

St Joseph's School

Annual General Meeting School Board and Parents & Friends

Monday 25 February 2019



**St Joseph's School Ottaway
Annual General Meeting Agenda**

Monday 25 February 2019

- 1.0 Welcome and Opening Prayer** Simon McCullough
- 2.0 Present**
- 3.0 Apologies**
- 4.0 Minutes of last year's AGM** tabled
- 5.0 Business arising from previous minutes**
- 6.0 President's Address:** Esther Jordan on behalf of Fr Marek
- 7.0 Parents and Friends**

7.1 Nominations received for 2019 for P & F Committee

Alison Coles	Anna El Malki	Browyn Robinson
Mary Harakos	Cristina Perez	Merinda Nguyen
Jane Boag	Kylie Zouroudis	Sabu Bhaskaran

7.2 Introduce 2018 Parents & Friends Committee

8.0 School Board AGM

8.1 Reports

- 8.1.1 Chairperson A Britvec - tabled
- 8.1.2 Treasurer K Burlow (Bursar) – tabled
- 8.1.3 Principal C Platten – tabled

8.2 Nominations received for 2018

Sabu Bhaskaran Leanne Norman

8.3 Introduce 2019 School Board

9.0 Other Business

Meeting to close at 7.00 pm

**MINUTES OF THE COMBINED
PARENTS & FRIENDS AND SCHOOL BOARD A.G.M.**

Monday 19 March 2018

- 1.0 Welcome and Opening Prayer:** C Platten and S McCullough
- 2.0 Present:** D Norman, A Britvec, S Scheller, C Platten, S McCullough, K Burlow, and M Vanden Bos
- 3.0 Apologies:** M Nguyen, T Brereton and E Jordan
- 4.0 Minutes of last year's A G M - tabled.** Passed A Britvec Seconded K Burlow
- 5.0 Business arising from previous minutes – Nil**
- 6.0 President's Address -** no President report
- 7.0 Parents and Friends -** table L Low
 - 7.1 C Platten thanked parents who have been nominated for 2017
Nominations received for 2018 for P & F Committee

Melinda Nguyen	Alison Cole	Bronwyn Robinson
Anna El Malki		
 - 7.2 Introduce 2018 Parents & Friends Committee
- 8.0 School Board AGM**
 - 8.1 Reports -
 - 8.1.1 Parish - C Platten and S McCullough
Building in excellent connection with the parish and Fr Marek. Maria representing Vietnamese community at Parish Pastoral Council building links.
 - 8.1.2 Parent & Friends - C Platten and S McCullough
M Nguyen, A Cole, B Robinson and A El Malki meeting and also many parents offering ongoing support.
 - 8.1.3 Treasurer - K Burlow (Bursar) – tabled
Very directed in where our money is spent. Factoring in for financial cuts in future years. Tracking beautifully. C Platten thanked K Burlow for her great work and keeping on top of things.
 - 8.1.4 Principal - C Platten – tabled
Summary given by C Platten including curriculum successes, surveys, honour to be a part of this community and high quality staff, community and School Board. All playing different roles and doing this very well. Master plan is still work in process but developing well. No questions or comments.
 - 8.1.5 APRIM - S McCullough – tabled
Very respectful, joyful and meaningful participation of students in prayer, Mass and community celebrations is wonderful reflection of this community. C Platten added that we are a Catholic school and proud of this. It is who we are and this is always presented at enrolment interviews.
 - 8.1.6 Playgroup – S Scheller
Playgroup numbers a bit lower – will be doing a letterbox drop with Mieke.
 - C Platten invited board all to read reports tabled.
 - 8.2 Nominations received for 2018

Anna El Malki	Bronwyn Robinson	Minh Nguyen
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Thanks D Norman, A Nguyen, E Jordan, M Martin, A Britvec, Anna El Malki, Bronwyn Robinson, Minh Nguyen, J Smith staff representative and S McCullough Secretary.
 - 8.3 Introduce 2018 School Board

9 Other Business – Nil

First meeting in two weeks' time.

Meeting to close at 6:30 pm

Signed by the Chairperson of the meeting Monday 25 February 2018

Name

Date: 25 / 02 / 2019

Parents & Friends

The Parents and Friends met in various groups and supported key fundraising and community events throughout the year.

Several fundraising events and community celebrations were held which included:

- Mother's Day Stall
- Father's Day Stall
- Easter Raffle
- Karaoke Night
- Disco
- Christmas Raffle
- Entertainment Books
- Family Fun Night - Barbecue.

Special thanks to Tanya Brereton, Karyn Burlow and Rebecca Allen who do a lot of behind the scenes work; taking notes, collecting money, reviewing family/student's responses amongst many other tasks.

We are always looking for ways to work with parents in our community and greatly appreciate the time and dedicated support we received throughout the year. We have had numerous contributions from many other volunteers throughout the year and are very grateful for this.

Thanks so much to all parents who made contributions throughout the year and we look forward to working with you in various ways during 2019.

Simon McCullough

Parents & Friends Financial Report

FUNCTIONS INCOME & EXPENSES 2018

Function	Income	Expenses	Amount Made
Easter Raffle	\$548.50	\$0.00	\$548.50
Sports Day BBQ	\$656.00	\$231.00	\$425.00
Mother's Day Stall	\$554.00	\$424.40	\$129.60
Karaoke Night	\$367.00	\$470.40	-\$103.40
Father's Day Stall	\$406.65	\$566.70	-\$160.05
Christmas Raffle	\$470.00		\$470.00
Entertainment Book	\$238.00		\$238.00
Disco	\$858.80	\$314.35	\$544.45
	\$4,098.95	\$2,006.85	\$1,547.65

PARENTS & FRIENDS BANK STATEMENT 2018

DATE	DETAILS	CHQ	EXPENSES	INCOME	TOTAL
1/01/2016	OPENING BALANCE		\$ -	\$ -	\$ 10,051.27
3/01/2018	Entertainment Book			\$ 210.00	\$ 10,261.27
4/04/2018	Easter Raffle			\$ 548.50	\$ 10,809.77
11/04/2018	Sports Day BBQ			\$ 425.00	\$ 11,234.77
9/05/2018	Mother's Day Stall			\$ 554.00	\$ 11,788.77
9/05/2018	Smart Gift Ideas	921	\$ 424.40		\$ 11,364.37
1/06/2018	Annemarie Britvec	922	\$ 56.72		\$ 11,307.65
27/07/2018	Mr Showbag	923	\$ 229.95		\$ 11,077.70
17/08/2018	Ausphill Production	924	\$ 198.00		\$ 10,879.70
17/09/2018	Smart Gift Ideas	925	\$ 534.70		\$ 10,345.00
17/09/2018	Karaoke Night			\$ 231.10	\$ 10,576.10
17/09/2018	Father's Day Stall			\$ 356.65	\$ 10,932.75
18/09/2018	Father's Day Stall			\$ 18.00	\$ 10,950.75
25/10/2018	Float	926	\$ 420.00		\$ 10,530.75
2/11/2018	KW Wholesale	927	\$ 26.41		\$ 10,504.34
13/11/2018	Disco			\$ 544.45	\$ 11,048.79
2/11/2018	Entertainment Book			\$ 238.00	\$ 11,286.79
3/12/2018	Reimbursement from canteen for drinks			\$ 93.00	\$ 11,379.79
5/12/2018	Christmas Raffle			\$ 470.00	\$ 11,849.79

Chairperson

Welcome teachers and parents to another year at St Joseph's Ottoway. 2018 had many highlights including Parent Information Night, Parent Teacher Interviews, St Joseph's On The Green and in particular sports day. On Sports day it was enjoyable to see St Joseph's compete and support each other in what was a highly successful day. It was pleasing to see the support from families to ensure community is built.

St Joseph's On The Green was a great success as it was an opportunity to build community, celebrate the achievements of our students and to give thanks for the school year. It was a time of remembrance, fellowship and celebration for our School.

Playgroup has grown in numbers. Susan Scheller is an exceptional coordinator. Karyn Burlow did a wonderful job coordinating the Children's University. The children that graduated are a credit to her. OSHC continues to be a very important service that St Joseph's offers and I take this opportunity to thank Mieke Vanden Bos. These ladies are an incredible support to the school.

A sincere thank you to all the staff who willingly give their time and share their gifts and talents to ensure our children have a variety of opportunities and experiences, not only in the classroom but beyond, with their learning. Excursions, Incursions, sporting carnivals, sports day, school band, visits to local areas, celebrating Mass and Liturgies – the list continues. Without the staffs' care and effort it would not have been possible.

I would also like to thank Mr. Chris Platten for all his wonderful work and commitment to the school during his time as Principal of St Joseph's School. Chris will be missed by staff, parents and students and we wish him all the best in his new role as Principal of St. Thomas More School, Elizabeth Park.

Parents and Friends did a wonderful job raising funds for the school through raffles, Mother's and Father's Day stalls, Community Events and their tireless devotion to our school community. Our continued thanks to these special volunteers for their care and hard work.

I would like to acknowledge the dedication and commitment of the School Board throughout the year and for the manner it worked together in the best interest of the school.

Finally, 2018 has been a successful year for St Joseph's School, Ottoway. The respect and belief that our school holds so dearly is what is needed in our lives.

Wishing everyone a wonderful 2019.

Annemarie Britvec

Bursar

We finished 2018 in an enviable financial position. We budgeted for a cash flow surplus of \$88,000 in 2018 however we reported a final cash flow surplus of \$304,000. This was due largely to an unexpected significant increase in government funding for 2018. Recurrent income increased by 6.3%. Controlling expenses is key to school profitability and again in 2018 we were able to 'contain' expense increases; expenses increased by 1.9%

We made a significant investment in capital for 2018 of \$99,750. Adjusted cash reserves were \$1,174,460 at the end of 2018 compared to \$888,832 the previous year.

Net school fees after discounts and family remissions (18.4% of total fees charged) was \$206,370 (\$196,225 in 2017) and the level of outstanding school fees increased by 4.9% when compared under a net fee per student method from the previous year. The actual outstanding debtors balance was \$29,831 up slightly from 2018. This is due to reduced support being offered to families in the way of fee remissions.

On the August 2018 Australian Government DEST Census we reported 150 enrolments in the school compared to 153 for 2017 and 162 for 2016. We had a further 22 Preschool enrolments compared to 18 the previous year.

Essential services such as OSHC, Canteen and Playgroup continued to carry combined losses of approximately \$42,000. We continue to monitor session and product pricing whilst acknowledging that any significant increases in either could cause reduced usage of these services. Whilst the school is operating in a recurrent surplus these losses can be absorbed however it is noted that long term continued losses may make these services unviable.

2018 saw the last year of us having Year 7 students. The future is uncertain but we are placed in an excellent financial position to face the challenges associated with lower student numbers of us being a Preschool to Year 7 campus.

Karyn Burlow

Principal

Fr Marek, Annemarie Britvec-Chairperson of the School Board, School Board Members', Parents and Friends committee, Parents and St Joseph's staff, it is with pleasure that I present to you the St Joseph's School Report for the 2018 school year. This report provides information relating to a number of key areas in the life of our school during the past year. In addition to an overview of a range of learning activities, initiatives and events in the religious, educational and community domains of our school, this report also contains, as required under the Schools Assistance Act, performance information in relation to staff professional engagement, student learning outcomes and satisfaction. This report provides a wealth of information about the successes and achievements of students and staff at St Joseph's School. It is also available at the Front Office and on our school website – www.stjotito.catholic.edu.au

SCHOOL PERFORMANCE INFORMATION

Professional Engagement

1. Provision of contextual information about the school

St Joseph's School, Ottoway has served the local community since 1954 when it was opened by two Sisters of St Joseph to teach the children of the predominantly migrant community. The school continues to honour the spirit and charism of St Mary of the Cross Mackillop and the Josephite tradition which gives life to the culture of the school. We provide a Catholic learning environment that is based on the four main areas of this tradition: Love, Justice, Dignity and Compassion. We also honour the work of the Resurrection Fathers who have served our community since 1978.

St Joseph's is a Preschool to Year 7 Catholic, co-educational school situated in the western suburbs close to the historic site of Port Adelaide. It serves families in nearby suburbs as well as families from West Lakes, Mawson Lakes and Salisbury.

We have a strong predominance of students who have English as an Additional Language (EAL). These students are first, second and third generation EAL students from South-East Asia, Eastern Europe and Africa. The school also has Indigenous students. Our school celebrates the richness that this cultural diversity brings to it. St Joseph's offers a broad curriculum and co-curricular programs. We endeavour to provide an environment in which each child will develop attitudes of responsibility, caring, achievement and a desire to learn. All students are challenged to achieve their best.

Our curriculum planning and development is based on the Australian Curriculum that includes appropriate and sequential learning experiences in each curriculum area and takes into account students' development, needs and interests.

The Language Other Than English (LOTE) curriculum includes the teaching of Italian across Years R-7. The program has a strong cultural and language focus and is based on experiential learning activities, social language learning and studies of the culture of Vietnam. Our other specialist area is HASS.

St Joseph's has a significant focus on the integration of technology to support student access and to improve student outcomes through the use of a range of ICT.

St Joseph's is part of the Catholic North Western Community. This Community comprises three preschools, eight primary schools and one secondary college within four Catholic Parishes. Our schools are committed to living, teaching and celebrating the message of Jesus in the contemporary context.

We work together to mutually benefit our students and families, delivering a quality Catholic Education accessible to, and inclusive of all here in the north-western suburbs. Engagement with parents in home-school relationships is central to our success.

Cooperative approaches between our schools create innovative partnerships. These partnerships enhance unique learning opportunities within supportive and welcoming communities to promote student excellence.

In 2018 the Catholic North Western Community offered Children's University. This program is endorsed by the University of Adelaide and aims to reward the students for making positive choices in their learning journey. Students who chose to be involved in the program participated in a range of activities in order to gain credit towards their awards. At no point during the programs were children graded, rather they were rewarded for the time and effort they put in.

The co-curricular program offers opportunities to take part in sports at school and district competitions in basketball and soccer in addition to students participation in South Australia Catholic Schools Sports Association (SACPSSA) sporting carnivals (Touch, Athletics & Handball).

The school's Arts and Instrumental program is well established and students in years 5-7 can choose to be a part of the Festival Choir which performs as part of the Catholic Schools Music Festival in September each year. The school band continues to attract students ranging from Yr.2 to Yr. 7 and performs for the school community and has ventured into public appearances.

Teachers are involved in a range of professional learning projects which currently have a strong emphasis on the Literacy and Numeracy aspects of the curriculum. All staff are involved in learning teams centred on exploring strategies which enrich their pedagogy and ultimately the learning outcomes for all students.

St Joseph's also offers before and after school care. It has a strong focus on student and family pastoral care. The Tenison Woods Centre is a space well used for dance, drama, indoor sport, assemblies and many other activities as well as being a place for parent gatherings.

Student enrolments for 2018:

Preschool: 22	Reception: 16	Year 1: 16
Year 2: 18	Year 3: 19	Year 4: 19
Year 5: 24	Year 6: 20	Year 7: 18
	BOYS: 86	GIRLS: 87
	TOTAL: 153 (not including Preschool)	175 (including Preschool)

Number of indigenous enrolments: 7

Number of students with disabilities (funded): 13

Social Economic Status (SES): 86

2. Staff Attendance

Staff attendance for **2018** was **94%**.

Our teachers took sick leave, carer's leave, bereavement leave, family leave and long service leave, as is their entitlement.

3. Staff Retention

In Term 1 2018, 99% of our teaching staff was retained from the beginning of the previous program year. We celebrate the expertise, talent and commitment that our new staff members bring to the community.

4. Staff Qualifications

The table below indicates the professional qualifications of our staff –

Staff held a Master Degree: 9%	Staff held a Certificate III: 17%
Staff held a Graduate Diploma Degree: 4%	Staff held a Certificate IV: 22%
Staff held a Bachelor Degree (various): 50%	Staff held a Graduate Certificate: 17%
Staff held a Diploma: 26%	

5. Workforce Composition, including Indigenous composition

In 2018, the staff composition is as follows:

Males: **5** Females: **17**

Number of teaching staff = **9 with a Full Time Equivalent (FTE) / 4 with a Part Time Equivalent (FTE)**

Number of Non-Teaching staff = **9 with a Part Time Equivalent (FTE)**

6. Expenditure and Teacher Participation in Professional Learning

In 2018 teaching staff have engaged in a variety of professional learning activities. There was a wide range of significant professional learning involving the whole school, year levels, learning areas and individual teaching staff. Our main priorities for 2018 were the Kids Matter, Office 365, First Aid, Catholic North West Communities professional teams. In 2018 \$594.92 per teacher was spent on professional learning. This figure does not include the support received from Catholic Education SA, particularly in the areas described above, through their professional development and consultancy services, which is available to all Catholic Education SA schools.

Key Student Outcomes

1. Student Attendance and Management of Non-Attendance Student Attendance is managed and recorded using the ceSIS (computer) system during 2018. Student absence is monitored closely and followed up (a phone call is made if a child is away two days without notification). Parents are required to ring the school's Absence Notification phone number (8447 4969). Should non-attendance issues escalate, repeated contact is made to families and should this matter persist, with a DEDC Attendance Officer.

The average student attendance rate for our school for 2018 was 87.61% (compared with 91.86% in 2017), a 4.25% increase in absences from the previous year.

Student attendance by year level in %:

YEAR LEVEL	TERM 1	TERM 2	TERM 3	TERM 4
PRESCHOOL	54.11%	50.47%	52.11%	59.85%
RECEPTION	92.16%	91.45%	93.88%	89.20%
YEAR 1	89.58%	82.74%	90.72%	83.48%
YEAR 2	94.58%	93.50%	91.67%	88.49%
YEAR 3	94.46%	95.06%	95.89%	90.85%
YEAR 4	95.05%	94.20%	94.95%	87.34%
YEAR 5	94.28%	93.03%	93.58%	91.87%
YEAR 6	91.57%	93.74%	94.20%	91.67%
YEAR 7	92.59%	88.78%	94.00%	88.62%
AVERAGE	88.71%	87.00%	89.00%	85.71%

2. Benchmark Results

The chart below displays: The percentage and counts of students in each band for each NAPLAN test. School Mean Scores- Proficiency band and % of students who achieved at or above National Minimum Standards (NMS)

NAPLAN 2018 RESULTS

Aspect	Prof Band 1%	Prof Band 1 No.	Prof Band 2%	Prof Band 2 No.	Prof Band 3%	Prof Band 3 No.	Prof Band 4%	Prof Band 4 No.	Prof Band 5%	Prof Band 5 No.	Prof Band >=6%	Prof Band >=6 No.	% Above National Minimum Standard
YEAR 3													
Reading	10.5	2	5.3	1	26.3	5	31.6	6	15.8	3	10.5	2	89
Writing	10.5	2	21.1	4	21	4	26.3	5	15.8	3	5.3	1	89
Spelling	15.8	3	15.8	3	10.5	2	15.8	3	21.1	4	21.1	4	84
Punctuation & Grammar	15.8	3	5.3	1	10.5	2	36.8	7	10.5	2	21.1	4	84
Numeracy			15.8	3	21.1	4	31.6	6	31.6	6			100
YEAR 5													
Reading	8.7	2	13.0	3	17.4	4	34.8	8	21.7	5	4.3	1	91
Writing	8.7	2	13.0	3	47.8	11	17.4	4	13.0	3			91
Spelling	4.3	1	13.0	3	30.4	7	17.4	4	17.4	4	17.4	4	96
Punctuation & Grammar	4.3	1	17.4	4	21.7	5	52.2	12	4.3	1			96
Numeracy	4.3	1	13.0	3	52.2	12	17.4	4	13.0	3			96

Aspect	Prof Band 4%	Pro Band 4 No.	Prof Band 5%	Prof Band 5 No.	Prof Band 6%	Prof Band 6 No.	Prof Band 7%	Prof Band 7 No.	Prof Band 8%	Prof Band 8 No.	Prof Band >=9%	Prof Band >=9 No.	% Above National Minimum Standard
YEAR 7													
Reading	5.9	1	5.9	1	17.6	3	52.9	9	11.8	2	5.9	1	94
Writing			23.5	4	17.6	3	41.2	7	17.6	3			100
Spelling			17.6	3	23.5	4	5.9	1	23.5	4	29.4	5	100
Punctuation & Grammar	5.9	1	11.8	2	35.3	6	11.8	2	23.5	4	11.8	2	94
Numeracy	5.9	1	11.8	2	35.3	6	23.5	4	17.6	3	5.9	1	94

Obviously, we would like all of our students to achieve above National Minimum Standards (NMS). However, in a school with children with special education disabilities, children being supported through adaptive education programs and students who speak English as a second or third language, the reality is that some children are going to struggle to achieve Grade standard outcomes. While only a proportion of these children are in Years 3, 5 or 7, the averaging of results does bring our overall score down. What we also need to balance these figures with is the number of students in each cohort who achieved above the National Minimum Standards (NMS).

Thus, while acknowledging we need to keep improving our overall scores and that our aim must always be to ensure that every child achieves the benchmark, we can also celebrate the significant achievements of many of our students, coupled with the skill and effort of our staff to support this achievement. **Our Year 5 and Year 7 students made significant gains in both literacy and numeracy compared to when the same children were in Year 3 and Year 5 respectively.** In 2019 our teachers will use the data from the National Literacy and Numeracy (NAPLAN) testing to design learning programs which we anticipate will further support all of our children, wherever they may be on their learning journey.

3. Value Added

We provide a number of activities to enrich the lives of our students:

Programs: Adaptive and Special Education, Aboriginal and Torres Strait Islanders (ATSI) programs, Enrichment/Special Interest activities (e.g. buddy class programs), Sporting Schools program, Gross motor skills program (Nimble Nippers), Social & Emotional programs, Literacy Intervention Program (LIP), Children's University and Out of Schools Hours Care.

Catholic Culture: Mission Day, Liturgies, Masses, Retreats (Staff & Students), Thanksgiving Mass, Graduation Liturgies, Chaplain, Sacramental program (in collaboration with the Parish), Outreach programs (Journey to Emmaus) and weekly community prayer

Arts: Senior Band, Junior Band including performances throughout the year, Catholic Schools Music Festival, Book Week activities including Parade

Extra-Curricular: Sporting activities and tournaments.

Community: International Mother Language Day, Harmony Day, Literacy & Numeracy parents' workshops, special lunch order days and Multicultural Evening, Family Fun night.

Facilities: Improvements and New Facilities

Annual maintenance painting program.

Satisfaction

St. Joseph's School Ottoway

Staff Feedback/Consultation Process for the 2018 School Year



Each year staff feedback for school satisfaction is sought. As part of the consultative process being undertaken through the community, I seek feedback from you regarding your experience of St. Joseph's School, Ottoway (SJSO).

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
I feel like I am making a positive difference to the lives of the young people I am working with	71	29			
I am continuing to grow as a professional at SJSO	59	35	6		
I feel safe at SJSO	76	24			
I enjoy my role at SJSO	76	24			
I am kept informed about decisions that are made in the school	41	41	12	6	
I feel comfortable approaching my colleagues with questions or problems	53	41	6		
The school leadership listens to the views of students, parents and staff and takes suggestions into account	59	24	17		
I feel valued and supported by the students and parents in the school community	59	35	6		
Staff have access to a range of Professional Learning opportunities	59	35	6		
The facilities at SJSO are well maintained and presented	53	41	6		
I feel like a valued member of the school community	65	35			
I feel my overall workload and what is expected of me, is manageable	47	41	6	6	
Is there anything you'd like to add to your answers?					

Results are percentages



Name (optional) _____

Each year parent feedback for school satisfaction is sought. As part of the consultative process being undertaken through the community, I seek feedback from you regarding your experience of St. Joseph's School, Ottaway (SJSO).

	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Satisfaction with Pastoral Care					
SJSO gives daily witness to Christian values	38	52	10		
There is an atmosphere of open communication at SJSO	55	45			
As a parent, I feel welcomed and respected at SJSO	21	79			
I know the teachers will call me if there is a concern	66	31	3		
The Staff welcomes comments, suggestions & are responsive to the concerns of parents & the community	55	45			
Satisfaction with service					
As a parent, I am satisfied in the way in which my child is looked after and supported by the school	59	41			
The school addresses my enquiries promptly	49	48	3		
As a parent, I would recommend the school to new parents or friends	62	38			
Satisfaction with Teaching and Learning					
The school is offering the right type of learning for my child	55	38	7		
Do you feel that your child is sufficiently challenged by the school to encourage maximum learning and development?	55	31	14		
SJSO looks for ways to improve	48	38	14		
I can talk to my child's teacher about my concerns	52	48			
Teachers at SJSO motivate my child to learn	48	45	7		
My child is making good progress at SJSO	45	52	3		
My child's learning needs are being met at SJSO	45	48	7		
SJSO works with me to support my child's learning	52	45	3		
I like the overall direction the school is heading in	52	41	7		
Is there anything you'd like to add to your answers?					

Results are percentages



This survey asks you to think about a number of statements dealing with the kinds of support the school provides for students.

DO NOT PUT YOUR NAME ON THIS SHEET but please complete the details about yourself below ('About me').

About me

- I am a GIRL / BOY
- I am aged _____
- I am in Year _____
- The language we usually speak at home is _____

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
My teachers expect me to do my best	50	38	12		
My teachers provide me with useful feedback about my school	24	57	14	3	2
Teachers at my school treat students fairly	19	48	21	10	2
My school is well maintained	26	45	24	4	1
I feel safe at my school	35	46	15	3	1
I can talk to my teachers about my concerns	32	38	19	8	3
Student behaviour is well managed at my school	16	32	35	15	2
I like being at my school	32	42	18	5	3
My school looks for ways to improve	34	37	23	6	
My school takes students' opinions seriously	21	38	32	8	1
My teacher motivate me to learn	47	32	16	3	2
My school gives me opportunities to do interesting things	32	39	18	8	3
Is there anything you'd like to add to your answers?					

Results are percentages

Enrolments

Enrolment interviews continue to indicate that parent satisfaction is high and most enrolling families do so because their brother/sister is already coming here, or they have had a St Joseph's family recommend the school because of their high satisfaction. We are very grateful to these families, as 'client' recommendation is the most powerful form of advertising. We also received comments from some families which we address individually.

SCHOOL INCOME

School income by Funding

Source:

Comm Govt	\$ 1,572,480	67%
State Govt	\$ 498,218	21%
Fees	\$ 203,370	9%
Other/Interest/Levies/CEO reimbursements	\$ 90,262	4%
	<u>\$ 2,364,329</u>	100%
Recurrent	\$ 2,326,845	
Non Current (capital)	\$ 37,484	
	<u>\$ 2,364,329</u>	

Overview

Religious Dimension

St Joseph's School was founded by the Sisters of St Joseph and the rich cultural backgrounds of our families together with the religious traditions of the St Joseph's Order continued to enrich all aspects of the school and in particular the religious dimensions. Many thanks are extended to Fr Marek, Mrs Esther Jordan (Parish) and to Mr Simon McCullough (Assistant Principal Religious Identity & Mission (APRIM)) for their commitment to ensuring that the journey during 2017 has included us gathering together to break bread in memory of Jesus and to be nourished with the sharing of our lives with one another and with God.

This sharing included:

- preparing and celebrating class and whole school liturgies and Masses
- class Prayer celebrations
- staff Prayer and Retreat
- parent Sacramental preparation meetings
- celebration of Confirmation and First Eucharist
- celebration of St Joseph's Day
- celebrating the major Feast Days and the seasons of the Liturgical Year
- Thanksgiving Mass
- Year 7 Graduation liturgy
- Weekly community prayer

Sacrament

The Sacramental program, consisting of Reconciliation, Confirmation and First Eucharist, is administered by the Parish Sacramental Team. Each year students are invited to be part of the program to be prepared to become fully initiated members of the Catholic community. Although the Sacramental program is accessed through the parish, the school takes an active role in supporting those students attending. Teachers also support the Sacramental program by acknowledging students participating in the program, and also teaching the Sacraments across the school.

Witness

At St Joseph's we take very seriously our image of a Catholic school and give witness to that, not only in the way we celebrate at Mass, but in the way we conduct our day to day lives. When teaching our students about personal responsibility, we focus on Gospel values and the way Jesus treated others.

Service

St Joseph's staff is committed to naming and focusing on the centrality of Jesus and His mission and values. We honour the ordinary and everyday lived experience of children as the starting point and invite them to journey towards a personal relationship with Jesus. Throughout the year there were opportunities for the students to take a leading role in the practical side of the religious dimensions of St Joseph's School life. The students are encouraged to contribute to

Caritas through project Compassion, with their families donating clothing/toys to charity and they also made an enormous contribution to families in need in Adelaide with the provision of food for St Vinnie's food hampers and in doing so showed compassion and understanding for people who are struggling.

Curriculum

St Joseph's, using The Australian Curriculum and Crossways (Religious Education) offers a curriculum designed to meet the students' needs in a contemporary society.

Our aim is to strive not only for academic achievements, but also to strive to provide the students with the leadership and social skills, which will allow them to actively participate in community life and become good citizens. Teachers everywhere continue to be challenged by the full curriculum as more and more is included. It calls for teachers to reflect, critically evaluate and make judgements about priorities and curriculum. We optimise teaching and learning outcomes for students so that they acquire skills to best manage their present and their future. In school, we develop structures which support the wellbeing of each and every student as well as recognising the need to nurture the wellbeing of the staff.

The students are encouraged to make wise choices about their behaviour and learning. In 2018, the School continued embedding 'You Can Do It! Education – Program Achieve'. Program Achieve, was introduced in 2013 from Preschool to Year 7. This, together with the Gospel Values underpins our staff and student wellbeing. The staff will continue to embed the social skills programs in the school. Through this, the students learn skills to accept responsibility and use 'habits of the mind' in order to build good relationships with themselves and others.

The students in Years 3, 5 and 7 took part in the NAPLAN testing in May and the results were analysed so that the teaching and learning programs are informed in order to continually strive for improvement. The School continues to provide opportunities for staff to investigate areas of professional learning on a whole staff and individual basis. These funds were specifically for Staff Professional Learning.

Religious Literacy Assessment Tool (ReLAT) is focused on basic religious knowledge and not the full scope of learning that occurs in Religious Education (RE). Teachers use many ways to assess a student's learning in RE to develop a fuller picture of their development. This report provides a specific snapshot that complements the more comprehensive feedback on RE learning that is available through regular school reports.

A particular focus of our whole staff professional learning was in the areas of Literacy and Numeracy where we consider different ways of curriculum delivery and different aspect of curriculum content in order to optimise the students' learning outcomes. During 2018, staff were involved in on site and external professional learning in both these curriculum areas and undertook individual research in specific aspects in order to inform their teaching.

The instrumental program in which students can learn singing, piano, keyboard, drums or guitar culminated in a successful performance in Term 4 at the 'Family Fun' evening when the students performed before fellow students and family members. Our school band (under the guidance of the very talented Mr Duncan Kilburn) also performed for the community on this evening and at the Semaphore Street Party. A genuine and sincere thank you to Duncan for sharing his gifts and talents on a voluntary basis.

Community

Children participated in the annual Sports Day. There was a lot of excitement in the lead up to the day and on the day. This year it was at Semaphore Beach and we were certainly blessed with the weather. Students participated with a positive spirit and displayed enthusiasm and energy as well as trying their best. It was pleasing to see students in their House teams with names, team coloured hats and clothing, and we have received positive feedback about the day. The day was a positive community event. Thank you to staff, students and families who attended and made it such a great atmosphere. Special thanks to Mr Matt Pick and the Sports Day committee for their organisation and leadership and to staff and volunteers for assisting throughout the day. The sausage sizzle was a great success, a big thank you to the P&F for cooking the sausages and providing drinks and ice blocks. The day was a positive community event.

In 2018 we asked parents to help with hearing children read each day and extend our sincere thanks to those very dedicated parents who committed themselves for the year and thus provided those extra pair of ears to hear students read. Thank you to those parents too who assisted in the Canteen. Our parent involvement is becoming stronger and while we acknowledge that many parents are restricted during the week due to their working hours, we continue to urge ALL parents to get involved in the school by offering to hear reading, work in the canteen, and be actively involved in the Parents & Friends Committee or even help in the library.

The Parents & Friends Committee is in need of more parent participation. Lead by Annemarie Britvec (Chairperson) and other parents/grandparents they took on the task to organise events such as the Sports Day BBQ, Mother's and Father's Day stalls, support the Christmas and Easter raffles. I extend a special thank you to those parents/grandparents who provided assistance to serve on the BBQ, stall and help with raffle tickets and wrapping of gifts when required. The funds raised all helps and these funds were used to improve the school site and provide resources for all students.

I ask all parents to take a more active part in school activities so that we can develop a community approach to sharing in the organising of these fund raising and social events rather than having to continually call on those few dedicated parents that give their time willingly time and time again.

Ongoing and Future Development

The strength of relationship in our very diverse community continues to be a beacon of hope and encouragement for me and hopefully for you. With 38 different cultural communities represented at St Joseph's, living in very varied economic and social circumstances, I am heartened daily by the warmth, interest and generosity shown to me, other staff, children and other families, by members of our community. We are very blessed to have many parents, staff and children who genuinely live their faith and are always ready to give their support.

Class Structure – 2019

Preschool	2 x Reception/Year 1	1 x Year 2/3
1 x Year 3/4	1 x Year 4/5	1 x Year 6

The School Board has again addressed a wide variety of educational, pastoral, safety and financial issues during 2018. Annemarie Britvec (Chairperson) has overseen general issues brought to the School Board during 2018, in a professional and pastoral manner. Additionally, thank you to all School Board members for the work that you have undertaken on behalf of the school community – (interview panels, Finance committee, and Canteen committee).

I would also like to mention Simon McCullough and Jane Smith. These two people attend School Board Meetings to share their knowledge about the school and support us with their gifts and talents. Thank you for supporting the School Board in the way that you do!

Recognition and thanks must also be given to the sub-committees that serve the School Board. Without the voluntary services of the people who comprise the Parents & Friends; Finance; the Canteen Committee; Out of School Hours Care and the Sports Convenors; the School Board could not provide the many services or operate nearly as effectively as it does. Our overall success lies in the extent to which we as a community are willing to support each other and do that little extra for others!

Thank you to retiring School Board members for their contribution to the School Board. Thank you for sharing your thoughts, concerns and ideas with us.

Thank you to all parents who give their time to help out at school. Your support helps so many children and also makes 'life' a little easier in the canteen, in classrooms and for excursions and outdoor activities. You are much appreciated! In 2019 we will be running Literacy, Numeracy workshops and Volunteer Induction sessions to support all parents, carers and adults willing to help our children.

I would like to extend our thanks to Mieke Vanden Bos, our OSHC Coordinator and to the Advisory Committee for the ongoing quality of care given to our children in Out of School Hours Care. Playgroup has also been very successful due to the dedication and commitment of Sue Scheller. It is great to know, and very reassuring, that our children enjoy going to OSHC and Playgroup and receive wonderful care.

I would also like to thank and acknowledge with deep gratitude the very competent, dedicated and caring teaching, administration and support staff at St Joseph's School, who do a wonderful job to provide for each child's learning and welfare. We are privileged at St Joseph's to have a tremendous team providing all the support that we have to give our children an excellent start and foundation for further education. I sincerely thank each of our staff members for their commitment to our children and our community.

I particularly thank Simon McCullough and Louise Moody, for their assistance, and support while working with me as part of our school leadership team. I thank you both for your willingness to be involved, to share your wealth of knowledge and experience with me, and for bringing your great sense of vocation and humour to our group and the staff.

I thank all staff leaving St Joseph's for their dedication and commitment to our children and community and wish them well in their future endeavours. We thank and farewell **Mrs Pauline Rossetti**. Pauline has been our School Chaplain for the past 4 years. Pauline will continue in her role at St Joseph's School, Hectorville. **Mr Cristian Morgado**. Cristian has been a member of the St Joseph's School community over the years in various roles. Cristian has won a position at St Joseph's School, Hindmarsh as a Physical Education teacher. **Ms Danielle Librandi** has been at St Joseph's for the past 2 years in a variety of roles – Preservice teacher, TRT, in 2018 Italian Teacher and in Term 3 (2018) replacing Mrs Theodosi in the Yr. 1/2 class and Mr Pick in the Yr. 5/6 class as the teacher. On behalf of the St Joseph's School community, I would like to extend our congratulations and gratitude to Cristian and Danielle. The passion, dedication and talents of these wonderful teachers have enriched the staff, students and families at St Joseph's. We wish them and their family ever blessing as they begin their 'new' journey.

We farewell and give thanks for our Year 7 students. We ask that you remember the graduating students in your prayers and we ask God to bless them as they take the light of Christ to others on their life journey. I would like to thank them for their enthusiastic and commitment to Servant Leadership. Their leadership to make a difference within the school and with students is inspiring. May they always remember this school community and keep St Joseph's School, their experiences here and the friendships that they have made, in their minds and hearts.

To all children and parents leaving St Joseph's to go to new schools, thank you for your contribution to our school and community. Without family support, so much of what we are able to offer students, would be diminished or not happen at all.

Every teacher, staff member, child and family who comes into contact with our school, leaves a 'footprint' – albeit some bigger than others - on the lives of members of our community and the school itself. Similarly your contact with this community will have touched your lives in some way. I hope that you have enjoyed the time that you have spent at St Joseph's, that you have made lasting friendships and found this to be a welcoming and vibrant Christian Community.

Working in Partnership,

Chris Platten

Playgroup

Playgroup continues to connect our school community to members of our local community providing an opportunity for parents, caregivers and young children to meet in a friendly, relaxed environment.

During playgroup sessions the children have been learning about shapes, colour and animals. They have celebrated holidays such as Easter and Christmas and learnt a little about each other's cultures. As the children discover new experiences it is lovely to watch their growth in self-confidence and physical development, enabling advancement intellectually, socially and emotionally.

During the year the most valuable lessons have been those of sharing, communication, problem solving and friendship.

Susan Scheller

Preschool

This year in preschool we found that the transition was much smoother. This was due to the extra days offered to families for preschool children to visit last year.

We started the year focusing on Identity. Children shared their baby photos, and drew their families. We looked at our bodies and learnt about the many systems we have, such as skeletal.

In numeracy we have explored graph making. We needed a new class pet to fill the fish tank, so we took photos of the fish in the Pet Shop and asked children to vote on which fish they would like. We then purchased these fish and then brainstormed and voted on their names.

In literacy, children are learnt phonics through the Jolly Phonics program. They started to write their own names each morning on arrival and on their own art work, using their name cards to guide them.

Our language that we are learning this year through the Early Learning Languages Australia program, is Italian. We have learnt how to say 'My name is...' in Italian. We have also sung a 'Hello' song in Italian. Over the course of the year children made and ate gelato, spaghetti and pizza.

In Term 2, we focused on nature. This year in our garden we have planted and grown flowers, tomatoes, corn, carrots, lettuce and beans.

We went on excursion to the SAPOL Traffic centre to learn about road safety. For some children it was the first time they had ever had a bike ride!

For Mother's Day we celebrated by inviting in our mum's for a make-over! They looked beautiful in their colourful make-up and newly styled hair!

In Term 3, we had a big focus on music. Each day we introduced a new musical instrument to the children. They also tried their hand at making their own musical instruments such as shakers, guitars, drums and wood block instruments. Children also wrote and played their own music.

In numeracy we focused on patterns. We played games with the children where they have to 'guess' the pattern, using their critical thinking skills. They also made their own patterns using shape and colour.

Through the Little Scientists program this year we have focused on engineering and water. We introduced small group learning to explore our topics in greater depth.

Finally, Term 4 we are focusing on animals. Last week we began by discussing our pets. We looked at books they help us care for our pets and children created their own pet rocks. We also read some books about vets. Children created a vet clinic in the home corner. They used the doctor kit to treat the animals.

This term we will be meeting some farm animals. We will be hatching chicken eggs and caring for baby tadpoles as they grow into frogs. Children will become aware of lifecycles as they watch and make predictions about the growing animals.

In numeracy we focusing on number and counting. Children have used the number stones and looked at counting backwards before blasting off in the rocket!

In literacy we are going to be reading information books as we learn about animals.

Later in the term, we will be exploring Christmas with the children. We will learn about Advent and the symbols and traditions associated with Christmas.

Catherine Crosbie

Year R/1W

2018 has been a great year in the Junior Primary Unit. We have worked hard as a team to provide the best learning possible for our students. Working with wonderful staff, Susan Scheller, Jodie Mannix and Louise Moody has been important for the progress of our students. Throughout the year, we have covered topics that were interesting and fun, and we worked hard to deliver the learning areas in diverse ways while maintaining our pedagogical beliefs. The progress of our students has been closely monitored and we have seen improvement in all students across all curriculum areas.

The Literacy Groups were very thorough as they have been for several years, and we continue to learn and make improvements to continue this success. Working in small groups has enabled children to improve their Literacy skills in oral and written language. Working as a team has enabled us to jointly improve the learning outcomes for every child in our class. Next year we are hoping to form similar groups for maths to target specific skills for all children depending on their individual needs.

Our class liturgies have been beautifully presented by our students and we have been happy to see the children enjoying the songs learnt during the year.

In semester four we went to see a movie at Semaphore and the children had a wonderful day. After the reports we have allowed children to spend more time being creative in art related areas, while they are also preparing for Christmas by making decorations, cards and other art displays.

I have enjoyed 2018 and I look forward to 2019.

Fran Wanders

Year 1/2T

2018 has been a great year for our class and we have had a lot of fun throughout the year.

The children all coped well with the classroom routines and are very respectful of the rules we have within the classroom.

Working with our Literacy Team has been the most exciting part of the year. To work with a group of people who are like minded and have the same beliefs, makes for a wonderful working environment. I'd like to thank Jodie Mannix, Sue Scheller and Louise Moody for all their help, insight and teaching throughout the year.

The children worked very hard all year to improve their skills and everyone has made progress. Working with the Year 3/4 students in Literacy in the second semester, enabled me to revisit skills I needed to work with older students.

The children had lots of fun in Science and Mathematics lessons and we always had lots of "hands on experiments and problems to solve. The resources we have purchased over the last few years through the Mobil grants, enable us to teach with some of the best resources available.

I have enjoyed 2018 and there have been some memorable moments throughout the year.

Malama Theodosi

Year 3/4D

In 2018 the 3/4 class has had lots of talented students that are hardworking, and this has attributed to each one of them being successful learners. As part of the Program Achieve program, we spent a lot of time working on these skills Getting Along, Confidence, Organisation, Resilience and Persistence as part of our daily class routines. Each Friday afternoon we would have Getting Along time in the form of board games in small groups.

Religion - Identity – I am Unique – I am made in the image of God

Part of our group discussions we looked at ways we acknowledge each of our students and give them a sense of Identity. The 3/4 Class used Art by drawing their own portrait and writing their name using colours & as part of a picture that shows themselves. Through finding where their heritage begins and plotting a map to show their home country. Writing about what makes them Unique. We share through prayer each day using the butterfly prayer beginnings and each child had a square of fabric to illustrate and say what they hope for and each square was sewn into a quilt of Hope.

Building relationships with our students by getting to know their background, interests and talents makes it a great gateway to a happy, successful student who is able to engage with their teacher, classmates and their learning to be a competent and capable student.

We also enjoyed community prayer and the students looked forward to taking our turn to lead this important prayer time with the whole school. We also had students do the Sacramental program, learnt about celebrations of the church such as Lent, Easter, Christmas and researched different Saints and presented an oral presentation to the 4/5 class.

We thank the support of the parents who throughout the year came in and helped with reading, crafts and on our class excursions. It has been great meeting with parents throughout the year for informal chats about their child's progress and the parent teacher learning conversations were very successful.

Literacy blocks have worked well in 3/4's all experiencing success in reading, writing, speaking and listening. The children really enjoy presenting their work in class sharing time and literacy sharing time where the opportunity to share across R-4 is a celebration of the children's learning. Guided reading this year enabled students to read aloud to others and be confident readers and working on questions together to strengthen their reading comprehension skills.

Numeracy the class has worked really well at the beginning of the year working with number activities using the four operations and maths sessions have been easily achieved with lots of energy with the use of equipment for lots of opportunity for hands on activities. The children enjoy challenging themselves with maths worded problems which has been great to extend their problem-solving skills.

In Technology the children were able to design, make and give feedback on each other's products using a variety of materials. In Digital technology the students were able to research, publish their writing topics, they produced several PowerPoint presentations to assist in presenting information to the class, and using study ladder and IXL as a maths support for home. This year I also introduced STEAM – Science, Technology, Engineering, Art and Maths- 2 afternoons a week. This enabled students to work in small groups and design, problem solve and work together to do such activities as Lego, board games, chess, play in the sandpit, wood work, sewing, mosaic tile art, play shops and gardening. The back outside area the students really enjoy learning in being outdoors, playing with water or making something with their hands.

It was wonderful to do our PE lessons with the 4/5 class each week and our relaxation and prayer time together and allow the 3/4/5 classes to work together in this way throughout the year.

The class enjoyed going out and about on excursions, the Marion pool was lots of fun and we all got to know each other. Our end of year class excursion was a fantastic day down at Semaphore beach, having lunch together to celebrate the year and finishing our day at the Semaphore Odeon watching a movie as part of viewing in Literacy.

We were fortunate enough in Term 3 to be able to share our class with a Student teacher from the University of South Australia Sama Alshahry. She also was able to share lots with us.

The students enjoyed the school disco, pizza and catching up with each other after school.

It has been a delightful year working with this group of happy, honest and motivated learners that were always willing to take risks and challenge themselves to learn more in all subject areas.

It has been wonderful to teach the 3/4 class this year.

Natalie Doyle

Year 4/5M

The Years 4/5 class has had a very positive and productive start to the year. At the beginning of the year we talked a lot about what a safe, happy and productive classroom looks like, sounds like and feels like and about student's well-being. Students have been involved in setting up some really great positive rules to assist with this. These rules have been applied throughout the year with great success. The students have learnt some great strategies using Program Achieve and its 5 keys of success in regards to problem-solving when issues arise, especially with friendships.

The year 4/5 students had the opportunity to work with a variety of teachers and staff members daily with great benefits from their support and expertise. We thank the parents for attending the Parent Teacher Night and other school activities.

Throughout the year our classes have been committed and have participated in a number of religious activities. These have included organizing prayers, liturgies and attending Mass. Our focus at present is with advent and the students are reflecting on the importance of Jesus' hope and love for each of us. This has been an important time for us all to share and care for one another.

This year the students have been fortunate to attend two interesting and exciting excursions. Our first excursion was to the Aquatics Centre. It was lovely to see all the students bonding with each other and having a lot of fun. Finally, we went to the Semaphore Beach and the Odeon Theatre. It was such a great day for the children and volunteers who joined us. The students loved some free play time on the foreshore and did some fantastic exploring and creative play. They then watched the movie "Ralph Wrecks the Internet" as part of our Literacy genre, viewing and Responding. What a great movie for everyone! The students learnt a valuable message about working together to solve problems and what friendship is all about.

Literacy blocks have been very successful this year. Throughout the year we covered all three areas of Language, Literacy and Literature. The students have been very organized during Literacy groups and have moved to their groups independently. The children in their Literacy groups had the opportunity to grow and develop their knowledge of writing, reading, listening and speaking. Our Literacy results have been very pleasing and the students have shown excellent growth in all areas.

In Numeracy the Year 4 and 5 students have been working and learning lots of strategies to build on fluency and confidence in the three areas of Number and Algebra, Measurement and Geometry, and Statistics and Probability covered this year. Their reflective writing has assisted with their deeper understanding of topics. The children learned how to use mathematical ideas such as number and space, and techniques, such as estimation and approximation, for practical purposes. Students have also had a lot of opportunity to complete open ended tasks, hands on tasks, as well using ICT as another tool.

I have had a great year teaching such a happy, dynamic group of students and it has been awesome to see them taking more risks in their learning and setting short and long-term goals.

Best wishes to the 2018 School Board – we all thank you for your dedication and commitment to our community as this is an important part of St Joseph's School.

Cristian Morgado

Years 5/6 & 6/7S

We had a great start to the year in 2018. We began the year by focusing on building relationships within our community. After an extensive selection process, we developed the following rules for our community.

To keep everyone safe we:

- 1) Let anger out appropriately
- 2) Think before acting

To keep everyone happy we:

- 1) Treat others how you want to be treated
- 2) Share your positivity

To ensure we are all successful we:

- 1) Work hard even if you dislike the task
- 2) Set and complete goals/tasks to achieve

At the beginning of the year we also democratically elected our school leaders for 2018. Congratulations to our school leaders and house captains:

School leaders: Scott Le and Jodie Truong

School captains:

Red: Scott Le and Amy Ta

Green: James Tran and Leyna Hoang

Yellow: Jodie Truong and Bella Barnes

Blue: Agam Kaur and John Tran

RELIGION

Our Religious Education program in Term 2 began by answering the question "Was Jesus's life a waste?" This question was used as a provocation to stimulate and solidify students' thoughts and ideas about the Life of Jesus (Term 1 focus). Our RE program has also been exploring the importance of the Ascension and Pentecost in the formation of the early Church.

In Term 3 our Religious Education program explored the life of Mary McKillop and how her actions reflected and mirrored those of Jesus. In the second part of the term, worked through our Made in the Image of God program and explored human sexuality and reproduction.

Our Term 4 Religious Education program explored the concept of *Many Religions*. We focused on learning about the similarities and differences that the five main world religions have (Christianity, Judaism, Buddhism, Islam and Hinduism)

Literacy

Our Literacy program began by focusing on Persuasive texts. We have been well supported throughout the year in Literacy by EAL teacher Louise Moody and Co-Educator Susan Scheller invaluable resources. We continued with our targeted Literacy Groups within our 2-hour Literacy Block between Recess and Lunch. Within this time, we dedicated half an hour to Writing, Spelling, Reading and Oral Language activities. Our Literacy program continued to run smoothly in Term 3 with our genre focus being Explanation. Our Literacy program intertwined with our Health/Religion lessons and students produced magnificent pieces of writing on the topic of "Why is puberty a critical stage of the human life cycle?"

In Term 4, students have been writing Personal Responses and Reviews. Students have produced written reviews on many different topics including foods, books and films.

Numeracy

We began our Numeracy program with a focus on number and operations. Students had many opportunities to explore Number, Place Value and Operations. To cater for differing levels of understanding within our student cohort, we decided to split into a number of different Maths groups each day.

Term 2 Numeracy lessons were focused on Geometric reasoning, particularly Angles and were split once again into different Maths groups. The groups have been working well and have allowed for more targeted teaching of specific

concepts. We will be continuing to focus on Geometry and Measurement for the remainder of the term while maintaining Number and Operation skills.

Term 3 Numeracy lesson focused on Fractions, Decimals and Percentages. The groups have been working well and have allowed for more targeted teaching of specific concepts. We will be continuing to focus on FDP for the remainder of the term.

Term 4 Numeracy lessons been focused on Probability and Data Collection. The groups have been working well and have allowed for more targeted teaching of specific concepts. We will be continuing to focus on Probability and Data Collection as well as reviewing Number concepts for the remainder of term.

Science

In Term 1 we explored sudden geological changes or extreme weather conditions can affect Earth's surface. We particularly focused on Earthquakes. How they are formed, the impact they have, how they are measured and some famous earthquakes throughout history.

In Term 2 students explored Substances and Mixtures in Science. They explored Physical Changes, Chemical Reactions and Soluble and Insoluble Substances. Students have been quite enthusiastic about the experiments we have performed thus far and a large number of students have demonstrated a thorough understanding of the scientific principles being studied. Our focus for the rest of the term will be on Techniques for Separating Mixtures including Filtration, Decantation, Evaporation, Chromatography and Distillation.

In Term 3 students explored Microorganisms in Science. They have been so far explored Yeast and how it is used in bread-making as well as mould growth and how this is affected by moisture levels. Students have been quite enthusiastic about the experiments we have performed thus far and a large number of students have demonstrated a thorough understanding of the scientific principles being studied.

In Term 4, students have been exploring Light in Science. After a brief introduction to explore current ideas, we are beginning to explore the properties of light and how it enables us to see. Students' thinking about light and its role in our lives and our community will be developed using hands-on activities. Through investigations students explain how objects reflect, absorb and refract light, and how we can use light to meet our needs.

Matt Pick & Jane Smith

APRIM

Sacramental Program – Reconciliation, First Eucharist / Communion and Confirmation

Every two years there is a group of students within our school and the parish who are prepared for the Sacraments including Reconciliation (annually), First Eucharist and Confirmation. The Confirmation Liturgy and First Eucharist will be celebrated in 2019 in our Parish Church. In 2018, seven of our children celebrated the Sacrament of Reconciliation and one other celebrated her first communion and confirmation in her parish.

Parish Links

We enjoyed developing our very positive relationship with Fr Marek and the Parish Team. Chris and I attended Parish Council meetings and Fr Marek also led some professional learning for our staff at our Reflection Day. The school also holds regular singing practise to ensure the children are familiar with the parts of the Mass that are sung, and to practise songs and hymns for Solemnity Masses and school celebrations. I especially thank Esther Jordan, our organist, for her wonderful commitment to and connection with our school.

PRIMA

Over the course of the year I attended some PRIMA days – this is part of the Primary Religious Leaders Association. The association offers professional development to APRIM's in all areas of the curriculum. These meetings and courses also provide a chance to meet with other APRIM's from different schools, share ideas and resources, and build a cohesive network.

Liturgy and Mass

The school has taken every opportunity to celebrate Solemnity Masses and thank Fr Marek for his support and commitment to our community. Students are actively involved and do the readings, prayers of the faithful, and take responsibility for other parts of the Mass.

In addition to these Masses, classes also hold their own liturgical celebrations. These form part of the celebrations at the end of teaching units, or are tied in with the Crossways Program and the liturgical year.

The school has also held other liturgical celebrations in the Tenison Woods Centre and outside in the yard. Our weekly Community Prayer which is held each Friday have been very well received by the students and many families stop to join with us which has been wonderful.

KSFK / Breakfast Programme

Our association with Kickstart for Kids remains strong and an important part of our school community. We rely on our volunteers to hold breakfast mornings. Kickstart have been very generous towards our school and have directed a number of volunteers our way. Our programme is facilitated two mornings a week on each Thursday and Friday. Several of our volunteers also continue on as student mentors.

We acknowledge our gratitude to Rebecca Allen for her support with the programme, she ensures that stock and orders are maintained, that brains food is prepared and set up, and that the canteen is ready for breakfast each Thursday and Friday.

The connection with KSKF has also extended to other groups such as the Crows Football Club who also had volunteers from their player's squad assisting with breakfast through the football season.

Chaplain grant and PIE grant for 2019

Our Chaplaincy grant continued in 2018 and our application for 2019 was also successful. The Chaplaincy grant continued to employ Pauline Rossetti; Pauline worked each Tuesday in term time and also assisted with various programs throughout the school. This role has supported us to better provide for the pastoral care of our families and community. Our Kidsmatter action team has also been successful with \$2500 being allocated to our school. The action team will meet early in 2019 to decide on what initiatives would be good for our community.

Charities – Project Compassion and St Vincent de Paul and the Orphanage

As part of our social justice and Catholic identity, our school leaders organised a fantastic Social Justice day. Our efforts raised vital funds which have been shared with Caritas, Catholic Charities, Vinnies, Catholic Missions and Fr Marek's Orphanage work.

RELaT

The Religious Literacy Assessment was developed by Catholic Education SA with the aim of assisting with reporting and evaluation of RE in schools. The evaluation does not focus on beliefs or faith, but is used to inform teacher professional learning and programming, curriculum design and pedagogies.

All students each received a hard copy of the results of their assessment which were sent home to families. Each area was graded out of 6 points. Results will be used to help inform teaching programs for 2019.

I had wonderful support, much learnt and great friendship throughout the year. I thank Chris Platten and all the staff and am very grateful for their great support and thanks to all in our St Joseph's Community, it is a wonderful school we have.

Simon McCullough

Library

This year our school was selected to give data for the Educational Lending Right (ELR). This data is used to show how many Australian Authors' books we currently have, and the authors are then paid royalties for their titles. I completed the data transfer in Term 4.

I have attended specific Library-based professional development in the areas of 21st Century Libraries, Advanced Bookmark Training, Bookmark hub group, Regional Library hub groups.

I organised the Premier's Reading Challenge and am pleased to note we nearly had 100% participation. The students were very happy to receive their medals and certificates

Book Week was another success for our school, and I really appreciate the effort that families and staff put in to support the dressing up, Book Fair, and other Book Week activities.

I have managed three Book Clubs for the year, and the online LOOP ordering is certainly helpful.

Having Maria open the Library from 8.30 – 8.45 Mon-Thurs has enabled between 8 -15 students plus some parents come into the library before school on Mondays, Tuesdays, Wednesdays & Thursdays. The Library committee of Year 6/7's has also been a great help.

Time is always a factor and I really felt that I was pushed to complete all that is required, so I could only do the best I could with three hours a week. I appreciate the extra time given to me at the end of the year that has allowed me to do a much-needed Library stocktake.

Deb Cashel

Teaching & Learning, EAL, Inclusive Education

In 2018 St Joseph's School has continued to focus on meeting students' needs through targeted learning programs. Throughout the year students were continually assessed and this data has informed the teachers on what type of learning content and approaches the students need. At St. Joseph's School we are committed to understanding and targeting the learning needs of every student.

As the EAL Teacher, I have worked with class teachers to support the EAL students within targeted Literacy lessons. The focus of lessons was developing oral language skills, building vocabulary and comprehension, and explicit teaching of genre and grammar. In August the EAL Levelling Data was sent into CESA. These results informed the funding structure for 2019. Next year I will be working as a 0.5 funded EAL teacher. The levelling data was used by teachers to meet the specific learning needs of each EAL student. Our school was congratulated by the Catholic Education Office for significant improvements made by students since last year.

Overall, in NAPLAN we achieved good results for Yr.3, Yr.5 and Yr. 7. Our Yr. 7 students achieved excellent results. In most areas of Literacy and Numeracy, the students exceeded the State and National average. The writing results far exceeded the national average. We can assign this success to the hard work of our students and teachers through the targeted Literacy and Numeracy programs. This was a fantastic achievement for St. Joseph's School, Ottoway.

During the Term 3 holidays, myself and Chris Platten presented at the international ACTA Conference at the Adelaide Convention Centre. The title of the presentation was, "It takes a village: meeting the needs of EAL students with disabilities in a primary school community." The workshop was well received, and we had lots of positive feedback.

In Inclusive Education, we have run several support programs throughout the year. These include: The Listening Program, Nimble Nippers Coordination Program, Lego Club, Oral Language Program and the Literacy Intervention Program. These programs are additional to targeted 1:1 and small group support in English and Maths lessons. I am thankful to work with dedicated co-educators (Kath, Sue, Jodie, Jan & Maria) who monitor students' progress and adapt teaching to student needs.

Louise Moody

Literacy Intervention Program (LIP)

During this year 20 students have been involved in this program. The focus has been on working in small class groups to develop literacy skills in writing, reading and speaking. Working with such small groups enables teachers to meet the very specific needs of each student. Activities in this program include group reading guided reading, comprehension activities, shared reading of a new book, Big Book activities. Writing activities include responses to reading books and reviews and learning to write for different purposes. Because the students read regularly, we are able to check and record their progress. All students have made good progress.

Kath Moody

Sports

Sporting Schools

Term 1 - Sporting Schools this term was Soccer and ran from weeks 3-8.

Term 3 - Sporting Schools this term was Cricket and ran from weeks 2-8.

Term 4 - Sporting Schools this term was Basketball and ran from weeks 1-7

Sports Carnivals

Term 2 - Interschool Athletics Carnival was scheduled for the Friday 25 June

Term 3 - We had an excursion for Year 4/5/6/7 students on the 9 August to CBC Ovals for the Cross Country Carnival

Term 4 - We took 31 Year 6/7 students to Cabra College for the European Handball Carnival

Sports Day

Term 1 - Sports Day this year was held on Thursday 5 April at Port Adelaide Athletics Club. Congratulations to Yellow Team (Joseph) as the overall winner for the day

Matt Pick

Italian

Term 1

During Term 1, all students were given an introduction into the country of Italy such as locating it on a world map, the flag, food and traditions. As the school have previously taught Vietnamese as a Languages subject, this was the first time students have been exposed to the Italian language. Therefore, it was important in the first few weeks to discover what students already knew about Italy and the language. The R/1 and 1/2 classes were introduced to Italian greetings such as good morning (Buongiorno) good night (buonanotte) and goodbye (arrivederci). These students participated in a variety of action and talk-related play, such as interacting with their peers and conversing with the teacher. Students used skills such as imitating Italian speech, using Italian patterns of intonation, pronunciation and stress and incorporated appropriate gestures/body language to compliment the greetings learnt. Students demonstrated their understanding of Italian greetings by using early literacy skills such as labelling, naming, pointing, matching, describing, drawing, tracing and miming.

Years 3-7 were also introduced to Italian greetings, saying their name and asking others their name in Italian. Students used a range of strategies to learn the language such as socialising with their peers and participating in class songs and games. Students also completed a range of written work such as translating, matching and describing. All year levels then explored the famous annual Italian celebration of Carnevale and the importance of this celebration leading up to Easter. The students were exposed live videos of the celebration and parade, Carnevale history and the costume and mask designs. The students created their own Carnevale masks, representing a certain character. The Middle and Upper Primary years then combined their knowledge and use of Italian greetings and Carnevale to complete a 'role play' of their characters 'getting up to mischief' at Carnevale, as this is what the celebration is known for.

Term 2

During Term 2, the theme was 'Identity'. For the Middle and Upper Primary students, this included describing aspects of self such as 'Mi chiamo' (my name is) Ho ... anni (I am ... years old), Ho I capelli ... (I have ... hair), Ho gli occhi ... (I have ... eyes), and also naming family members and describing their appearance. Students completed a range of oral and written tasks to demonstrate their understanding such as conversations with their peers, playing 'guess who' and other class games, and activity sheets where students translate and describe. Students were assessed on their knowledge and understanding by creating an 'Identity Profile' and presenting this to the class. This required students to hone the four skills of listening, speaking, reading and writing.

Years R-2 also looked at the theme of 'Identity', however solely focused on 'Le Parti Del Corpo' (Parts of the Body). The Junior Primary students were required to describe parts of the body such as eyes, nose, mouth, head, feet, hands and knees. Students also described their own hair and eye colour. To introduce parts of the body and prompt their learning, the students read the story of *Pinocchio* as a mentor text. As a class, we also sang songs and played a variety of matching games. When learning about the nose (naso) and mouth (bocca), students tasted and smelt a variety of foods. Students used mirrors to draw and describe their own hair and eye colour in Italian. Each student also completed a class survey of the different hair and eye colours in the class. Student learning was assessed through flashcards, observations, participation, individual conversations and matching and describing activities in their workbooks.

Term 3

During Term 3 in Italian, the theme was 'Italian Culture'. From Weeks 1-5, all students had a Temporary Relief Teacher for Italian as I was completing another full-time contract. Weeks 5-10 I resumed my work in Italian. The Junior Primary students explored traditional Italian foods and comparing these with the foods of their own culture. Throughout this unit, students noticed words in Italian that are the same or similar in English (linking to the curriculum outcome: *Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use, ACLITC011*). Some words which students recognised as the same were; *la pizza, la pasta* and *gli spaghetti*, as well as new words such as, *il sugo* (sauce), *il pomodoro* (tomato) and *il dolce* (sweet/dessert). The students explored different types of pasta, flavours of pizza, and traditional Italian desserts. Students listened and responded to the Italian story of *Strega Nonna*. As an assessment, the students designed their own 'Italian Restaurant Menu'. Students created their own 'la prima' dish (entrée/first), 'il secondo' (second/main) and 'il dolce' (sweet/dessert). The students were encouraged to draw and describe their dish using some Italian words they learnt, as well as descriptive words in English. Once their menus were complete, each student shared their creations.

The Middle Primary and Upper Primary students completed a research project. This is linked to the achievement standard in the curriculum of: *Give factual information about people, objects, places and events in texts supported by graphics or illustrations (ACLITC025)*, and *Represent information appropriately for different audiences, using a variety of modes (ACLITC044)*. From weeks 1-5, students were introduced to various Italian cities such as Milan, Rome, Venice, Florence and Pompeii. From weeks 5-10, students chose their own Italian city and completed a travel brochure of their city with a partner. The students had to present their information from the perspective of a travel agent, convincing tourists to visit their chosen Italian city. The information consisted of the population, climate, food, landmarks/monuments, tours and hotels to stay. Students had to use their research skills such as note taking, paraphrasing and highlighting important information. Once complete, groups presented their information to the class.

Term 4

During Term 4, students began by summarising and recalling what they have learnt in Italian so far this year. For Years R-2, the focus of the first half of Term 4 was learning and identifying Italian numbers, colours and animals. This learning involved interacting with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play (ACLITC001) and began to understand the systems of language by reproducing the sounds of the Italian language such as rolling the 'r' for words such as 'tre' (three) and 'quattro' (four) and noticing these differences and similarities in English. Student learning was assessed through role-playing, participation in conversation and songs, translating, labelling/matching activities and written work.

Years 3-5 worked towards the outcomes of describing feelings and emotions in Italian, and being able to translate, respond, ask and describe these words. Student knowledge and understanding was assessed through a 'comic strip' where they were required to create a free comic story with characters. The comic strip included feelings and emotions in Italian, as well as other language they have learnt throughout the year in Italian such as greetings, asking someone's name and age. Similarly, Years 5-7 looked at feelings and emotions in Italian. These students also learnt to describe where they live and asking others where they live in Italian. Students completed a range of tasks to hone their understanding such as using google maps, reading letters and writing their own letters to a Pen Pal.

During Weeks 6-9 of Term 4, all year levels were introduced to 'Christmas in Italy'. Students explored the traditions in Italy on Christmas and compared how these are similar or different to their own Christmas traditions. Students also listened and read the story of 'La Befana', an Italian Christmas Folk tale. Students also participated in a variety of activities such as Christmas card writing, craft making and a shared Italian 'Christmas Feast'.

Danielle Librandi

Choir

Choir members enjoyed coming together once a week to learn all the songs and movements for the Catholic Schools Music Festival. They all participated willingly and were all a credit to St Joseph's Ottoway at the performance at the Adelaide Entertainment Centre. The skills each will take away with them is priceless from singing, being part of a group, putting movements to their singing, practising at home, presentation skills and performance to come together with over 300 students from other schools is an achievement. Music is a universal language that everyone can enjoy and participate in and is another way to express one self. Each should be very proud of their musical abilities and I hope they will continue their singing throughout their school life and beyond.

Natalie Doyle

Work Health and Safety

Report Period: 2018

Incident Reports

Accident / Incident / Near Miss / Hazard Reports	Number	Description
Accidents / Incidents*	2	Knee Injury X 2
Near misses	Nil	
Hazards	1	Staircase
First aid only	1	Headache
* Lost time injuries (from the accidents/incidents reported)	3	
New Workers Compensation Claims	1	
Bullying Complaint investigations	Nil	
STUDENT RELATED		
	100's	Minor cut/bruises/knocks/broken leg

*** Worksites can include tables/graphs from Rapid Incident Database here

SafeWork SA Union Matters

Notifiable Incidents / complaints

Date of Incident/complaint	Incident ID#	Incident Details	Actions from SafeWork SA e.g. SWSA Action Letter, Prohibition / Improvement Notice	Date of Notice Sign Off
Nil				

Union Matters

Union right of entry

Date of attendance	Alleged contravention	Findings
Nil		

Correspondence received

Title of document	Author	Date presented to staff/actioned
Safety Bulletin's (4)	CEO	Quarterly
Hazard Alerts (4)	CEO	Various

Policy / Procedure

Title of policy/procedure	Date presented to staff
113 Policy / Procedures completed	2018

Audits

Type of Audit	Corrective Actions Identified (e.g. # NCR's issued, observations etc, areas requiring action)
Nil	

Training

Title	Provider	Date completed	# attended
Contact Officer	CEO	2018	1
WHS Coordinator meetings	CEO	2018	1
E-Learning (On-Line) 4 Subjects	CEO	2018	All Staff

WHS Activities completed

Activity	Date completed
Emergency Drills X 4	2018
Workplace Inspections X 2	2018

Report prepared by: Michael Higgle, WHS Coordinator

Date: December 2018

Michael Higgle

Canteen

As we embark on the school year for 2019, it is important to reflect on 2018 school year. The canteen menu was updated in June with minor price increases to reflect the ongoing fluctuation of purchase costs from suppliers. On this new menu in June I decided to change burgers to subs or hot wraps; through this change I was able to utilise products for more than one menu item meaning that I was able to cut the costs involved and helped cut down on the amount of product kept in the freezer.

Throughout the year I attended two food expos to explore new food options as well as getting special prices on already existing products. These expos prove to be a crucial for me to attend as they do not only help me learn about new products but they also allow me to network with companies to gain relationships and knowledge from people within the industry.

I look forward to a successful 2019.

Rebecca Allen

Out of School Hours Care

Wood work is available with children, they use hammers and nails making various items.

Children replanted some of the garden beds with flowers and planted some peas on the fence in milk containers. Many of the children have made Sand Art pictures.

Children were involved in selecting a country each week to explore the food choices, we are discussing and selecting new foods to try making and eating them each day of the week. Children enjoy menu discussion and choosing the menu each week. Playgroup and OSHC children spent a morning doing activities together and making, decorating and enjoying cupcakes.

Kinetic sand is a great for fine motor and sensory processing skills. Kinetic Sand is sand-like substances that are easily mouldable, yet also free flowing. It hardens when squeezed, yet "melts" when released. Children enjoy this play. Children put drops of food colour in milk to watch what happens as the colours mix, then blowing through a straw.

We had 2ltr plastic containers with lids donated; the children decorated those making drums and had various other ideas to hold toys or pencils. Children have made many designs using beans and gluing them to cardboard. Children have been using paint or dye to do marbling. Some children did Still Life painting – flowers. Children have used coloured dye in spray bottles to spray over flowers to make a shadow effect.

Though our discussion on what activity to do to celebrating Reconciliation, children made Plaster of Paris hand prints. (representing hands in the earth) and Boomerang shapes (traditional hunting tool). Children could choose to then painted these in earth colours and Aboriginal Flag colours or other shades.

Children earlier this year planted garlic in the hanging baskets on the fence (2ltr milk containers) which outgrew the space so we moved them into the garden beds. We are adding more 2ltr plastic milk containers and attaching them to the fence in the garden and planting flowers in them to make a wall of flowers, our spring addition to the garden.

The worm farm is fed food scrapes, shredded paper and kept damp; the children maintain this with assistance. Children made grassy heads; filling old socks with grass seed and soil we kept them watered and waited for growth. These have been very successful.

For book week we had a Treasure Hunt in the school yard, children needing to read clues and find the treasures for a prize when the search is completed.

Children are able to dismantle and explore the inside of broken electrical equipment that we collect for this purpose. Children like to know how things work and this gives them that opportunity. Children have explored slime, identifying the ingredients and making it. It is a sensory and fine motor experience the children enjoy and are amazed at how dirty it becomes over a short time of handling, even when they wash their hands before touching.

We have some plastic human bones of the body, children hid these in the sand pit and we became archaeologists and looked for them.

During the year we discuss and celebrate traditional festivals, family heritage and customs. We visited the Buddhist Temple on May Terrace Ottoway and listened to a Monk talk about where the beliefs originated. We value and listen to each other, have a sense of connection and belonging. As a result, we have a supportive environment where the children look out for each other.

Mieke Vanden Bos

School Chaplain

It is with sadness that I end my time as Chaplain at St Joseph's Ottoway. I thank everyone for welcoming me into this wonderful community. This year has gone so quickly and I have enjoyed the privilege of working with children and staff each Tuesday. The small groups I have taken from 3/4 where they share their worries and special times in their lives, has been great. Getting to know the R/I students listening to reading and helping with tasks has also been great.

God bless you all
Pauline Rossetti

This report will be available at the front office and online on the school website.