Professional Engagement

1. Staff Attendance
Teaching staff attendance for the 2014 school year was 98.27%. Our teachers took sick leave, carer's leave and bereavement leave, as is their industrial entitlement.

2. Staff Retention
In Term 1, 2014, 92.95% of our FTE teaching staff (96.29% 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 2014 – some of this was for compliance reasons (eg, OHSW, First Aid), some was system directed, some as a result of religious focus, self-directed learning requested by individual staff or to support staff expertise in specific fields (eg, key literacy, reading recovery, religious education etc). Other specific PD training which was undertaken includes the following:

- Australian Curriculum – focus Health and PE, Geography/History, Assessment and Reporting
- Quicksmart – numeracy intervention
- First Aid
- Reading Recovery
- Special Education Reviews
- Key Literacy Training
- WHS
- Program Achieve
- Indigenous Education
- ICT
- Behaviour Education
- RE Conference, courses and study
- Rural Education
- English – Reading
- Emerging Teachers Support
- Early Years Assessment
- Religious Education – Assessment & Reporting
- Rich Assessment and Moderation (RE)
- Fire Warden Training
- Police Clearance
- Marc Armitage – Play-Based Learning
- RE Literacy Assessment Tool
In 2014 $2634.15 was spent per full-time teacher on professional learning (this figure is inclusive of the costs involved in pupil free days and represents an increase of $522 per full-time teacher on 2013 expenditure). In addition, $10,800 was spent on developing Australian Curriculum resources and support for staff. Catholic Education SA also provided professional development & consultancy services for all Catholic Education SAschools.

5. Workforce Composition

During the 2014 year we employed 27 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>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Non-Teaching Staff</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTALS</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>

School Finances 2014

<table>
<thead>
<tr>
<th>Net recurrent income 2014</th>
<th>Total</th>
<th>Per student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Government recurrent funding</td>
<td>$1,717,471</td>
<td>$6,709</td>
</tr>
<tr>
<td>State/Territory Government recurrent funding</td>
<td>$354,236</td>
<td>$1,383</td>
</tr>
<tr>
<td>Fees, charges and parent contributions</td>
<td>$591,336</td>
<td>$2,310</td>
</tr>
<tr>
<td>Other private sources</td>
<td>$193,255</td>
<td>$755</td>
</tr>
<tr>
<td><strong>Total gross income</strong></td>
<td><strong>$2,856,298</strong></td>
<td><strong>$11,157</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Deductions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Income allocated to current capital projects</td>
<td>$34,608</td>
</tr>
<tr>
<td>Income allocated to future capital projects and diocesan capital funds</td>
<td>$11,486</td>
</tr>
</tbody>
</table>

| Subtotal | $46,094 | $180 |
| Total net recurrent income | **$2,810,204** | **$10,977** |

**Capital expenditure 2014**

<table>
<thead>
<tr>
<th>Capital Expenditure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$706,926</td>
</tr>
</tbody>
</table>

| Total capital expenditure | $706,926 | $2,761 |
Key Student Outcomes

1. Student Attendance

The average student attendance rate for our school in 2014 was 95.67%, a 0.21% increase on 2013. Attendance 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>99.99%</td>
</tr>
<tr>
<td>Year 1</td>
<td>94.86%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.75%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.87%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.87%</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.92%</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.77%</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.95%</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 2014 NAPLAN (literacy & numeracy) tests. This was the seventh 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 presented in 5 categories.

The following benchmarks were achieved.

Percentage of Students who met National Benchmarks (2014)

<table>
<thead>
<tr>
<th></th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar &amp; Punctuation Language</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Writing</td>
<td>97%</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td>Reading</td>
<td>100%</td>
<td>97%</td>
<td>96%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
<td>100%</td>
<td>96%</td>
</tr>
</tbody>
</table>

Average: 97.66%
Note: At St Joseph’s School we didn’t have any exemptions, with all students taking part.
## 3. Changes in Benchmark Results

### 2014 Year 3 NAPLAN DATA (Comparison to 2013)

<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>446</td>
<td>435</td>
<td>410</td>
</tr>
<tr>
<td>Writing</td>
<td>512</td>
<td>407</td>
<td>401</td>
</tr>
<tr>
<td>Spelling</td>
<td>449</td>
<td>422</td>
<td>404</td>
</tr>
<tr>
<td>Grammar</td>
<td>482</td>
<td>445</td>
<td>414</td>
</tr>
<tr>
<td>Numeracy</td>
<td>410</td>
<td>423</td>
<td>380</td>
</tr>
</tbody>
</table>

---

![2014 St Joseph's School - Year 3 NAPLAN Data](image-url)
### 2014 Year 5 NAPLAN DATA (Comparison to 2013)

<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>539</td>
<td>543</td>
<td>492</td>
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<tr>
<td>Writing</td>
<td>510</td>
<td>502</td>
<td>465</td>
</tr>
<tr>
<td>Spelling</td>
<td>522</td>
<td>521</td>
<td>482</td>
</tr>
<tr>
<td>Grammar</td>
<td>540</td>
<td>525</td>
<td>488</td>
</tr>
<tr>
<td>Numeracy</td>
<td>541</td>
<td>533</td>
<td>467</td>
</tr>
</tbody>
</table>

![2014 St Joseph's School - Year 5 NAPLAN Data](chart.png)
4. Post School Destinations

We had 28 students graduate from Year 7 at St Joseph’s School, Clare in 2014. Students transitioned to Year 8 at the following schools:

Clare High School – 24
Scotch College - 1
Rostrevor College - 1
Cranbrook College (NSW) – 1
St Peters Girls College - 1
VALUE ADDED

The term "value added" is taken from the Schools Assistance Act 2004. It relates to the 'extras' which a school 'adds' to the students' educational experience. 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
In 2014 we continued the practice of using Pupil Free Days to implement the Australian Curriculum which is a whole school requirement. In addition, we used the last day of the year to ‘pass on’ student data/information to the following year’s teacher.

It is at this point that Ann Grbin, in her role of Special Education Coordinator/Key Literacy Teacher, works with both teachers to formulate programs to best cater for the needs of each student.

Throughout the year, all teaching staff undertook training in National Consistent Collection of Data.

As a school, we receive minimal intervention (special education) funding - $21516. It is therefore vital that we maximise the usage of our Education Support Officers – Sue Wurst, Jenny Faulkner, Frankie Sandow, Paula Clark (Reading Recovery – funded at $10,000) and our School Chaplain, John Grbin, responsible for student well-being (funded under an annual grant of $20,000). As the real cost of providing education support for our students is $153,100, this means we invest over $100,000 (unfunded allocated staffing) in these services for our students. The programs provided by these staff include:

- 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

I would like to acknowledge the Australian Government Department of Education, Employment and Workplace Relations which funded John Grbin’s position under the National School Chaplaincy and Student Welfare Program. At several stages throughout the last two years it was feared we would not receive this funding. Fortunately, the Government decided to honour its commitment to the program. Commencing in 2015, however, the program becomes the responsibility of the State Government and, whilst it will continue to operate, funding is somewhat reduced.
Another significant program implemented during 2014 was our new Transition Program for Reception students – “Same First Day Start”. In 2012, SACCS executed a revised Enrolment Policy with specific clauses in relation to single intake for students commencing in Preschool and Reception. This aligned with the DECD Same First Day Policy.

This change provided our school with the opportunity to analyse our current transition program and design a new program to better prepare our transitioning students for primary school. Both Deb Lemon & Kate Mensforth constructed and implemented a 14-week program which had the following goals:

• Develop a high level of confidence in starting school
• Develop effective social skills to interact with confidence with peers and teachers in the school setting
• Be able to ask for assistance and ask questions when necessary
• Listen to and follow instructions
• Develop self-help skills in dressing, toileting, looking after lunch boxes and belongings
• Cope with change and separation in an emotionally secure manner
• Develop fine motor co-ordination skills including cutting with scissors and developing a correct pencil grip
• Acquire a basic understanding of literacy skills including recognising and writing their name, colour and letter recognition
• Develop a basic understanding of numeracy including counting, number & shape recognition
• Develop a relationship with a buddy as part of the Better Buddies program

From a school perspective the program achieved all of its intended goals. We have recently involved the teaching staff, the parents of the transitioning students and the kindergartens in a major review – the results have been overwhelmingly positive and as a result we will implement only minor changes in 2015.

We also reviewed the collection of our Early Years Assessment Data in 2014. Language Data is collected on all Reception/Year 1 students after they have attended school for 5 terms. Whilst our results have been consistently good, and above state average, we had identified some areas that needed attention. Ann Grbin and Deb Lemon analysed our data, met with relevant teachers and made significant changes which included the involvement of parents. The ‘identified areas’ we either made changes to or implemented different strategies in were as follows:

• Book Introductions
• Oral Language Programs
• Accountability of Parents for nightly reading
• Monitoring reading nights
• Letter recognition
• Sound Waves and phonemic awareness
• Parent involvement
• ESO support
• Differentiation of curriculum
• Literacy workshops for Parents
• Timing of daily fitness
• Explicit teaching of book conventions through Big Books
• Focussed reading activities/guided reading sessions
• Rocket Writing / Sight Words
• Spelling and dictation tests
• Running Record training with Paula
• Consistency in assessing EYA
• Early intervention and identification of students with specific learning needs
## Early Years Assessment Data 2008-2014

### Instructional Running Record Level

<table>
<thead>
<tr>
<th>Year</th>
<th>SJS Average</th>
<th>Regional Group Avg</th>
<th>Overall Cohort Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>14.4</td>
<td>9.6</td>
<td>12.2</td>
</tr>
<tr>
<td>2009</td>
<td>12.9</td>
<td>9.5</td>
<td>12.1</td>
</tr>
<tr>
<td>2010</td>
<td>15.8</td>
<td>9.9</td>
<td>12.5</td>
</tr>
<tr>
<td>2011</td>
<td>14.5</td>
<td>10</td>
<td>12.6</td>
</tr>
<tr>
<td>2012</td>
<td>10.7</td>
<td>10</td>
<td>12.4</td>
</tr>
<tr>
<td>2013</td>
<td>10.8</td>
<td>9.5</td>
<td>12.4</td>
</tr>
<tr>
<td>2014</td>
<td>15.1</td>
<td>9.9</td>
<td>12.4</td>
</tr>
</tbody>
</table>

### Letter Identification

<table>
<thead>
<tr>
<th>Year</th>
<th>SJS Average</th>
<th>Regional Group Avg</th>
<th>Overall Cohort Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.9</td>
<td>4.9</td>
<td>5.4</td>
</tr>
<tr>
<td>2009</td>
<td>6.7</td>
<td>4.9</td>
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<tr>
<td>2010</td>
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<tr>
<td>2011</td>
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<td>5.4</td>
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<td>2012</td>
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<tr>
<td>2014</td>
<td>6.2</td>
<td>5.0</td>
<td>5.4</td>
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</table>

### Concepts About Print

<table>
<thead>
<tr>
<th>Year</th>
<th>SJS Average</th>
<th>Regional Group Avg</th>
<th>Overall Cohort Avg</th>
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</thead>
<tbody>
<tr>
<td>2008</td>
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<td>5.3</td>
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<tr>
<td>2009</td>
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</tr>
<tr>
<td>2014</td>
<td>7.8</td>
<td>4.7</td>
<td>5.5</td>
</tr>
</tbody>
</table>
### Early Years Assessment Data 2008-2014

#### Word Test

<table>
<thead>
<tr>
<th>Year</th>
<th>SJS Average</th>
<th>Regional Group Avg</th>
<th>Overall Cohort Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.1</td>
<td>4.2</td>
<td>4.6</td>
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<tr>
<td>2009</td>
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</tr>
<tr>
<td>2014</td>
<td>5.8</td>
<td>1.2</td>
<td>4.7</td>
</tr>
</tbody>
</table>

**Graph**: 
- SJS Average
- Regional Group Avg
- Overall Cohort Avg

#### Writing Vocabulary

<table>
<thead>
<tr>
<th>Year</th>
<th>SJS Average</th>
<th>Regional Group Avg</th>
<th>Overall Cohort Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>5.1</td>
<td>4.2</td>
<td>4.6</td>
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<td>2009</td>
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<td>2011</td>
<td>4.9</td>
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<td>2012</td>
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<td>2013</td>
<td>4.8</td>
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<td>4.2</td>
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<tr>
<td>2014</td>
<td>5.8</td>
<td>3.7</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**Graph**: 
- SJS Average
- Regional Group Avg
- Overall Cohort Avg

#### Hearing & Recording Sounds in words

<table>
<thead>
<tr>
<th>Year</th>
<th>SJS Average</th>
<th>Regional Group Avg</th>
<th>Overall Cohort Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
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<tr>
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<tr>
<td>2014</td>
<td>6.4</td>
<td>4.7</td>
<td>5.1</td>
</tr>
</tbody>
</table>

**Graph**: 
- SJS Average
- Regional Group Avg
- Overall Cohort Avg
2. Catholic Culture
We continue working on St Joseph’s being an authentic Catholic School, building and maintaining partnerships with the Parish. Evidence of this partnership is that we currently have four (4) staff members on Parish Council and other staff members who take on significant roles in varying aspects of Parish life.

A highlight of 2014 was the work undertaken by Paula Clark in Assessment & Reporting of RE; this was evident in the changes to teaching and reflected in alterations to student reports.

- Celebrated special feast days
- 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
- Preparation for Easter – plays, presentations
- Assessment & Reporting of RE

3. Arts

- Footsteps Dance program
- Patch Theatre “Cranky Bears” in Barossa (Junior Primary)
- Performances –
  - Tiddalik
  - Music is Fun
  - Deadly Australians
  - Book Show
- CHS Music Performance
- Specialist small class lessons
  - Year 5 – Recorder
  - Year 6 – Guitar
  - Year 7 - Drums
4. Extra Curricular

- Active After School Hours Sport
- Jump Rope for Heart
- Pedal Prix – Yr 7 students
- R-4 Cricket Coaching
- T20 Cricket carnival
- Book Fair
- Assemblies
- Japanese Day
- Fete
- Healthy Lunch with Buddies
- Camp quality
- Dad’s Day
- LEAD – PJ/Crazy Hair Day
- Footy Colours Day
- School Disco
- 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 for new parents
    - Three Way Interviews
    - Parent-Teacher Interviews
    - Parent Reading workshop
    - Book Introduction
    - Literacy Evening
    - Raising Beaut Kids workshop
• **SAPSASA** - Students represented the school and Mid North in:


Students took part in a number of carnivals, including:
• SAPSASA Summer & Winter Carnivals
• Catholic Schools Carnivals
  - took part in Swimming Carnival in Adelaide (Div 2) – highest ranked country school
  - Athletics Carnival in Adelaide
  - Cross County

5. **Facilities**

- Installed 3 Soundfield hearing systems
- Established new Science Centre
- Installed wireless internet connection in Science Centre
- Established new garden area at back of 25 Victoria Rd

6. **Learning Program**

- Leadership Program - School Captains
  - School Leaders
  - Privilege Badge
  - Leadership Day in Adelaide
  - Sports Captains
- Celebrated Book Week
- Premier’s Reading Challenge
- School Concert
- Swimming Program
- Marc Armitage – Play Based Learning
- Internet Safety
- ACER scholarships
- Nutrition talk

7. **Other**

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

In 2014 the Catholic Education Office launched a new strategic initiative entitled “Continuous Improvement Framework”. This document focussed on the following areas:

- Catholic Identity
- Focussed vision and goals
- Strong leadership
- High expectations of all
- High quality teaching and learning
- Effective use of data
- Orderly & safe learning environment
- Strong home, school, community engagement

I would hope that anyone reading the first (formal) part of this report would be able to strongly identify that the school already operates using these 8 categories in its operations.

We were fortunate to host Monica Conway from Catholic Education Office for a session with our School Board to further unpack this document. Throughout the latter part of 2014 the Board looked at ways it collects data and more specifically the eighth domain – Strong Home, School, Community Engagement. The Board will continue to refer to the Continuous Improvement Framework as it develops its School Improvement Plan and Master Plan.

The document is timely given that towards the conclusion of 2014 we were informed that the proposed closure of Temple Road would take place effective 13 April, 2015. The school board, over several years, has committed an enormous amount of time and energy in to this project. The board has maintained its focus on gaining this closure and worked with a number of agencies, in particular Clare & Gilbert Valleys Council, to who we owe our gratitude.

The closure of Temple Rd will allow us to move forward and establish a School Master Plan which will focus on the following areas:

- Improved parking and access
- Expansion of sporting and recreational facilities
- Future development of St Michael’s Hall

During 2014 we established, via a parent working bee and the efforts of Jodie Tonkin, an “adventure garden” and sand pit area at the back of 25 Victoria Rd. We also completed the establishment of a Science Centre. The Science Centre is a purpose-built facility with the primary function of providing our staff with a space to teach Science (Australian Curriculum). It will, of course, also be used in a variety of other ways. The staff commenced teaching in the Centre in Term 4 and we are currently working on the best ‘fit-out’ plan to ensure maximum use of the space.

The Australian Curriculum continues to be implemented at St Joseph’s, Clare. Briony Ackland has led this process, conducting pupil free days for staff on Geography and Health/PE. We continue to update our planning, assessing and reporting of these subjects as evident by the students’ Semester 1 & 2 Reports. The pleasing aspect of this task is that the implementation of each new curriculum subject is taking less time as our teachers’ skills and knowledge of the Australian Curriculum has improved.

At the end of 2014 we farewelled three staff members – Elise Moroney, Kylie Smith and Anna Eime. Elise worked with us for two years, whilst Kylie & Anna have taught and been part of our school community for 20 years and 11 years respectively.

Throughout 2014 our staff continued to work to the best of their ability in providing an environment in which our students can grow and flourish. Their sheer dedication and drive ensures successful outcomes – whether it be early starts, late finishes, attendance at school functions/events, support of the Parish or simple, old fashioned commitment. Sincere thanks.
This year I have included a summary of the function of the P&F (refer Attachment 1). Whilst Zoe Ragenovich has done an excellent job at the helm of the P&F for the past three years, she has been ably assisted by the many competent people who lead her ‘sub-committees’. At the recent P&F AGM, Zoe spoke of how much enjoyment she gained from the interactions she has experienced as President of the P&F. I hope she continues to enjoy her involvement in our school for the next twelve months as she has demonstrated great leadership.

Allan Frick took on the role of Chairperson of the School Board. Allan was able to transition into this role extremely well having been involved with the Board for a number of years. This was very beneficial as much of the Board’s work related to items that have been on our agenda for some time. Allan’s knowledge of the history associated with several projects enabled a very smooth transition. Allan has been well supported by the Board and on behalf of the school community I would like to thank both Allan and the Board for their support.

Four members conclude their tenure with the Board tonight, and I would like to thank them for their dedication and commitment to working with me and the wider school community in building our school as a place of excellence in learning. Thank You Gayle Barry, Justin Ragenovich, Angela Ruddenklau and staff representative, Sarah Linn.

Last year I concluded my report with reference to “making a good school better”. Tonight, I think the best way to conclude is by saying that 2015 will be a year of “planning for the future”.

Peter Shearer
Principal
18/3/15