AGM Report

2013 School Performance Information
(Reporting against Compliance Manual - Schools Assistance Act 2004)

Professional Engagement

1. Staff Attendance
Teaching staff attendance for the year 2013 school year was 91.12%. Our teachers took sick leave, carer's leave and bereavement leave, as is their industrial entitlement.

2. Staff Retention
In term 1, 2013, 95.58% of our FTE teaching staff (96.15% staff individuals) was retained from the beginning of the previous year.

3. Staff Qualification
In our school we are fortunate to have a number of teachers with two or more qualifications in education; 5% Masters degrees, 12.5% Post Graduate degrees, 87% Bachelor degrees, 100% Diplomas whilst a further 25% have completed or are currently studying Graduate Certificates in Religious Education.

4. Expenditure & Teacher Participation in Professional Learning
As has been the case in previous years, 100% of our staff have been involved in professional learning in 2013 – some of this is for compliance reasons (e.g., OHSW, First Aid) some of it is system directed, some as a result of religious focus, some self-directed learning requested by individual staff and some to support staff expertise in specific fields (e.g., key literacy, reading recovery, religious education etc). Other specific PD training which was undertaken includes the following:

- National Curriculum – focus Science/English
- Quicksmart – numeracy intervention
- First Aid
- Reading Recovery
- Special Education Reviews
- Key Literacy Training
- OHSW
- Program Achieve
- Indigenous Education
- ICT
- Behaviour Education
- RE Conference, courses and study
- Rural Education
- National Partnerships – IDEAS
- English – Reading
- Program Achieve
- Boys in Education
- Emerging Teachers Support
In 2013 $2111.84 was spent per full-time teacher on professional learning. (This figure is inclusive of the costs involved in pupil free days and represents a decrease of $324 per full-time teacher on 2012 expenditure). In addition, $10,800 was spent on developing Australian Curriculum resources and support for staff. Catholic Education SA also provides professional development & consultancy services for all Catholic Education SA schools.

5. Workforce Composition

During the 2013 year we employed 24 staff.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Principal</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Staff (inc librarians)</td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Non-Teaching Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>2</strong></td>
<td><strong>5</strong></td>
<td><strong>1</strong></td>
</tr>
</tbody>
</table>

School Finances 2013

<table>
<thead>
<tr>
<th>Net recurrent income 2013</th>
<th>Total</th>
<th>Per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$1,505,365</td>
<td>$5,812</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$335,172</td>
<td>$1,294</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$565,519</td>
<td>$2,183</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$109,990</td>
<td>$425</td>
</tr>
<tr>
<td><strong>Total gross income</strong></td>
<td><strong>$2,516,046</strong></td>
<td><strong>$9,714</strong></td>
</tr>
<tr>
<td>(excluding income from government capital grants)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Deductions

<table>
<thead>
<tr>
<th>Deductions</th>
<th>Total</th>
<th>Per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income allocated to current capital projects</td>
<td>$32,996</td>
<td>$127</td>
</tr>
<tr>
<td>Income allocated to future capital projects and diocesan capital funds</td>
<td>$4,742</td>
<td>$18</td>
</tr>
<tr>
<td>Income allocated to debt servicing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(including principal repayments and interest on loans)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$37,738</strong></td>
<td><strong>$146</strong></td>
</tr>
<tr>
<td><strong>Total net recurrent income</strong></td>
<td><strong>$2,478,308</strong></td>
<td><strong>$9,569</strong></td>
</tr>
</tbody>
</table>

Capital expenditure 2013

<table>
<thead>
<tr>
<th>Capital expenditure 2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government capital expenditure</td>
<td>$0</td>
</tr>
<tr>
<td>State/Territory Government capital expenditure</td>
<td>$0</td>
</tr>
<tr>
<td>New school loans</td>
<td>$0</td>
</tr>
<tr>
<td>Income allocated to current capital projects</td>
<td>$120,352</td>
</tr>
<tr>
<td>Other</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>$120,352</strong></td>
</tr>
</tbody>
</table>
1. Student Attendance

The average student attendance rate for our school in 2013 was 95.46%, a 0.64% decline on 2012. Attendance breakdown by year level is detailed below:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>98.91%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.97%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.1%</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.4%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.4%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.04%</td>
</tr>
<tr>
<td>Year 7</td>
<td>95.0%</td>
</tr>
</tbody>
</table>

Families who take holidays of 5 days or more during term time are now required to complete an “Exemption Form”, and as such those students are not considered ‘absent’ for statistical reporting purposes.

It should be noted that exemptions are continuing to occur at an increased rate and parents need to weigh up the interruption and impact on their child’s academic learning as opposed to the learning they will gain from their holiday.

2. Benchmark Results

Once again our students, teachers and parents are to be congratulated on the results of 2013 NAPLAN (literacy & numeracy) tests. The following benchmarks were achieved.

This was the sixth year that we have taken part in the NAPLAN test. Previously all Catholic Schools took part in LaN –Literacy and Numeracy tests. The data we receive is broken down into 5 categories.

<table>
<thead>
<tr>
<th>Percentage of Students who met National Benchmarks (2013)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation Language</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
</tbody>
</table>

Average: 99.4%

Note: At St Joseph’s School we didn’t have any exemptions, with all students taking part.
3. Changes in Benchmark Results

2013 Year 3 NAPLAN DATA (Comparison to 2012)

<table>
<thead>
<tr>
<th></th>
<th>St Joseph’s School</th>
<th>State</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>472</td>
<td>446</td>
<td>408.9</td>
</tr>
<tr>
<td>Writing</td>
<td>436</td>
<td>512</td>
<td>403.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>441</td>
<td>449</td>
<td>402.6</td>
</tr>
<tr>
<td>Grammar</td>
<td>438</td>
<td>482</td>
<td>405.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>428</td>
<td>410</td>
<td>377.4</td>
</tr>
</tbody>
</table>

![2013 St Joseph’s School - Year 3 NAPLAN Data](chart.png)
2013 Year 5 NAPLAN DATA (Comparison to 2012)

<table>
<thead>
<tr>
<th></th>
<th>St Joseph’s School</th>
<th>State</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>512</td>
<td>539</td>
<td>483.9</td>
</tr>
<tr>
<td>Writing</td>
<td>499</td>
<td>510</td>
<td>463.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>521</td>
<td>522</td>
<td>482.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>534</td>
<td>540</td>
<td>475.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>529</td>
<td>541</td>
<td>471.9</td>
</tr>
</tbody>
</table>

2013 St Joseph’s School - Year 5 NAPLAN Data

<table>
<thead>
<tr>
<th>Test Area</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
</tr>
</tbody>
</table>

Legend:
- SJS 2012
- SJS 2013
- State 2012
- State 2013
- National 2012
- National 2013
2013 Year 7 NAPLAN DATA (Comparison to 2012)

<table>
<thead>
<tr>
<th>Test Area</th>
<th>St Joseph’s School 2012</th>
<th>St Joseph’s School 2013</th>
<th>State 2012</th>
<th>State 2013</th>
<th>National 2012</th>
<th>National 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>588</td>
<td>566</td>
<td>537.0</td>
<td>536</td>
<td>541.5</td>
<td>541</td>
</tr>
<tr>
<td>Writing</td>
<td>548</td>
<td>550</td>
<td>516.5</td>
<td>517</td>
<td>518.3</td>
<td>517</td>
</tr>
<tr>
<td>Spelling</td>
<td>574</td>
<td>577</td>
<td>536.8</td>
<td>543</td>
<td>543.4</td>
<td>549</td>
</tr>
<tr>
<td>Grammar</td>
<td>600</td>
<td>564</td>
<td>541.8</td>
<td>528</td>
<td>546.2</td>
<td>535</td>
</tr>
<tr>
<td>Numeracy</td>
<td>575</td>
<td>566</td>
<td>529.1</td>
<td>531</td>
<td>538.1</td>
<td>542</td>
</tr>
</tbody>
</table>

4. Post School Destinations

We had 29 students graduate from Year 7 at St Joseph’s School, Clare in 2013. Students transitioned to Year 8 at the following schools:

Clare High School – 26
Loxton High School – 1
St Marks College - 1
Trinity College – 1
The term “value added” is taken from the Schools Assistance Act 2004. It relates to the ‘extras’ which a school ‘adds’ to the students’ in our care. As in previous years I will continue to use the following 7 headings:

1. Programmes
2. Catholic Culture
3. Arts
4. Extra Curricular
5. Facilities
6. Learning Programs
7. Other

1. Programmes

As in previous years our school continues to undertake best practice – using a Pupil Free Day at the end of the previous year to review the effect of our current teaching practices on classes and feeding this information on to students’ teachers for the following year, making specific recommendation for each student’s learning. This provides the teacher ‘thinking and preparation time’ to plan for the following year.

At this point, Ann Grbin, as part of her role as Special Education Coordinator/Key Literacy Teacher, works with the teachers to ensure we best cater for the needs of all students. This takes the form of:

- Advise on teacher’s professional development opportunities
- Evaluate and plan for whole school focus on professional development
- Provide allocation and submissions for physical resourcing
- Suggested and monitored programs
- Outside assistance (use of ESOs etc)
- Conversations/visits with Special Education and other CEO consultants

Once this process has taken place Ann coordinates and oversees these programs which are delivered by staff including Sue Wurst, Jenny Faulkner, Frankie Sandow, Paula Clark (Reading Recovery) and our Student Welfare Officer, John Grbin. These programs are as follows:

- Quicksmart - Numeracy intervention for years 3 –7
  (Year 3s trialled for the first time in Australia)
- Reading Recovery - Year 1 based Reading/Literacy program
- Rainbow Reading - Year 2 – 5 Literacy/Reading program
- Sound Check - a phonics based program
- LAP (Learning Assistance Program) – variety of outcomes
- Gross Motor Skills & Coordination Program
- Seasons for Growth
- Special Education Reviews
- EYA – Early Year Assessment
- Wellbeing activities

This year, we continued to develop and expand the role of John Grbin – Student Welfare Officer. As John puts it, “doing noble and valuable work in keeping students well”. I would like to acknowledge the Australian Government Department of Education, Employment and Workplace Relations which funds the position under the National School Chaplaincy and Student Welfare Program.
2. Catholic Culture

- Celebrated special feast days
- World Day of Prayer
- Welcome to School Mass
- Welcome to Parish dinner (Community Dinner)
- Involvement with
  - Parish Property Maintenance
  - Parish Finance
  - Parish Council
- Raised money for Catholic Charities
- Continued to celebrate class liturgies
- JP and MP/UP Primary Masses
- School Masses
- Celebratory Masses
- Staff Prayer
- Preparation and celebration of Sacraments
  - Baptism
  - Eucharist
  - Reconciliation
  - Confirmation
  - involving Parent information and preparation meetings
- Made in the Image of God (MITIOG)
- Andrew Chinn – RE songs & performance

3. Arts

- Footsteps Dance program
- “The Book Show” performance
- Patch Theatre at Port Pirie (Junior Primary)
- Performances – Saving Lil & Archie
  - Yidinji Culture
  - Andrew Chinn
  - Visiting Author
  - Cartoon Workshop
- Specialist small class lessons
  - Year 5 – Recorder
  - Year 6 – Guitar
  - Introduction of Yr 7 Drumming lessons

4. Extra Curricular

- Active After School Hours Sport
- Squash clinic
- Pedal Prix –Yr 7 students
- R-4 Cricket Coaching
- T20 Cricket carnival
- Book Fair
- Assemblies
- Japanese Day
- Fete
• Talent Quest
• Japanese student billets (hosts as part of Council/CHS cultural exchange)
• School Disco
• LEAD – revitalisation of Student Representative Council – extremely successful
• Walk Safely to School
• Cyber bullying
• ANZAC Dawn Service
• Remembrance Day Service
• Sounds of Christmas
• Clare Christmas Pageant
• Camps
  - Zoo Snooze - environmental
  - Iron Knob – High Ropes, Cooperation
  - Victor Harbor - environmental
  - Port Vincent - aquatics
  - Canberra – Civics & Citizenship
• Bundaleer Forest – Junior Primary excursion
• Local excursions
• Academic competitions
  - Maths(x 2)
  - Computing
  - Writing
  - Spelling
  - Science
  - English
• Parent Sessions - Parent Information Night
  - Transition meetings (1 per term) for new parents
  - Three Way Interviews
  - Parent-Teacher Interviews
  - Parent Reading workshop

• SAPSASA - Students represented the school and Mid North in:

Students also take part in a number of carnivals, including:
• SAPSASA Summer & Winter Carnivals
• Catholic Schools Carnivals
  - took part in Swimming Carnival in Adelaide (Div 3) – highest ranked country school
  - Athletics Carnival in Adelaide
  - Cross County

5. Facilities
• Installed 3 soundfield – hearing systems
• Purchase of notebooks and IPADs for classrooms
• Installed wireless internet connection
6. Learning Program

- Leadership Program - School Captains
  - School Leaders
  - Privilege Badge
  - Leadership Day in Adelaide
  - Sports Captains
- Celebrated Book Week
- Premier’s Reading Challenge
- Premier’s Fitness Challenge
- School Concert
- Swimming Program
- Indigenous Education
- Internet Safety
- ACER scholarships
- Nutrition talk

7. Other

- Clean Up Australia
- Celebrated School Picnic
- SRC activities
- Tree Planting
- ANZAC Day – Dawn Service
- Remembrance Day
- Mothers’ Day – morning tea

Summary

Upon reflection, 2013 was a year of achievement – new starts were made, issues arose, closure was given and the community united.

During 2013 we welcomed Michelle Edmondson and Elise Moroney to our teaching staff, whilst Frankie Sandow joined the ESO team and took over the school’s WHS responsibilities.

Our long wait for a school web page was finally over and it has proved to be well worth the wait. Julia Mander, with help from the CEO and feedback from our parent body, designed, implemented and remodelled a web site which informs and engages. At the same time, we were able to improve the quality, layout and production of our school newsletter. The upgrading of both these forms of communication was long overdue and now projects a much more professional image of our school.

Jess Redden and Kristy O’Dea did an impressive job researching, catering for the needs/requirements of parents and providing an extremely smart, affordable, practical and long wearing uniform. It truly was a pleasure to work with these two ladies as they went about their work meticulously. Thank you.

Whilst we saw changes to the peripheral aspects of the school, Briony Ackland continued to lead the school in the implementation of the Australian Curriculum with poise, understanding and a vast array of knowledge. Briony led the staff to a point where we are now planning, assessing and reporting using the English, Mathematics, Science and History components of the Australian Curriculum. This is reflected in the upgrading and remodelling of our Semester 1 & 2 Report Cards.

We also achieved one of our long held dreams – the purchase of 25 Victoria Road. This was achieved late in 2013 and presents us with the exciting opportunity to develop this prime piece of real estate.
2013 was not without adversity, disappointment and challenges. There were numerous hours spent trying to resolve the issue of our students not being able to gain access to the Farrell Flat bus. We worked with Ministers, Opposition spokespersons, local candidates, Catholic Education, Transport SA, as well as involving Catholic Education’s newly formed Rural & Remote Standing Committee. As a result of our campaign we were able to get this issue raised as one of the key election concerns. Whilst we had partial success in gaining a two term extension to access for our students, the bus issue in general looms as an ongoing concern.

We continued our long drawn out attempt to have Temple Road closed at the eastern side of “Pilkington’s Block”. Again, this consumed many hours of time, but we commence 2014 with renewed optimism as a result of the work undertaken to date.

Our submission for the development of a Middle School was withdrawn after a number of years of toil. Unfortunately, at this stage, there appears to be little chance of Parliament amending their policy that the establishment of a new school must not impact on an existing school’s enrolment by more than 20%. Our current enrolment trends show that the average enrolment of St Joseph’s students at Clare High School over the past five years accounts for over 20% of their Year 8 intake. We spent a considerable amount of time lobbying the Minister of Education to alter the policy, arguing that it was discriminatory in the rural context where there is lack of educational choice for families, to no avail. Therefore, while the government’s policy remains inflexible and our enrolments continue to grow, our commitment to the development of a Middle School at this point in time is in vain.

Whilst we did have some challenges in 2013, at all times the students, staff and wider community felt well supported by the P&F, School Board, Fr Paul and the staff at St Joseph’s School. Tonight, Jock Gosse retires after not only serving on the board for many years but also taking on the role of Chairperson. It has been a delight to work with Jock as he has demonstrated his leadership skills, showing strength and conviction when required, unwavering support of the school and its staff, support and acknowledgement of students, wisdom and discretion, counsel and compassion. We are all asked to leave an organisation in a better place when we move on from it; Jock has certainly done this in his role as Chair of the Board. Sincere thanks, Jock.

Our P&F continues to be well led by Zoe Ragenovich. Once again, Zoe took on this role and achieved many things that may have gone unnoticed by the wider community – in particular, pastoral support of those in need. As Principal, it is reassuring to know that this aspect of the school is being covered along with the numerous other roles. We look forward to seeing the newly acquired coffee machine in action, raising valuable funds for our school.

The staff has once again achieved much in what can only be described as ‘ever evolving times’. They have met the challenges of a new Australian Curriculum, adapted to the new format of Assessment and Reporting, been involved in a process of Peer Observation/Feedback and whilst doing all of this have provided numerous extra learning activities for our students. Sincere thanks.

Jodie Tonkin continues to do a great job with our grounds. The pride she ‘exudes’ in our school is only matched by the standard of the grounds.

2013 was marred by the tragic and sudden death of Max Redden. No school or community can ever be prepared for such a tragedy; however I know that the Redden family will be extremely grateful for the support they received. You never want an organisation to be tested in such a way but having said that, I was extremely proud of our school community in its response, support and compassion. I know that the support to the Redden family will be ongoing.

As 2014 steams along, we will be set to embrace a new set of challenges. I thank all those who continue to assist us in making “a good school better”.

Peter Shearer
Principal
18/3/14