Inside This Issue
1 Acting Principal’s
   2016 Annual General Meeting Report
3 Catholic Identity
   *Goals
   *Achievements in 2016
   *Valued Added
4 Learning & Teaching
   *Goals
   * Achievements in 2016
   * Further Achievements
5 Continuous Improvement for 2017
   * Continuous Improvements in 2017
   * Class structures in 2017

Staff Professional Engagement
6 2016 Staffing
7 Staff Professional Engagement
   - Staff Qualifications
   - Staff Attendance
   - Staff Retention
   - Staff Participation in Professional Learning
   - Staff Professional Learning
8 Staff Satisfaction Survey
9 School Information
9 2016 Income (Recurrent)
9 2016 Capital Income

Student Outcomes
10 2016 N.A.P.L.A.N. Results
11 2016 Student Attendance
   - Management of Student Non-attendance
   - Post School Destination
12 2016 Enrolments by Year
12 Level Valued Added Programmes

Community
13 2016 School Board
14 2016 Parents & Friends Association (P&F)
   - P&F activities
   - Money raised in 2016
   - Purchased in 2016
15 Parent Satisfaction Survey Report
   - Introduction
16 Parent Satisfaction & Recommendation Ratings
17 Growing parent satisfaction & recommendation
18 Investment priorities
   Investment priorities-parent voice
Saint Joseph’s Memorial AGM
Acting Principal’s Report: Helena Card
November 29th, 2016

During this year, Saint Joseph’s Memorial School (S.J.M.S.) has achieved many goals linked to our Continuous Improvement Framework. We have seen changes mid-year with the Principal, Craig Fosdike leaving, but as a community, St. Joseph’s has continued to thrive setting a clear identity as a place of innovation and research in education. We have a place in the Catholic Education Community which individualises us with an identity which embraces: Childhood, Learning and Community. Our numbers are stable and we are a financially viable community within the Eastern Network of schools and will continue to work on the solid educational foundations we have created with an attitude of continuous improvement.

Our Strategic Plan sets clear goals and intended outcomes and gave us the direction we needed to implement many strategies, ensuring we were able to provide a balanced education to meet the needs of all our children. The understanding and implementation of 21st Century Contemporary Learning and Teaching has been ongoing. The staff have continued to develop their understanding and expertise in implementing a student-centred curriculum that is personalised and promotes a culture of excellence.

The students are to be commended for their interest and enthusiasm in all aspects of school life. The challenges, both academic and personal, that the curriculum and programmes offered, provided the catalyst for all children to have an opportunity to shine.

We continue our belief in childhood which informs our practice:
that every child is competent and full of potential.

All staff deserve recognition for their incredible commitment to our vision and for providing quality learning programmes across the school throughout 2016. I would like to sincerely thank each of them for their individual strengths and commitment to the teaching and learning at S.J.M.S. Our vocation today and our work with children and the wider community holds many hats and multiple roles, each one of the staff are required to juggle their roles throughout each day. Their wonderful dedication to this community is to be commended.

Our Leadership Team since mid-year: Matthew Harrison, Toni Benci and Gail Mantel have all demonstrated their significant capacity and work ethic across the school. They are a dedicated team who have worked tirelessly to maintain whole school continuity across two campuses. I sincerely thank each one of them for their support and their commitment.

The classroom support educators are all dedicated and contribute to the life and learning of the school and have a substantial impact on specific learning programmes for our students. Julie Moore, our Librarian, constantly smiling and providing quality books and resources for our children across both campuses. The Out of School Hours Care (O.S.H.C.) workers also provide a necessary and essential service to the children and parents in the school community.

The Administration staff across the two campuses: Marguerite Taylor: Office Manager / Finance, Mary Fantasia: W.H.&S and Administration assistant, Jess Nelson: Communications Officer, Administration assistant and O.S.H.C. Director and Kathy Groat: Bursar, all contribute to supporting families and the administrative running of the school and do a wonderful job.

The School Board is an incredible team with a matrix of skills. To Nick Hoskins: Chairperson, Sandra Di Blasio: Treasurer and Secretary, Father Paul Mullins: Parish Priest, Julie Thomas, Robert Bria, Gary Hoare, Cullen Habel and Vikki McIntyre. I sincerely thank you all for your time in discernment and leading our school with innovative thought and direction. For your loyalty and your earnest interest in our school, I am very grateful. This year we farewell, Cullen Habel and Gary
Hoare who have dedicated their time and energy to our Board Meetings. Both have also been long time and committed members of our school community and we farewell them as parents of our Year Seven Class of 2016.
The Parents & Friends (P&F) led by Pina Bria and her executive committee of Jess Nelson, Georgina Kain, Rebecca Wenceslaus, Bec Humphrey: Treasurer, Emily Grenville, Emma Underwood and Karla Sparapani. The incredible donation of their time which they all put into coordinating the events throughout the year is truly appreciated. Thanks also to all the P&F volunteers who turn up to make these fundraising and community events successful. The sense of community at S.J.M.S. is one which we can pride ourselves on.
Preschool Programmes: Our Preschool is recognised for its exemplary programmes and unique identity. Throughout 2016 we offered not only our quality preschool programme but our extended transition programme or ‘schoolies’ and our Playgroup. Gail Mantel is to be commended for her never ending and tireless efforts in coordination the staff across the programmes and offering outstanding environments and learning opportunities for the youngest members of our school community. Gail is highly regarded and recognised throughout the Early Years educational community. I genuinely thank Gail and all her teaching staff and co-educators who make our Preschool a delightful place to be a young child.
Physical Education: Thank-you to Carlia Capozza, Anthony Martin and Matthew Harrison in their coordination of our PE programme, Dance programme, Sports Day and organisation of inter-school carnivals and out of hours sporting opportunities. A sincere thank-you to all our parents who have helped throughout the year to coach our sporting teams, the names are endless, your energy and time which you have donated has been truly appreciated.
Our Communications Officer Jess Nelson has done a wonderful job in maintaining consistent and accurate communication to our school community through the School App, newsletter and the online website. This year there has been a significant shift of our profile through online promotion and marketing which has increased our popularity as an inviting and innovative school community to be a part of.
We are a Catholic School who is committed to providing quality teaching and learning for all our students.
CATHOLIC IDENTITY

Goals:

To build an inclusive Catholic Faith learning community where all members learn about, reflect on and engage in their faith journey inspired by Gospel values:
That students, staff and parents will be provided with meaningful opportunities to articulate and understand what it means to be Catholic.
That our Catholic identity is embedded into everyday practice.
That our community actively, positively and responsibly engages with and contributes to school, local and global communities.
All our students become understand and appreciate the Josephite Values and the life of Saint Mary of the Cross MacKillop.

Achievements in 2016

Teachers made meaningful links between Religious Education concepts and other areas of the curriculum.
Professional development opportunities were provided staff with opportunities for personal and professional development in relation to Catholic Identity and Mission.
Daily prayer and ritual is active within the school community from Preschool to Year 7.
All students participated in preparation for Masses, liturgies and school events.
Each of our Buddy classes combined and organised to celebrate their Liturgy. These were held in the classrooms. Parents also attended these Liturgies.
During March, the school celebrated St. Joseph’s Day and collectively gathered to celebrate our Josephite Community with a whole school Mass.
This year marked the 150th Celebration of Josephite Education in South Australia. All students and parents attended a whole school Mass to celebrate this significant event.
During Mission Month families donated essential items to support our Mary MacKillop Mission Day. The students contributed to planning and organising stalls and games. All monies were donated to The Mary MacKillop Foundation for the work in the missions around the world.
The sacraments of Confirmation, First Eucharist and Reconciliation were celebrated. Families committed to the Family Faith Formation gatherings to prepare the children for receiving the Sacraments.
All staff reflected on the document: Children Close to the Mystery of God.

Value Added

St. Joseph’s continued to implement a number of school activities and programmes that enhance the sphere of Religious Identity and Mission.
During 2016, the school was engaged in:

- Class Masses and Liturgies
- Whole School Masses
- Choir singing at Masses and Liturgies
- Students attended the Cathedral to take part in the annual Chrism Mass and represented our school
- Holy Week Celebrations across the school
- Good Friday: Children participated in Stations of the Cross at St. Ignatius Church
- Donations to Project Compassion
- Mary MacKillop Day Mass
- Staff Prayer and Reflection weekly with Parish Priest attending
LEARNING & TEACHING

Goals:
To build a community of life-long learners that embraces a culture of excellence in a contemporary context:
That contemporary learning and teaching pedagogy and practices are embedded throughout the learning community.
That learners are engaged and empowered by connecting with others within and others within and beyond the classroom.
That we continue to develop a committed teaching and learning environment inspired by the principles of Reggio Emilia and striving for quality educational outcomes.
That student outcomes will improve in Literacy and Numeracy.

Achievements in 2016:

In 2016, we began to implement the framework and foundation of our Strategic Plan of Continuous Improvement. Improving the learning outcomes of all students by challenging and motivating students and building on teacher capacity, was our major learning and teaching focus for the year.
The staff implemented teaching and learning programmes that identified the needs of all students. Our planning for inquiry learning, the use of contemporary tools, the sequential development of literacy and numeracy programmes, the provision of a rich and diverse curriculum including, Japanese, Visual Arts, Information & Communications Technology (I.C.T.), Science, Technology, Engineering & Mathematics (S.T.E.M.), Library, Physical Education and Dance, enabled learning engagement for all students.
We were recognised as a Prototype School and worked with the South Australian Collaborative Project which is a State Government Initiative. This involved myself and a group of staff to be key researchers and facilitators of a Reggio Inspired Inquiry on children as active protagonists in learning. We worked with learning teams involving all teaching staff across the school. Our research and collation of documentation for an Expo received excellent feedback from other schools across the educational sectors. Next year we participate in the second year of the project and we are again recognised as a Prototype School and a community of research in education.
This year we were recognised as a Little Scientist School with our youngest children involved in a Science programme and our Early Years Educators involved in professional development which promotes children engagement in the area of Science. We continue our commitment to the Little Scientist Programme throughout 2017.

Further Achievements:

Staff Professional Development in areas of Coding and S.T.E.M.
Year 7 Leadership opportunities. Miss Parker has worked creatively to provide leadership and learning opportunities for this year group.
Year 6/7 trip to Canberra, enriching their understanding of strands of the Australian Curriculum.
Year 5 and Year 6 students participating in the Local Council Consultation process, being active citizens in our community.
Camps for Years 3, 4 and 5.
Numeracy Professional Learning across the school: working with a Numeracy Consultant to improve student engagement in Numeracy and student outcomes.
Implementing and reviewing intervention programmes: the introduction and review of the MultiLit programme.
Continuous success and improvement with the QuickSmart Numeracy Programme.
Continuous collection of Data in Literacy to improve student outcomes.
Our commitment to the Reading Recovery Programme.
Year 1 teachers involved in Literacy Project looking at the connection between learning dispositions and literacy outcomes.
Learning Journey and Expo mornings and afternoons across both campuses to strengthen the communication of learning between home and school.
Teacher appraisal and reviews to revisit professional achievements and set professional learning goals for 2017.
Parent Workshops in Literacy were held to reinforce the connection between home and school learning. Primary Mathematics Awards (P.M.A.), congratulations to the Year 2 class: Brigitte Squire and Sonya Brewer for winning the State award for their inquiry maths project. Also congratulations to Brigitte Squire for winning a State award in reflective teaching practice. Catholic Schools Music Festival: Despite the unusual weather which postponed the Festival, a group of students performed at St. Michael’s College in the Festival Choir. Many thanks to Oriana Radman and her work and dedication in training the choir.

Continuous Improvement for 2017
Our Journey and Commitment to Continuous Improvement will continue to expand throughout 2017 and S.J.M.S. will be a great place to be.

Continuous Improvement Plans for 2017:
A review of marketing to lift the school’s profile and to promote the unique and successful programmes in the school to create an innovative marketing strategy.
Focus on S.T.E.M. learning across the school.
Little Scientist Programme in Preschool and Reception.
Curriculum enrichment: Dance programme across the school.
Indigenous Education Programme.
Continued work on explicit and differentiated teaching styles catering for the needs of each class cohort.
Sustainability programme and rethinking outdoor learning areas. Working collaboratively with the S.A. Prototype architects to rethink our outdoor learning spaces.
Refurbishment plans and projects for outdoor learning areas and indoor learning areas for both campuses.
More covered and structured outdoor learning areas at William Street.
Whole School Social Emotional Learning Programme.
Developing Partnerships with Mary MacKillop College to engage different curriculum opportunities and learning for Year 7.
Professional Development in Numeracy: working with a Numeracy Consultant.
Ukulele programme to continue for Years 5 and 6.

Class Structures for 2017.
We will make the move to have 13 classes across the school building on our focus of explicit teaching and differentiated learning. There will be double stream classes for 2017 until Year 4 with two Year 5/6 classes and a Year 7 class.
At this stage there are staff on leave for 2017 and movement of teachers within different year levels at the William Street Campus. Two new positions for staffing at William Street have been advertised and these will be announced later this term after interviews take place over the next week and appointments have been made.
It has truly been a wonderful opportunity for me to take on board the leadership of Saint Joseph’s Memorial School for the last two terms. An opportunity that has been challenging, rewarding and enjoyable. I look forward to working with you all as Acting Principal throughout Term 1, 2017 and look towards a new year of vision and opportunity for this great community.
May God Bless you and wish you all a Happy and Peaceful Christmas.

Helena Card
Acting Principal
## 2016 Staffing

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Term(s)</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal (Terms 1 &amp; 2)</td>
<td>Craig Fosdike</td>
<td></td>
<td>Japanese</td>
<td>Oriana Radman</td>
</tr>
<tr>
<td>Assistant Principal (R.I.M.)</td>
<td>Helena Card</td>
<td></td>
<td>Reading Recovery</td>
<td>Toni Benci</td>
</tr>
<tr>
<td>Acting Principal (Terms 3 &amp; 4)</td>
<td>Helena Card</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Coordinator</td>
<td>Matthew Harrison</td>
<td></td>
<td>Special Education Coordinator</td>
<td>Craig Fosdike</td>
</tr>
<tr>
<td>Reception</td>
<td>Nicolina Palumbo</td>
<td></td>
<td>ADMINISTRATION STAFF-</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jessica Hoare</td>
<td></td>
<td>for both CAMPUSES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cathy Woods</td>
<td>Year 1</td>
<td>Finance Officer</td>
<td>Kathryn Groat</td>
</tr>
<tr>
<td></td>
<td>Catherine Devitt</td>
<td></td>
<td>Administration &amp; Work, Health</td>
<td>Mary Fantasia</td>
</tr>
<tr>
<td></td>
<td>Elsa Romano</td>
<td></td>
<td>and Safety (W.H &amp; S) Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Education Support Officers</td>
<td>Mary Piteo</td>
<td>Year 2</td>
<td>Education Support Officers</td>
<td>Michelle Byrne</td>
</tr>
<tr>
<td></td>
<td>Carolyn Shaw</td>
<td></td>
<td></td>
<td>Bryant Crowley</td>
</tr>
<tr>
<td></td>
<td>Sonya Brewer</td>
<td></td>
<td></td>
<td>Megan Hedger</td>
</tr>
<tr>
<td></td>
<td>Brigitte Squire</td>
<td></td>
<td></td>
<td>Erika Petersson</td>
</tr>
<tr>
<td>Librarian</td>
<td>Debra Machnik</td>
<td>Year 3</td>
<td></td>
<td>Claire Tiekink</td>
</tr>
<tr>
<td></td>
<td>Oriana Radman</td>
<td></td>
<td></td>
<td>Margaret Zanchetta</td>
</tr>
<tr>
<td>Year 4</td>
<td>Andrew Merrigan</td>
<td></td>
<td>Librarian</td>
<td>Julie Moore</td>
</tr>
<tr>
<td>Year 5</td>
<td>Aimee Caruso</td>
<td></td>
<td>Out of School Hours Care (O.S.H.C.) Staff</td>
<td>Abbey Arbon</td>
</tr>
<tr>
<td>Year 6</td>
<td>Matthew Harrison</td>
<td></td>
<td></td>
<td>Bryant Crowley</td>
</tr>
<tr>
<td>Year 7</td>
<td>Amy Parker</td>
<td></td>
<td></td>
<td>Abigail Daly</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Carla Capozza &amp;</td>
<td></td>
<td></td>
<td>Lisa Khun</td>
</tr>
<tr>
<td></td>
<td>Anthony Martin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Gail Mantel</td>
<td></td>
<td>Pre-school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pauline Richmond</td>
<td></td>
<td></td>
<td>Emilia Pirone</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Maree Raphael</td>
<td></td>
<td></td>
<td>Rebekah Shepherdson</td>
</tr>
<tr>
<td></td>
<td>Marta D’Ortenzio</td>
<td></td>
<td>Maintenance</td>
<td>Ray Kittel</td>
</tr>
<tr>
<td>Pre-school</td>
<td>Pauline Richmond</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maree Raphael</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school</td>
<td>Marta D’Ortenzio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school</td>
<td>Gail Mantel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school</td>
<td>Pauline Richmond</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school</td>
<td>Maree Raphael</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-school</td>
<td>Marta D’Ortenzio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2016 Staffing - continued

13% Male Full Time Equivalent Teachers
33% Female Full Time Equivalent Teachers
54% Part-time Teachers

19% Male Education Support Officers
81% Female Education Support Officers

Total of 18% Full Time Equivalent Teachers
Total of 9% Administration assistant

Staff Professional Engagement

Staff Qualifications

8% Master’s Degree, 63% Bachelor and 29% Diploma.

25% of teaching staff hold 2 or more qualifications.

The Education Support Officers (E.S.O.) including Finance, Administration and Curriculum staff, have qualifications which include 14% Degree at University, 8% Diplomas and 78% certificates for further study completed at T.A.F.E.

Staff Attendance

Teaching staff attendance for the 2016 is: 94%.

Staff Retention

The 2016 there was 49 of 54 staff retained is 91%.

Staff Participation in Professional Learning Expenditure

In 2016 $18,127.55 was spent on registration etc. for professional learning of which $17,470.37 related to teaching and Professional Learning.

In 2016, $22,682 was spent on relief staff which were costs incurred for staffing the Professional learning. Expenditure and Staff Participation in Professional Learning.

Staff Professional Learning

❖ Nature Play
❖ Learning for All
❖ ACHPER Conference
❖ Reggio Emilia Conference
❖ Cognitive Coaching
❖ Little Scientist Programme
❖ Preschool Conference
❖ Maths Professional Development with Maureen Hegarty
❖ Leadership Course
❖ Diploma of Leadership & Management
❖ Reading Recovery Forum
Staff Survey

I like coming to work at St. Joseph’s Memorial School.
21 responses

I am continuing to grow as a professional at St. Joseph’s Memorial School.
20 responses

I feel safe at St. Joseph’s Memorial School.
21 responses

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

I feel comfortable approaching colleagues with questions or problems.
24 responses

The School Leadership Team listens to the views of students, parents and staff and takes suggestions into account.
20 responses

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

Staff have access to a range of Professional Learning opportunities.
24 responses

The facilities at St. Joseph’s Memorial School are well maintained and presented.
21 responses

I feel like a valued member of the school community.
21 responses
School Information

MAIN ADMINISTRATION with PRESCHOOL TO YEAR 1
St. Joseph’s Memorial School
46 Bridge Street, Kensington, South Australia 5068

YEAR 2 – YEAR 7
St. Joseph’s Memorial School
139 William Street, Norwood, South Australia 5067

<table>
<thead>
<tr>
<th>School Type</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Sector</td>
<td>Catholic – Non-Government</td>
</tr>
<tr>
<td>S.E.S</td>
<td>113</td>
</tr>
<tr>
<td>I.C.S.E.A. Value</td>
<td>1176</td>
</tr>
<tr>
<td>Total Enrolments</td>
<td>266</td>
</tr>
<tr>
<td>% Indigenous Enrolments</td>
<td>1%</td>
</tr>
<tr>
<td>% Students with Disabilities</td>
<td>4.5%</td>
</tr>
</tbody>
</table>

2016 Income

<table>
<thead>
<tr>
<th>Recurrent Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government Recurrent Funding</td>
<td>$1,884,396</td>
</tr>
<tr>
<td>State Government Recurrent and Special Needs Funding</td>
<td>$387,346</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$1,022,984</td>
</tr>
<tr>
<td>Other Private Sources</td>
<td>$58,565</td>
</tr>
<tr>
<td>Total Recurrent Income</td>
<td>$3,353,291</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capital Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$65,001</td>
</tr>
<tr>
<td>Total Capital Income</td>
<td>$65,001</td>
</tr>
</tbody>
</table>
### 2016 NAPLAN

#### Year 3

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Number of Students Participating</th>
<th>2016 % who achieved the National Minimum Standard</th>
<th>2016 % Average achieved the National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NATIONAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>SA</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>43</td>
<td>98</td>
<td>93.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95.1</td>
</tr>
<tr>
<td>Writing</td>
<td>45</td>
<td>100</td>
<td>95.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>96.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>44</td>
<td>98</td>
<td>92.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94.0</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>44</td>
<td>98</td>
<td>93.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>45</td>
<td>93</td>
<td>94.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95.5</td>
</tr>
</tbody>
</table>

#### Year 5

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Number of Students Participating</th>
<th>2016 % who achieved the National Minimum Standard</th>
<th>2016 % Average achieved the National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NATIONAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>SA</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>21</td>
<td>90</td>
<td>91.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>21</td>
<td>100</td>
<td>91.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>93.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>21</td>
<td>95</td>
<td>91.6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>92.8</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>21</td>
<td>95</td>
<td>92.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>93.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>22</td>
<td>95</td>
<td>92.8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94.3</td>
</tr>
</tbody>
</table>

#### Year 7

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Number of Students Participating</th>
<th>2016 % who achieved the National Minimum Standard</th>
<th>2016 % Average achieved the National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>NATIONAL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>SA</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>13</td>
<td>100</td>
<td>94.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>94.6</td>
</tr>
<tr>
<td>Writing</td>
<td>13</td>
<td>100</td>
<td>90.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>89.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>13</td>
<td>100</td>
<td>92.3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>93.1</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>13</td>
<td>100</td>
<td>92.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>92.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>14</td>
<td>100</td>
<td>95.2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>95.5</td>
</tr>
</tbody>
</table>
2016 Student Attendance

The average student attendance for the whole of the school in 2016 was 93%.

The average student attendance rate for:

Each Campus 2016

a) The junior campus at Bridge Street in 2016 recorded an attendance rate of 93%.
b) The senior campus at William Street in 2016 recorded an attendance rate of 93%.

Each Year Level

The average student attendance rate for Reception was 93%.
The average student attendance rate for Year 1 was 93%.
The average student attendance rate for Year 2 was 93%.
The average student attendance rate for Year 3 was 95%.
The average student attendance rate for Year 4 was 93%.
The average student attendance rate for Year 5 was 95%.
The average student attendance rate for Year 6 was 92%.
The average student attendance rate for Year 7 was 91%.

Management of Student Non-Attendance

The school requests parents advise if students will be absent for any reason. This can be done in person, via phone, email or via the Skoolbag app. If the school has not been advised of a student absence by 9:30am, phone calls may be made to parents by Administrative Staff to ascertain reasons for absence.
For longer term absences, the school requests that parents advise, in writing, the length and details of the extended absence.
Unsatisfactory reasons for absences are referred to the Principal who will follow up with families as required.

Post School Destination

A variety of pathways have been pursued by students who exited in 2016.
School data indicates that the students who were in Year 7 in 2016 moved onto Catholic colleges, Government High Schools, Non–Government colleges or ‘Other’.

76.5% - moved onto Catholic Colleges
23.5% - moved onto government and non-government high schools or other.

In other grades there were students who moved to other primary schools due to family relocation and other conditions.
2016 Enrolments by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>14</td>
<td>21</td>
<td>35</td>
</tr>
<tr>
<td>Year 1</td>
<td>19</td>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>Year 2</td>
<td>29</td>
<td>20</td>
<td>49</td>
</tr>
<tr>
<td>Year 3</td>
<td>25</td>
<td>19</td>
<td>44</td>
</tr>
<tr>
<td>Year 4</td>
<td>18</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Year 6</td>
<td>9</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>Year 7</td>
<td>8</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

Level Valued Added Programmes

- Explicit Literacy Teaching: small focus groups
- Reading Recovery Programme
- Multilit Intervention Programme
- Quick Smart – Numeracy Intervention Programme
- Numeracy Consultant – teacher coaching/mentoring programme
- Canberra Trip Year 6 & 7 students
- (S.T.E.M.) Science, Technology, Engineering & Mathematics Programme
- Ukulele Programme – Year 5 & 6 students
- Little Scientist Programme – Early Years students
School Board Member | Position on the Board
--- | ---
Craig Fosdike | Principal Terms 1 & 2
Helena Card | Acting Principal Terms 3 & 4
Nicholas Hoskins | Chairperson
Fr Paul Mullins | Parish Priest
Sandra Di Blasio | Secretary/Treasurer
Helena Card | Staff Representative
Vikki Mc Intyre | P & F Representative
Robert Bria | General Member
Cullen Habel | General Member
Martin Nussio | General Member
Gary Hoare | General Member
Julie Thomas | General Member

**School Board**

The School Board has the responsibility for the community in the following areas:

1. Policy
2. Finance
3. Pastoral Care
4. Maintenance
5. Work, Health & Safety (W.H. & S.)
6. Strategic Planning
7. Community Support

The School Board meets twice a term for 8 meetings a year. Meetings run for two hours.

The Annual General Meeting (A.G.M.) is held in Week 8 of Term 4.

Parents interested in becoming a Board Member are required to have been a part of the School Community for at least two years and continue being involved in the School for a minimum of 5 years.
2016 Parents and Friends Association

<table>
<thead>
<tr>
<th>P&amp;F Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Craig Fosdike</td>
<td>Principal Terms 1 &amp; 2</td>
</tr>
<tr>
<td>Helena Card</td>
<td>Acting Principal Terms 3 &amp; 4</td>
</tr>
<tr>
<td>Pina Bria</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Rebecca Humphrey</td>
<td>Treasurer and Secretary</td>
</tr>
<tr>
<td>Vikki Mc Intyre</td>
<td>Board Representative</td>
</tr>
<tr>
<td>Emily Grenville</td>
<td>General Member</td>
</tr>
<tr>
<td>Jessica Nelson</td>
<td>General Member</td>
</tr>
<tr>
<td>Georgina Kain</td>
<td>General Member</td>
</tr>
<tr>
<td>Rebecca Wenceslaus</td>
<td>General Member</td>
</tr>
<tr>
<td>Karla Sparapani</td>
<td>General Member</td>
</tr>
<tr>
<td>Aurora Chant</td>
<td>General Member</td>
</tr>
<tr>
<td>Emma Underwood</td>
<td>General Member</td>
</tr>
</tbody>
</table>

Parents and Friends Activities:

Entertainment Books, Quiz Night, Fun Run, School Recess /Lunches days, Chocolate Drive, Mother’s and Father’s Day stalls, Carnevale, St Joseph’s Day lunch, Mary MacKillop Feast Day celebrations, Class Representatives morning teas and evening get togethers/ events.

Money Raised in 2016

= $32,122 (net)

Purchased in 2016

Laptops = $40,000
2016 Parent Satisfaction Survey

Introduction

In December 2016, we invited all S.J.M.S. parents to share with us feedback on their family’s experience being a part of our school community. The format was an online survey, sent via the Skoolbag app and email. The results will support the school’s continuous improvement planning and parent engagement strategies for 2017. We received 61 responses (approx. 1/3 of families).

Profile of families responding

Number of children in families responding

- 1 child, 99, 57%
- 2 children, 56, 33%
- 3 children, 15, 9%
- 4 children, 2, 1%

<table>
<thead>
<tr>
<th>Number of children</th>
<th>1 child</th>
<th>2 children</th>
<th>3 children</th>
<th>4 children</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 child</td>
<td>99</td>
<td>56</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>2 children</td>
<td>56</td>
<td></td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>3 children</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 children</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What Year level/s are your child/ren in next year?

- Preschool: 36
- Reception: 35
- Year 1: 40
- Year 2: 49
- Year 3: 44
- Year 4: 32
- Year 5: 21
- Year 6: 28
- Year 7: 17

At the completion of which year level is your eldest child most likely?

- Preschool: 3%
- Reception: 5%
- Year 1: 7%
- Year 2: 16%
- Year 3: 16%
- Year 4: 13%
- Year 5: 5%
- Year 6: 5%
- Year 7: 3%

Secondary schools/Colleges being considered

- Mary McKillop
- St. Aloysius
- St Ignatius
- Mercedes
- Rostrevor
- St Peters Girls
- Scotch College
- Concordia
- Prince Alfred
- Heathfield
- Marryatville

Which S.J.M.S. campus will your child/ren attend next year?

- Bridge Street ONLY: 25%
- William Street ONLY: 20%
- Both Bridge and William Street: 55%
Parent satisfaction and recommendation ratings

**Parent/teacher communication** [How satisfied have you been this year with the school’s approach to?]

- Completely satisfied: 14% (225%)
- Very satisfied: 13% (21.3%)
- Satisfied: 38% (65.2%)
- Dissatisfied: 6% (6.6%
- Extremely dissatisfied: 8% (0%)

**Parent/school communication** [How satisfied have you been this year with the school’s approach to?]

- Completely satisfied: 12% (19.1%)
- Very satisfied: 22% (36.1%)
- Satisfied: 23% (37.7%)
- Dissatisfied: 3% (4.9%)
- Extremely dissatisfied: 1% (1.6%)

**Meeting your children’s learning needs** [How satisfied have you been this year with the school’s approach to?]

- Completely satisfied: 15% (24.5%)
- Very satisfied: 17% (27.0%)
- Satisfied: 21% (34.4%)
- Dissatisfied: 6% (9.8%)
- Extremely dissatisfied: 2% (3.3%)

**Supporting your children’s connection with the Catholic faith** [How satisfied have you been this year with the school’s approach to?]

- Completely satisfied: 20% (31.3%)
- Very satisfied: 10% (15.9%)
- Satisfied: 19% (29.3%)
- Dissatisfied: 2% (3.3%)
- Extremely dissatisfied: 8% (1.2%)

**Fostering an inclusive & supportive school community** [How satisfied have you been this year with the school’s approach to?]

- Completely satisfied: 33% (54.1%)
- Very satisfied: 13% (24.0%)
- Satisfied: 9% (14.3%)
- Dissatisfied: 2% (3.3%)
- Extremely dissatisfied: 2% (3.3%)

**How likely is it that you would recommend St. Joseph’s Memorial School to others?**

- Not likely at all: 1 (%3.3)
- 2: 0 (0%)
- 3: 0 (0%)
- 4: 2 (3.3%)
- 5: 3 (4.9%)
- 6: 3 (4.9%)
- 7: 7 (11.5%)
- 8: 12 (19.7%)
- 9: 10 (16.4%)
- Extremely likely: 10 (36.1%)

72.2% rated 8+ likelihood to recommend - an outstanding result!
What parents said they love most about S.J.M.S.

- Approachable staff
- Opportunities for parent engagement
- Community spirit
- Nurturing of children’s development
- Passionate teachers
- A safe and secure place
- Dedication to the children
- Teachers role model the values
- Child-centred approach to learning
- Everyone has a sense of belonging
- Engaged leadership teams
- Treating children as individuals

Parent suggestions for improving communication

- More thorough event communication (esp for new parents)
- More timely excursion/class activity/event notices
- Put all class notices on Skoolbag app - but don’t rely solely on the app
- Better & consistent system for getting notes home
- Better promote school achievements
- More celebration of student achievement in assembly
- Greater consistency in answering emails by teachers & ESOs
- Better communication to both parents in shared custody situations
- Refresh newsletter format for at-a-glance what’s happening in the school
- O.H.S.C. staff be more visible and give feedback on child at pick-up
- Provide class lists for the next year

Parent suggestions about meeting children’s learning needs

- Communication about learning programmes - desire for more assurance of ‘academic rigour’
- Information week to week on classroom activity and learnings (to support home conversations)
- More I.T. learning opportunities at all year levels at William St
- Better class extension for children needing/wanting it
- More/different play spaces (parents recognise it’s importance in children’s development)
- More music, language & art opportunities
- A Christmas celebration at each year level (performing arts opportunity)
- Improve current music lesson arrangement - parents dissatisfied with quality of lessons by external provider
- Reports - greater consistency between teachers on grading criteria
- Leadership roles spread among all Year 7 students
- Bigger library selection
- More excursions

Suggestions relating to addressing parent issues or concern

- More consistent parent/teacher communication when there is a problem
- Ensure rules or expectations are consistently enforced
- Clear and consistent consequences for poor behaviour towards others
- Clear, consistent approach to address bullying or hurting others
- Inform parents when their child has been hurt

Other parent suggestions for consideration

"Allow help in all the classes from parents"
"Teachers have days to programme together so there is more flow through the school"
"You could have an assembly which involves both campuses"

"Reiterating respectful language to one another and emphasising Christian values such as honesty, respect, not gossiping, to love as Jesus loves (this needs to be emphasised REGULARLY), to forgive each other."

Growing parent satisfaction & recommendation – making our great school even better!
**Investment priorities**

The top priority for parents across both campuses is investing in extension and learning support programmes. Funding for smaller class sizes and specialist performing/visual/expressive arts programme is also of high importance for parents.

Also important to Bridge Street parents are a nature play space and classroom aesthetics, whilst at William Street clubs/co-curricular activities and the nature play space will be valued.

<table>
<thead>
<tr>
<th>Bridge Street - where parents would like to see investment made</th>
<th>William Street - where parents would like to see investment made</th>
</tr>
</thead>
<tbody>
<tr>
<td>% important rating</td>
<td>% important rating</td>
</tr>
<tr>
<td>Extension learning programmes</td>
<td>93%</td>
</tr>
<tr>
<td>Learning support programmes</td>
<td>90%</td>
</tr>
<tr>
<td>Class sizes</td>
<td>86%</td>
</tr>
<tr>
<td>Specialist music/performance/expensive arts</td>
<td>80%</td>
</tr>
<tr>
<td>Nature play space</td>
<td>57%</td>
</tr>
<tr>
<td>Classroom aesthetics</td>
<td>57%</td>
</tr>
<tr>
<td>Outdoor play space</td>
<td>52%</td>
</tr>
<tr>
<td>School aesthetics</td>
<td>84%</td>
</tr>
<tr>
<td>Covered play space</td>
<td>43%</td>
</tr>
</tbody>
</table>

**Investment priorities – parent voice**

- Assisting students that are obtaining average grades to better grades.
- Class sizes, particularly those which are large require additional daily support.
- Music would be great as well as clubs. Hands on learning in outdoor spaces giving students opportunities to engage in authentic nature play based learning - bring out the sticks, logs etc!
- As parents, our focus is very much on the education of the whole child. Whilst aesthetics are ‘nice to haves’ excellent learning programmes, be they to assist those who need extra support or those that need extending are paramount. Extra-curricular activities, music etc are important, but can be accessed outside of school if the result is the above suffers.
- Educational needs such as smaller class sizes and learning support programmes should always be the main priority at all schools. There’s no point having nature play spaces and nicer looking classrooms if children are not being educated effectively. Invest in ensuring quality educational outcomes and then use any remaining funds on the other ‘nice to have’ items.
- I feel there is a real need for a music teacher. We also would love our daughter to receive some extension in English.
- I love the school and the community spirit. Going forward, it would be nice meeting if the Year 1 Graduation could be held at the Bridge Street Christmas end of year celebration.
- I would really like to see more play areas particularly at the William Street campus and natural playscapes would be absolutely ideal.
- A covered play space would be great for sport training. School and class aesthetics are important in the promotion of the school for future enrolments. A more specialist music programme would be great to also.
- St Joseph’s is a great school, full of parents and staff alike, who want the children to be happy and successful. It is a very welcoming place and the staff are genuinely caring, relaxed and approachable. I do feel that improving academic rigour, implementing smaller class sizes and enforcing stronger behaviour management strategies would make the school even better. If this could be communicated to current parents and future parents it would probably make the school more attractive to new enrolments.
- We as a family are very happy with St Jo’s. We’re still unsure of the whole Year 7 change in the future but we will deal with that closer to the date. More space for the Y2-7 campus and a tightening of uniform rules is important to me. The learning support and extension learning programmes is a ‘no brainer’.
- If St Jo’s wants to get more students then the clubs are an excellent idea e.g. hip-hop and coding go well as do cooking and languages. Thank you and I think with a fresh outlook for the new year, St Jo’s will have a great 2017.
- William Street needs some cosmetic work - outside repairs, painting etc. Softening of the area through green spaces would be nice.