLAN. Each student held a weighting of 4.35% in all portions of the NAPLAN.

All students achieved the National Minimum Standard (NMS) in Reading, Writing and Spelling.
One student did not achieve the NMS in Grammar and Punctuation.
One student did not achieve the NMS in Numeracy.
In comparison to the 2012 NAPLAN results an increase in the Mean Scores as Proficiency Band (MSPB) occurred in Grammar and Punctuation, up from a 5 to a 6. In Writing and Numeracy the Mean Scores as Proficiency Band (MSPB) stayed the same at 5. In Reading and Spelling the Mean Scores as Proficiency Band (MSPB) stayed the same at 6.
58% of year 5 students showed medium to high progress in Reading and 73% of year 5 students showed medium to high progress in Numeracy – which indicates students are not progressing as quickly in between testing in year 3 and year 5 in comparison to all students.
Other data that needs to be considered when looking at these results includes reading level of participants, learning needs students’ ability to participate unaided and the difference in curriculum that occurs state to state.

**NAPLAN Analysis Year Seven students 2013:**

**Summary:**
The year seven group consists of 21 students, with all students sitting the Reading and Numeracy portions of the NAPLAN, and 20 students sitting the Writing, Spelling and Grammar and Punctuation portions of the NAPLAN. Each student therefore held a weighting of 4.76% in the Reading and Numeracy portions of the NAPLAN, and held a weighting of 5% in the Writing, Spelling and Grammar and Punctuation portions of the NAPLAN.
All students achieved the National Minimum Standard (NMS) in Reading.
One student did not achieve the NMS in Writing.
One student did not achieve the NMS in Spelling.
Two students did not achieve the NMS in Grammar and Punctuation.
All students achieved the NMS in Numeracy.
In comparison to the 2012 NAPLAN results a decrease occurred in the Mean Scores as Proficiency Band (MSPB) in Reading, Writing and Grammar and Punctuation, down from 7 to 6. Spelling and Numeracy Mean Scores as Proficiency Band (MSPB) were stable.
95% of year 7 students showed medium to high progress in Reading and 90% of year 7 students showed medium to high progress in Numeracy – which indicates students are developing at a very good rate in between testing in year 5 and year 7.
Other data that needs to be considered when looking at these results includes reading level of participants, learning needs students’ ability to participate unaided and the difference in curriculum that occurs state to state.

**Overall Analysis of St. Joseph’s School Renmark 2013 NAPLAN results**

**Year 3:**
Although this is the first experience in NAPLAN for year three students, their results were poorer than expected. In comparison to last year’s year three group areas of growth and improvement can be seen. Four areas of strength can be identified in the area of Reading, five in Grammar and Punctuation and two in Numeracy. There are no areas of strength identified in the areas of Writing and Spelling. This shows improvement over last year where there were only two areas of strength recorded in total.

**Reading:**
Students showed greatest weakness in the reading for Narrative and Information texts. One of the main areas that most students struggled with was the inference of information and synonymous matches. Although these are the areas of greatest weakness there are other areas that also need consideration.

**Writing:**
Many areas of their writing were poor, especially in the areas of Text Structure, Paragraphing and Punctuation. Vocabulary and Spelling were at or above average. Although the results do not show strength in the area of writing, it needs to be noted that this is a common area of weakness across all year levels and across the nation.
Spelling:
Spelling results were poor in many areas and is an area that needs to be focused on and approached in a more targeted manner for this group. We are confident that the introduction of THRASS will show improvement across the school in this area.

Grammar and punctuation:
Grammar and Punctuation showed the most improvement with five areas of strength and only four of weakness. Compared to last year this is a pleasing result. As with spelling, the results were poor in many areas and are an area that needs to be focused on and approached in a more targeted manner for this group.

Numeracy:
The strands of Space and Measurement need to be given more attention in Mathematics, as many strands are based in the concepts learnt in these two strands and they have shown to be the strands of greatest weakness amongst year three students.

Year 5:
Three areas of strength can be identified in the area of Reading, five in Grammar and Punctuation and Spelling and two in Numeracy. There are no areas of strength identified in the area of Writing.

Reading:
In general, more areas of strength were identified in the area of Reading than deficiencies. Students showed greatest weakness in the reading for Exposition texts. In most other genre types students showed some above and some below average trends, but only by small amounts.

Writing:
Some areas of their writing were slightly below average, most notably in the areas of Ideas and Punctuation. Persuasive Devices, Cohesion and Spelling were at or above average. Although the results do not show overall strength in the area of writing, it needs to be noted that this is a common area of weakness across all year levels and across the nation.

Spelling:
Spelling results showed a positive result when students were told what word to correct, with most students performing above average. When students had to identify the incorrectly spelt word they had more difficulty, particularly with three and four syllable words. We are confident that the introduction of THRASS will show improvement across the school in this area.

Grammar and punctuation:
Grammar and Punctuation showed four areas of strength. Compared to last year this is a pleasing result. Students struggled the most with more complex grammar and punctuation, including contractions and acronyms and this is an area that needs to be focused on and approached in a more targeted manner for this group.

Numeracy:
Overall students showed the greatest amount of improvement from their year three results in Numeracy. The strands of Space and Algebra need to be given more attention in Mathematics as these were the areas identified as having greatest need.

Year 7:
Year 7 students showed a large improvement over their Year 5 results in all areas on average. Two areas of strength can be identified in the area of Reading, one in Writing, two in Spelling and four in Grammar and Punctuation and Numeracy. This shows improvement over the last time they did NAPLAN where there were only two areas of strength recorded in total.

Reading:
Students showed good results in Argumentative and Imaginative texts. Students showed greatest weakness in the reading for Narrative and Multimedia texts. One of the main areas that most students struggled with was the inference of information in more complex texts. Although these are the areas of greatest weakness there are other areas that also need consideration.

Writing:
All areas of writing, except for Sentence Structure, were above average. This was mostly due to a
lack of more complex sentences. Punctuation, Audience and Paragraphing were areas of greatest strength.

Spelling:
Spelling results were varied. Spelling results showed a positive result when students were told what word to correct, with most students performing above average. When students had to identify the incorrectly spelt word they had more difficulty, particularly with three and four syllable words. We are confident that the introduction of THRASS will show improvement across the school in this area.

Grammar and punctuation:
Grammar and Punctuation showed four areas of strength, with other results variable. Students struggle the most with more complex grammar and punctuation, including the use of more complex punctuation and correct use of speech marks and this is an area that needs to be focused on and approached in a more targeted manner for this group.

Numeracy:
The strands of Space and Measurement showed the greatest average ability and the strands of Algebra and more complex and abstract Number questions need to be given more attention in Mathematics as these were the areas identified as having greatest need.

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<tr>
<th>Year</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
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<tbody>
<tr>
<td>2011</td>
<td>100%</td>
<td>96%</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
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<tr>
<td>2012</td>
<td>90%</td>
<td>100%</td>
<td>95%</td>
<td>86%</td>
<td>95%</td>
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<tr>
<td>2013</td>
<td>94%</td>
<td>100%</td>
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<td>2011</td>
<td>95%</td>
<td>73%</td>
<td>86%</td>
<td>95%</td>
<td>82%</td>
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<tr>
<td>2012</td>
<td>100%</td>
<td>90%</td>
<td>97%</td>
<td>97%</td>
<td>94%</td>
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<tr>
<td>2013</td>
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<tr>
<td>2011</td>
<td>100%</td>
<td>93%</td>
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<td>93%</td>
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<td>2012</td>
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<td>2013</td>
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Again in 2013, St Joseph’s students participated in the Riverland Combined Choir with choir members from Years 4, 5, 6 and 7. We also held our annual end of year gala and participated in community events such as Carols in the Garden.

A major goal in 2013 was to restructure and support as many students as possible to participate in and enjoy sport and cultural activities in our Extra-Curricular program. This year our individual and collective successes have been numerous and while we have been delighted at these successes, we have been particularly proud of the positive sporting attitude shown by our students which was highlighted in SAPSASA involvement.

St Joseph’s School delivers far more than the standard curriculum. Students in 2013 participated in fundraising activities for a number of charities and were involved in co-curricular programs with
other district schools which included sport carnivals, the performing arts, camps and leadership
camps.

Students were given numerous opportunities to reach out and support those in need with the
school’s involvement in Project Compassion, Catholic Missions, Caritas and St Vincent de Paul.
As a Catholic school we have continued to focus on opportunities to evangelise. The older
students were involved in a Leadership Program culminating in a workshop day and a camp at
Woodhouse in the Adelaide hills.

Recognition of individuals and groups occurs at Parents and Friends meetings and through the
newsletter. We also acknowledge the following:-
1. Class Assemblies are held every three weeks.
2. Celebrations and achievements are also a focus of these assemblies.
3. Student leaders/school captains have held various roles this year including: welcoming and
taking visitors and new enrolment families and children on tours, public speaking and, participating
on behalf of the school community at invited and sporting events. All students are encouraged to
have a go and are trained and supported to prepare and present, especially in school and class
Masses.
4. Community responsibilities are shared amongst students; watering plants, care of resources
and care of sports equipment are all weekly tasks for which students of all ages are responsible.
5. Students initiatives are encouraged. Proposals are prepared and presented to staff for
consideration. eg. Year Seven student t-shirts, Challenge Cup activities and fundraising activities.
6. Additionally we were able to fund an Education Support Officer to train in the Numeracy
Intervention program ‘Quick Smart’.

Programmes: Reading Recovery, Rainbow Reading.
Catholic Culture: Liturgies, Masses, Retreats.
Arts: Easter Plays, School Performances, Private Instrumental instruction of piano and guitar.
Extra Curricular: Sports events, Young Leaders Day, Excursions, Harmony Day, UNI NSW
Competitions, Camps.
Other: Implementation of new school PE uniform.

Many of our learning activities were able to be shared with parents during welcome evenings,
open days, assemblies, parent-teacher interviews as well as informal meetings between parents
and teachers. We will continue to open our school and classrooms to others with many visitors
from other schools, and the Catholic Education Office of SA, coming to observe learning in action
at St Joseph’s. They are always very complimentary of our learning and wellbeing initiatives.

In 2013 St Joseph’s was involved in a range of national competitions particularly in the areas of
literacy, numeracy, science and ICT.

Wellbeing:

Wellbeing is a key strength of the St Joseph’s community. The level of care, concern and genuine
love members of the community have shown towards one another has been outstanding. This is
no more clearly witnessed than amongst our staffs that go way above and beyond the call of duty
to pastorally care for our students and families.

Wellbeing is integral to the learning process and a learner will engage readily with their learning
when they are in an optimum state of wellbeing. In 2013 we have a lot to celebrate in this area
focusing on continuing to build a positive school community that is inclusive of all and where ‘every
face has a place’. KidsMatter is an initiative designed to improve the mental health and wellbeing
of our students as well as provide greater support for any students experiencing mental health
difficulties. We continue to build on the social and emotional learning of the students. This year we
have seen the implementation of programs in this area as well as the work undertaken by teachers, school counselor, Sharlene Bevington who was replaced by Mat Haslett and the chaplain, Gail Page, in the teaching and learning about emotions, managing friendships and social problem solving. We also continue to work in partnership with families and members of the wider community in order to support students.

Parent Survey
During Semester 2 of 2013 a Parent Satisfaction Survey was distributed and the results were collated. This survey is part of our reporting requirements for the Learning Assistant Act (2004). Parents were invited to reflect on the level of satisfaction with school activities.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The standard of Catholicity expressed in the school</td>
<td>32%</td>
<td>68%</td>
<td></td>
</tr>
<tr>
<td>The opportunity to meet teachers</td>
<td>33%</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>The learning styles and techniques</td>
<td>5%</td>
<td>26%</td>
<td>69%</td>
</tr>
<tr>
<td>The integration of ICT</td>
<td>23%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>The opportunities for Parents and Friends Community</td>
<td>44%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td>The format of Semester Reports</td>
<td>35%</td>
<td>65%</td>
<td></td>
</tr>
</tbody>
</table>

- Parent Teacher Interviews have significantly improved.
- More opportunity needed to access teachers at the start of the day.
- Still unsure about 21st Century Learning. Are children taking on too much responsibility for their learning?
- My child is very happy and is learning at school.
- We are pleased with the many approaches being implemented but believe more time is needed to assess benefits.
- Very happy with the school and feel very secure in the knowledge my child’s education is in good hands. Keep improving the way you are and hold your heads up high – an outstanding education facility and community.
- The school has a fantastic feel.
- The school has provided many wonderful community activities.
- Amazing staff, amazing support for our children & us. Thank you 😊
- ‘Name’ & I are very happy with how the children are going at school. We are also very happy with the standard of the school in all aspects.
- THRASS sounds wonderful but more time is needed as it can be confusing for parents.
- I love going to assemblies but find 11.30am really difficult (it means 3 trips into town).
- I was very grateful to be told that “child’s name” was getting an award – very pleased to be able to go especially to that Assembly.

Staff Survey
During Semester 1 of 2013 a Staff Satisfaction Survey was distributed and the results were collated. This survey is part of our reporting requirements for the Learning Assistant Act (2004). Staff were invited to reflect on the level of satisfaction with school activities.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Disagree</th>
<th>Unsure</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like coming to work at St Joseph’s School Renmark.</td>
<td></td>
<td></td>
<td></td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>I am growing as a professional at St Joseph’s Renmark.</td>
<td></td>
<td></td>
<td></td>
<td>37%</td>
<td>73%</td>
</tr>
<tr>
<td>I am kept informed about decisions that</td>
<td></td>
<td></td>
<td></td>
<td>55%</td>
<td>45%</td>
</tr>
</tbody>
</table>
are made.

<table>
<thead>
<tr>
<th>I feel comfortable approaching colleagues with questions or problems.</th>
<th>45%</th>
<th>55%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel valued and supported by the students and parents in the school community.</td>
<td>18%</td>
<td>46%</td>
</tr>
<tr>
<td>Staff has access to a variety of Professional Learning opportunities.</td>
<td>18%</td>
<td>46%</td>
</tr>
</tbody>
</table>

- Staff have welcomed all the changes and have appreciated all the opportunities to develop.
- Staffs continue to have challenges accessing PD due to distance from Adelaide.
- Staff enjoy the positive working environment at St Joseph’s School.
- School life continues to be challenging, busy but rewarding.

**Student Survey**

During Semester 2 of 2013 a Student Satisfaction Survey was completed by all students and the results were collated. This survey is part of our reporting requirements for the Learning Assistant Act (2004). Students were invited to reflect on the level of satisfaction with school activities.

<table>
<thead>
<tr>
<th>Reception – Year 2</th>
<th>No</th>
<th>Sometimes</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers know how to help me.</td>
<td>6%</td>
<td>94%</td>
<td></td>
</tr>
<tr>
<td>Teachers care for me when I am hurt or sick.</td>
<td>9%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>My class activities help me learn.</td>
<td>23%</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>Students take care of our school.</td>
<td>3%</td>
<td>70%</td>
<td>27%</td>
</tr>
<tr>
<td>I feel safe at St Joseph’s.</td>
<td>11%</td>
<td>89%</td>
<td></td>
</tr>
<tr>
<td>The staff help run St Joseph’s smoothly.</td>
<td>7%</td>
<td>93%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year’s 3-7</th>
<th>Disagree</th>
<th>Sometimes</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers know how to help me.</td>
<td>13%</td>
<td>55%</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Teachers care for me when I am hurt or sick.</td>
<td>16%</td>
<td>47%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>My teachers are easy to understand.</td>
<td>32%</td>
<td>41%</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>I feel safe at St Joseph’s.</td>
<td>11%</td>
<td>32%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>I am happy to be at St Joseph’s.</td>
<td>6%</td>
<td>35%</td>
<td>59%</td>
<td></td>
</tr>
<tr>
<td>The staff help run St Joseph’s smoothly.</td>
<td>12%</td>
<td>39%</td>
<td>49%</td>
<td></td>
</tr>
</tbody>
</table>

**Resources Management:**

Enrolments at St Joseph’s remain consistent which has allowed our funding to continue to resource our school to provide the best education and care for our students. Mrs Karen Trenwith and the Finance Committee are to be commended on their management of resources.

**School Income:**

Broken down by funding source:

- School fee income $180,059
- Other/Private income $209,301
State Government Recurrent Grant  $ 342,181
Australian Government Recurrent Grant  $1,376,393
**Total Recurrent Income**  $2,107,934
Capital fee Income  $ 19,656
Total Capital Income  $ 28,434
**Total Income**  $2,156,024

**Community Participation and Public Relations:**

We acknowledge the collective student body of St Joseph’s as a vibrant, energetic group of students who bring us much pride and joy. It is a pleasure to see so many of them trying each day to be the best person they can be. Thank you to the families of our School. The support of our parents and carers is greatly valued and appreciated. I especially acknowledge all those who have helped in numerous ways throughout the year in classes, on excursions, during class activities, at school celebrations and events and at various fundraising activities.

The P&F and School Board members work hard at building community. We thank Nikki Ognenovski (chair of P&F), Kieran Johnson (chair of School Board) and Louis Curtis (chair of Buildings and Maintenance) for their untiring efforts to ensure 'things happen' at St Joseph’s.

We need to continue to work together to support the development of our students and community.

The staff at St Joseph’s is an outstanding and committed group who spare no effort in working to provide the very best for our students. It is an honour to be a staff member in this school and I thank each and every staff member for their work throughout the year.

Please find the following reports:

- Report from President
- Report from Chair of School Board
- Report from Chair of Parents and Friends
- Report from Work, Heath & Safety
- Report from Student Leaders

*Don DePalma*
Principal
25 February 2014

**President’s Report:**

As we begin another year of life, love and learning we are again reminded that the times in which we live are tough and uncertain.
In the face of wars, natural disasters, persecution and violence it is easy to lose hope and to be crippled by fear.
Yet in the Gospels Jesus assures us that there is no need to be afraid.
The antidote to fear is **trust** – trust in God, trust in God’s word, trust in our family and friends, trust in God’s world including ourselves.
God made us for Himself and Jesus died to save us. We have a God who passionately cares about us and who will never abandon us. Christ’s trust-filled followers, you and I, must be in the vanguard of building a new world every day.

As we together build this new world we are continually reminded that it is in the realm of faith development of the young that our St. Joseph’s School can make its greatest impact. Many schools provide quality education and state of the art facilities for their students. But a Catholic School has a unique and irreplaceable role in situating the total educational experience of its students within the context of the life, death and Resurrection of Jesus Christ. Catholic schools exist to complement, support and nurture the vocation of parents and caregivers as the first educators of the young in the faith. There is a great urgency for Catholic schools to do this well because we now live in a world where many young people grow up not knowing who Jesus is and unaware of the life He offers – a life that endures for eternity.

Might I encourage those of you whose vocation is that of parent, caregiver or grandparent never to take your faith and the faith of your children for granted. In Jesus, imprinted in the sacred gift of His Body and Blood, is the fullness of life, forgiveness and love. He is the only road to true happiness and lasting peace. Without Jesus we can do nothing!

Our Parish Family shares a most privileged role in supporting the parents, teachers and School staff in enriching the spiritual nurture and growth of the young. In the coming months the Parishes of the Riverland will take on a renewed direction and mission. The beautiful title Our Lady of the Riverland will become the patron of our five Riverland Parishes which will become a single Parish on 15th August this year. This is an exciting progression on a long journey of exploration concerning the best way of providing pastoral and sacramental care to the Parish and School Communities of the Riverland and to the residents of St. Catherine’s Home and our other Aged Care Facilities in the years ahead. Might I thank the parents and caregivers of St. Joseph’s School for entrusting your children to the care of our St. Joseph’s School Family.

On your behalf I want to acknowledge the dedication and energy of our Principal, Mr. Don DePalma. Don’s leadership in both our School and Parish is outstanding. I would also like to express my gratitude to the Staff of St. Joseph’s School, our new Director, Brenda Keenan, Michael Preece and Cathy Parker from the Catholic Education Office in Port Pirie, the St. Joseph’s School Board, Parents and Friends and School families, the parishioners of St. Therese’s Parish and our priests, Fr. Medard Kunambi and Fr. John Stuart-James for your significant contribution to the life, learning and faith enrichment of St. Joseph’s School.

I had the privilege only yesterday of spending some time with several classes and was reminded again that the students of St. Joseph’s School have big, generous and inquiring hearts and are a credit to you, their parents and caregivers. With the prayers, example and sacrifices of faith-filled parents, teachers and role models they are capable of growing and developing into whatever Jesus wants them to be. May our Lord richly bless our School Community and your families in the year that lies ahead and may our patrons, St. Joseph, St. Mary of the Cross and St. Therese inspire our efforts to lead the young to know and love Jesus.

Fr. Stephen Ardill
Moderator, Riverland Catholic Parishes
25th February 2014

Chairperson’s Board Report:
It is a pleasure to present my Chairperson’s report on behalf of the school board for St Joseph’s School 2013. The school board has continued to be very productive and I would firstly like to thank the board members for their ongoing contributions and efforts over the last year, and look forward to continuing this hard work over the next twelve months.

A big focus of the school board this year was to support staff and students with a change in learning practices and pedagogies with the continuation of 21st Century Learning. With the evolving teaching changes came the need to alter the learning environments, support the teaching staff with updated resources and lots of ongoing professional development. Along with the changes came a different appearance to the classroom environment, allowing new learning spaces to be developed to cater for discovery learning and students different learning styles, creating a positive learning culture and environment.

This year has seen the implementation of the literacy program THRASS across the school. Staff and students have embraced this program and are already seeing the benefits of this common literacy program. ICT has continued to be a focus within the school, identifying the value in using multiple technologies to optimise the exposure of different devices to the students. Such devices include mini laptops, iPads and windows tablets. These ICT tools are integrated into the students’ literacy and numeracy programs as well as inquiry based learning. Investing in such technology will greatly assist with learning and developing the student’s education journey.

At St Joseph’s school we aim to focus not just on academic achievement, but on the social and wellbeing of the students. The introduction of the KidsMatter program this year has reinforced this statement and will be further developed in the coming years.

The building grounds and maintenance committee have been productive throughout the year with the usual working bees, irrigation maintenance, refurbishment of the shelving in the sports shed and the erection and painting of the new bike shelter.

The Parents & Friends committee has also had a productive year with many successful activities. The school open day, successful community raffle, coffee and chats, pamper night and Father’s day breakfast just to name a few.

All of these achievements have been of great benefit to the school in enhancing and developing the learning environment, assisting the teachers to continue their hard work and efforts in a suitable learning environment.

I would like to thank the sub committees of the school board, who contribute considerable time and effort to make our school a better place for our children, and look forward to consolidating the hard work of the school board over the next twelve months, and to further develop our school resources to continue to enrich the quality of our school.

Kieran Johnson
Chairperson
December 2013

Parents & Friends Report:

2013 has been a great year for St Joseph’s Parents and Friends community with tremendous support displayed for the many activities held, a significant amount of money fundraised and many wonderful resources purchased to help our children with their school journey.

One of the P&F committee’s main priorities is to work with the school to provide opportunities to build community spirit. Bringing families together in a variety of settings and creating opportunities to meet other parents, contribute to the school, learn more about your child’s school life and have fun are fundamental aims of the committee. This year we had an overwhelming response of offers
for help when requested, and wonderful numbers of people attending the various events which strongly contributed to their success. The welcome night, quiz night, shared lunches celebrating significant days, father's day breakfast and ladies pamper night were all particularly successful. The P&F fundraised over $6,800 this year predominantly from the school community rallying to sell raffle books for the PCCU Community Lottery which raised $4,600, and a strongly supported quiz night. The entire funds were directed back into the school community via the purchase of sound equipment, stable tables, lego robotics, THRASS charts for all students, hot cross buns, postage expenses for 80 shoeboxes of love, a light table and 'cool' consumables, the online footy tipping competition prizes, welcome gifts and cards for new students and free BBQ dinners and food for the various events held.

It is fantastic to see so many parents and carers willing to help support their child’s school in a variety of ways and a huge thank you goes to everyone who has put up their hand and contributed in some way. All parental involvement aids our children’s development and achievements and also…. many hands make light work!

The P&F committee looks forward to your ongoing support to help make St Joseph’s School the best it can be and 2014 a fantastic year for all.

Sarah Haslett
For the P&F Committee
December 2013

Work, Health & Safety Report:

WHS, Work, Health & Safety has had a very busy and rewarding year. In October Anna Strachan commenced 12 months leave from this position and I was given the opportunity to fill the role during this time. Jayne Ryan, WHS Consultant from Adelaide, has provided backup and advice when required.

During the year the following training has been completed by the staff at St Joseph’s.

Voice Training was conducted by Narelle Sarakinis and Slips, Trips and Falls and Manual Handling were completed online.

Some staff completed their Senior First Aid refresher courses and ESO’s attended Mandatory Reporting Training and Basic First Aid.

Sue Lyons
WHS Co-ordinator
December 2013

School Captains Report:

This year we were very happy and excited when we were chosen to represent our school for 2013. We were expected to step up in our leadership and confidence as we lead assemblies. Being a school captain meant to not only lead our school during school hours but represent our school in the community.

It has given us lots of opportunities to grow as leaders and become more confident with our public speaking.

We thank our all our teachers, especially Mr DePalma, as they have been there for us throughout the year. Being school captain has had its challenges and great rewards but we have had so much fun and it has definitely been the highlight of our school years.

Good luck to next year’s school captains!

Lucy Dawes and Shaun Jenke
School Captains
December 2013