St Joseph’s School

Annual General Meeting
School Board and Parents & Friends

Monday 24 February 2014
Monday 24 February 2014

1.0 Welcome and Opening Prayer: J Rehn

2.0 Present

3.0 Apologies

4.0 Minutes of last year’s A G M: 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 2014 for P & F Committee

   A Britvec          P Incorvaia          L Jagla
   S Pascoe           A Wilson             L Nagle
   M Martin           N Degabriele         Y Korakianitis
   L Norman           K Storey

   7.2 Introduce 2014 Parents & Friends Committee

8.0 School Board AGM

8.1 Reports -
   - Chairperson     B Short - tabled
   - Treasurer       K Burlow (Bursar) - tabled
   - Principal       C Platten – tabled

8.2 Nominations received for 2014

   M Martin          A Britvec          S Fanning
   N Degabriele     S Pascoe
   M Trost          Y Korakianitis

8.3 Introduce 2014 School Board

9.0 Other Business

Meeting to close at 7.00 pm
Welcome: C Platten – Photos of some school events. A small snapshot of what really goes on at St Joseph’s, Ottoway. We want to show what is offered here at St Joseph’s School – parents working together. We are here to support children at school.

1.0 OPENING PRAYER: S O’Leary – ‘We are Christ’s Body’. C Platten – We pray for Pope Benedict – who’s last day is on Thursday and for the Cardinals who have to choose a new Pope.

2.0 PRESENT: C Platten, S O’Leary, M Pick, M Bowman, E Jordan, B Williams, P Williams, Ben Short and S Fanning.

3.0 APOLOGIES: S Scheller, M Coleman, C Braithwaite, M Trost, K Connelly, J Smith, D Cashel, G Hamlyn and T Brereton

4.0 MINUTES OF LAST YEARS ANNUAL GENERAL MEETING: The minutes of the 2012 A G M were distributed and read. Minutes accepted by all present. Moved by B Williams, Seconded by S Fanning.

5.0 MINUTES ARISING FROM PREVIOUS MEETING - None

6.0 PRESIDENTS ADDRESS – E Jordan – tabled

7.0 PARENTS & FRIENDS REPORT – tabled
   7.1 Nominations received for 2013 for P & F Committee
      ▪ Sonia Pascoe
      ▪ Pina Incorvaia
      These nominations have been accepted

8.0 SCHOOL BOARD
   8.1 REPORTS
      8.1.1 CHAIRPERSON: B Short - Tabled
      8.1.1.1 We have finished the year better than we thought we would.
      8.1.1.2 Enrolments (169) are looking good.
      8.1.1.3 One intake for Preschool this year.
      8.1.2.1 Staff have contributed to our ‘healthy’ financial position.
      8.1.3 PRINCIPAL: C Platten – tabled
      8.1.4 CANTEEN: R Allen – tabled
      8.1.5 OUT OF SCHOOL HOURS CARE: M Vanden Bos – tabled
      8.1.6 WORK HEALTH AND SAFETY: C Braithwaite – tabled
      8.1.7 READING RECOVERY: G Hamlyn – tabled
      8.1.8 ENGLISH AS A SECOND LANGUAGE: K Pedler – tabled
      8.1.9 NATIONAL PARTNERSHIP: K Pedler
      8.1.10 SPECIAL EDUCATION SUPPORT: D Cashel – tabled
      8.1.11 VIETNAMESE: P Ngo - tabled

8.2 NOMINATIONS FOR 2013 - Nil

9.0 OTHER BUSINESS: Nil

Meeting closed at 7.20 pm
The year started off with two special feasts

- St Nino of Cebu ~ Filipino
- Laying of foundation stone ~ St Maximilian Kolbe Church
  Both were well attended.
- Holy Week ceremonies were held in Polish and English.
- Ottoway was well represented at the Marion Procession. Altar Servers a strong feature.
- In July 17, candidates were confirmed by Archbishop Wilson, eight from the Parish and nine from the school.
- On the 14 July, four of our youth with Fr Marek flew to Rio for World Youth Day.
- The Parish Feast is celebrated each year on a date closest to the 14 August – St Maximilian Kolbe’s feast day.
- At the end of October, 10 of our Polish Sunday School children received Jesus for the first time in Holy Eucharist.
- November Masses for the deceased were held in the Cheltenham and Enfield cemeteries.
- In December each year, Fr Marek builds a beautiful crib depicting the real message of Christmas.
- Five adults were confirmed on the 14 December.
- St Vincent de Paul work continues every Wednesday.
- Each Sunday after the morning Masses a number of children attend Religious Instruction.
- At the moment we have two lovely Buddhists receiving instructions in our RCIA Program.
- As I write, Ottoway is a hive of industry in preparation for the upcoming canonization of Pope John Paul II.
- The Youth Group continue to work and plan for World Youth Day in Krakow in 2016.

In addition to the above we also have regular meetings of the Parish Council, Altar Servers, Sunday lunches, legion of Mary, Choir and Finance etc.

Esther Jordan on behalf of Fr Marek

Parents & Friends

Throughout 2013, Parents & Friends proceeds assisted the school in offsetting the costs involved in setting up the You Can Do It! Program, the upgrading of the Preschool outdoor play area and the purchase of Information Communication Technologies throughout the school.

Our Parents & Friends Chocolate Drive was a success. Families were encouraged to take up the challenge of selling one variety carry box of Cadbury chocolates. Each box contains 50 chocolate bars, selling for $1 each. For each carry box sold, the Parents &Friends raises $20 for the school. All funds raised by the Parents & Friends went towards supporting learning within the school. In preparation for Mother’s Day, the Parents & Friends committee purchased a blank canvas for each child. Children produced a portrait to give to their mother on Mother’s Day.

In preparation for Father’s Day, the Parents & Friends committee held a Father’s Day stall in which children could purchase gifts which ranged in price from $1.00 - $5.00.

The Parents & Friends ran a BBQ and Drinks stall on Sports Day and on our Multicultural Evening.

Woolworths credited the school with 4380 Eam and Learn reward points as part of our involvement in the program. These points were exchanged for Mathematics classroom equipment including trundle wheels, tape measures, calipers and rulers. The equipment is due to arrive early in 2014.

The Parents & Friends ran an Easter Raffle with the proceeds assisting the school in the ways mentioned above. Families were asked to donate Easter Eggs which were used to create Easter raffle prizes. The Easter raffle was drawn on Easter Tuesday (Week 10) in the hall after our Easter Liturgy.

The Parents & Friends ran a Christmas raffle with the proceeds assisting the school in the ways mentioned above. Families were asked to make a donation which was used to create Christmas raffle basket prizes. Christmas raffle prizes were drawn at our Christmas Carols evening on December 10.

The Parents & Friends committee met twice each term, usually Weeks 3 and 7.

Shaun O’Leary
## Fundraising events for the year

<table>
<thead>
<tr>
<th>Function</th>
<th>Income</th>
<th>Expenses</th>
<th>Amount Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easter Raffle</td>
<td>$583.05</td>
<td>$49.05</td>
<td>$534.00</td>
</tr>
<tr>
<td>Affiliation Fees</td>
<td>$561.00</td>
<td>$0.00</td>
<td>$561.00</td>
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<tr>
<td>Sports Day BBQ</td>
<td>$755.70</td>
<td>$374.95</td>
<td>$380.75</td>
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<tr>
<td>Mother’s Day Canvas</td>
<td>$83.00</td>
<td>$0.00</td>
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<tr>
<td>Chocolates 2012</td>
<td>$100.00</td>
<td>$0.00</td>
<td>$100.00</td>
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<tr>
<td>Program Achieve contribution</td>
<td>$3,500.00</td>
<td>$0.00</td>
<td>$3,500.00</td>
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<tr>
<td>Father’s Day Stall</td>
<td>$707.00</td>
<td>$685.03</td>
<td>$21.97</td>
</tr>
<tr>
<td>Multicultural Night</td>
<td>$662.00</td>
<td>$0.00</td>
<td>$662.00</td>
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<tr>
<td>Chocolates 2013 Still boxes unsold as of 31/12/2013</td>
<td>$6,910.95</td>
<td>$4,439.60</td>
<td>$2,471.35</td>
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<tr>
<td>BBQ</td>
<td>$366.00</td>
<td>$0.00</td>
<td>$366.00</td>
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<tr>
<td>Christmas Raffle</td>
<td>$601.90</td>
<td>$130.00</td>
<td>$471.90</td>
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<td></td>
<td><strong>$10,769.60</strong></td>
<td><strong>$9,739.63</strong></td>
<td><strong>$5,090.97</strong></td>
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## Bank balance as at 31 December 2013

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<thead>
<tr>
<th>DATE</th>
<th>DETAILS</th>
<th>CHQ</th>
<th>EXPENSES</th>
<th>INCOME</th>
<th>TOTAL</th>
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<td>01/01/2013</td>
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<td>$-</td>
<td>$-</td>
<td>$12,350.40</td>
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<td>03/04/2013</td>
<td>Easter Raffle</td>
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<td>$534.00</td>
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<td>17/05/2013</td>
<td>Federation of Catholic School Parent Community</td>
<td>896</td>
<td>$561.00</td>
<td>$-</td>
<td>$12,323.40</td>
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<td>27/05/2013</td>
<td>School Board</td>
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<td>$331.85</td>
<td>$-</td>
<td>$12,656.25</td>
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<td>27/05/2013</td>
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<td>2012 Chocolates / Canvas</td>
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<td>Reimburse School Board</td>
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<td>School Board/Program Achieve</td>
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<td>13/08/2013</td>
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<td>14/08/2013</td>
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<td>$581.00</td>
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<td>A Britvec</td>
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<td>$416.03</td>
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<td>$242.00</td>
<td>$-</td>
<td>$11,950.47</td>
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<td>$366.00</td>
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<td>$394.90</td>
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<td>$-</td>
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<td>17/12/2013</td>
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<td>$-</td>
<td>$13,303.37</td>
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<td>10/12/2013</td>
<td>Christmas Raffle</td>
<td></td>
<td>$77.00</td>
<td>$-</td>
<td>$13,380.37</td>
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</table>
Welcome back teachers and parents to another year at St Joseph’s, Ottoway. We had the pleasure of having Shaun O’Leary with our school as APRIM and he was a valued and respected member of the facility in the short time with our School.

2013 had many highlights but in my opinion Sports Day brought our community closer together. It was enjoyable to see St Joseph’s compete and support each other in what was a highly successful day. (Go the Red Team) Many parents were allowed to enjoy Dance Fever and see their child perform in choreographed pieces. It was also a successful and fun filled evening for all.

Multicultural Night was a great success again as we watched our students perform songs that we hold dear to our Australian Culture. It was a time of remembrance, fellowship and celebration for our School.

It has been extremely satisfying to be part of the Friday morning Playgroup and on a few occasions allowed to run the session with Chi and get to know some very unique families. Susan Scheller is an exceptional coordinator and has the keenest eye for detail. I have also seen the day to day running of OSHC and had the pleasure of getting to know Mieke Vanden Bos and would describe her teaching style and work habits as nothing short of amazing. Both these ladies are an incredible support to the school where it is needed.

It was also a solemn time to see one of our loved and respected teachers Gabby Hamlyn, pass in 2013. She was an integral part of the school community and dedicated her time and effort to making our community better. Our love and prayers go to her and her family. She will be missed always.

A special thanks to all the teachers who gave their time to organise events and to name a few: Mr Ben Higgins for the 24 hour Grand Prix, Mr Matt Pick for After School Sports and Sports Day, Mrs Theodosi and Mrs Wanders for the End of Year School Excursion. Without these teachers care and effort it would not have been possible.

We also wished Mrs Marlene Bowman (a long standing and much loved teacher in our school) every success in her future endeavors as she retired as.

Parents and Friends did a wonderful job raising funds for the school through raffles, the Chocolate drive, Mother’s and Father’s day and their tireless devotion to our school community. Our continued thanks to these special ladies for their care and hard work.

Finally, 2013 concluded with our End of Year School Mass which marked a time of celebration and achievement for our students. Again the respect and belief that our/ my school holds so dearly is what is needed in our lives.

Ben Short

We finished 2013 in a strong position. We had expected to operate at a cash flow deficit for the year but we posted a healthy surplus. This was due to increased Government funding and underspends in a number of expense areas.

On the August 2013, Advisory Committee Census, we reported 168 enrolments in the school as compared to 170 for the same time the previous year. Due to the single intake policy commencing in Preschool in 2013 we only had a further 11 enrolments compared to 22 the previous year.

The level of outstanding school fees increased compared to the figure for the previous year. There are a few families that distort the outstanding balance as generally most families are meeting their obligation of paying school fees. There is an expectation that all families contribute towards the education of their children and we continue to work with families that find payment of fees difficult.

Some of the improvements or capital purchases made in 2013 include:

- yardarm flagpole
- glass door fridge for the canteen
- 30 MS Surface RT tablets
- 10 Desktops
- 11 Apple iPads
- Preschool yard upgrade
We have now achieved two consecutive years of good financial management and surpluses as required by the Catholic Education Office. It is vital that the school continues to operate at a surplus to ensure we have sufficient funds in reserve to cover any unforeseen circumstances and to ensure ample funds for the replacement and maintenance of buildings and equipment.

We start 2014 in a good financial position. We anticipate student numbers to drop slightly this year with the single intake policy for school being implemented for the first time in 2014.

Karyn Burlow

Fr Marek, Ben Short-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 2013 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 on our school website – www.stjotto.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 aim to 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 a small number of 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 and the SACSA Framework 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 Vietnamese 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. 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’s. The co-curricular program offers opportunities to take part in free Active After School sports twice a week and district competitions in basketball, netball and soccer. The school’s Music and Instrumental program is growing 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 more students 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 2013:**

<table>
<thead>
<tr>
<th>Year/Class</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td></td>
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<tr>
<td>Year 1: 27</td>
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<td>Year 2: 24</td>
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<td>Year 3: 14</td>
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<td>Year 6: 8</td>
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<tr>
<td>Year 7: 17</td>
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</tbody>
</table>

Boys: 89
Girls: 90

Number of Indigenous enrolments: 4
Percentage of students with disabilities: 7.2%
Social Economic Status (SES): 82
2. Staff Attendance
Teaching staff attendance for 2013 was 95.7%. 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 2013, 92% 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 –

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff held a Master Degree</td>
<td>12%</td>
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<tr>
<td>Staff held a Bachelor of Early Childhood</td>
<td>4%</td>
</tr>
<tr>
<td>Staff held a Bachelor Degree (various)</td>
<td>24%</td>
</tr>
<tr>
<td>Staff held a Diploma of Teaching</td>
<td>20%</td>
</tr>
<tr>
<td>Staff held a Certificate III</td>
<td>4%</td>
</tr>
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</table>

Staff held a Bachelor of Education: 44%
Staff held a Bachelor of Teaching: 12%
Staff held a Post Diploma Degree: 32%
Staff held a Certificate IV: 4%

5. Workforce Composition, including Indigenous composition
In 2013, the teaching staff composition is as follows:

Males: 5 Females: 20
Number of teaching staff = 8 with a Full Time Equivalent (FTE) / 8 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 2013 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 2013 were the Australian Curriculum, the Australian Government’s National Partnerships ‘Communities Making a Difference Program’ (CMaD), which enabled us to employ Kylie Pedler as a CMaD Coordinator and Shaun O’Leary as Key Numeracy Teacher to support learning across the school; and the continuation of the Catholic Education Assessment and Reporting Tool (CESART), a computer program that allows staff to report on students. In 2013 $478.23 per teacher was spent on professional learning. This figure does not include the support received from Catholic Education SA, particularly in the three 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 DUX (computer) system during Term 1 until the implementation of ceSIS. Student absence is monitored closely and followed up, as necessary. Parents are encouraged 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 2013 was 91.5% (compared with 92.9% in 2012), a 1.5% increase in absences from the previous year.

Student attendance by year level in %:

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>TERM 1</th>
<th>TERM 2</th>
<th>TERM 3</th>
<th>TERM 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECEPTION</td>
<td>91.3</td>
<td>93.43</td>
<td>89.20</td>
<td>90.72</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>90.7</td>
<td>93.49</td>
<td>90.93</td>
<td>89.71</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>93.5</td>
<td>88.53</td>
<td>89.24</td>
<td>89.47</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>92.4</td>
<td>97.44</td>
<td>89.74</td>
<td>87.85</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>94</td>
<td>94.99</td>
<td>93.10</td>
<td>93.54</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>91.7</td>
<td>95.29</td>
<td>91.59</td>
<td>96.05</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>88.2</td>
<td>93.29</td>
<td>87.74</td>
<td>81.84</td>
</tr>
<tr>
<td>YEAR 7</td>
<td>96.1</td>
<td>93.79</td>
<td>92.09</td>
<td>93.70</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>92.2</td>
<td>92.87</td>
<td>89.97</td>
<td>90.73</td>
</tr>
</tbody>
</table>
2. Benchmark Results
The following benchmarks were achieved:

**NAPLAN 2013 RESULTS**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Prof Band 1%</th>
<th>Prof Band 1 No.</th>
<th>Prof Band 2%</th>
<th>Prof Band 2 No.</th>
<th>Prof Band 3%</th>
<th>Prof Band 3 No.</th>
<th>Prof Band 4%</th>
<th>Prof Band 4 No.</th>
<th>Prof Band 5%</th>
<th>Prof Band 5 No.</th>
<th>Prof Band &gt;=6%</th>
<th>Prof Band &gt;=6 No.</th>
<th>% Above National Minimum Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Reading</td>
<td>7.1</td>
<td>1</td>
<td>7.1</td>
<td>1</td>
<td>21.4</td>
<td>3</td>
<td>42.9</td>
<td>6</td>
<td>21.4</td>
<td>3</td>
<td></td>
<td></td>
<td>92.9</td>
</tr>
<tr>
<td>Writing</td>
<td>7.1</td>
<td>1</td>
<td>21.4</td>
<td>3</td>
<td>35.7</td>
<td>5</td>
<td>21.4</td>
<td>3</td>
<td>14.3</td>
<td>2</td>
<td></td>
<td></td>
<td>92.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>21.4</td>
<td>3</td>
<td>35.7</td>
<td>5</td>
<td>14.3</td>
<td>2</td>
<td>21.4</td>
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<td>7.1</td>
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</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
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<td>2</td>
<td>28.6</td>
<td>4</td>
<td>7.1</td>
<td>1</td>
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<td>78.6</td>
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<td><strong>YEAR 5</strong></td>
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</tr>
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<td>5.3</td>
<td>1</td>
<td>21.1</td>
<td>4</td>
<td>36.8</td>
<td>7</td>
<td>31.6</td>
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<td>5.3</td>
<td>1</td>
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<td></td>
<td>94.7</td>
</tr>
<tr>
<td>Writing</td>
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<td>4</td>
<td>31.6</td>
<td>6</td>
<td>26.3</td>
<td>5</td>
<td>21.1</td>
<td>4</td>
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<td>78.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>21.1</td>
<td>4</td>
<td>36.8</td>
<td>7</td>
<td>21.1</td>
<td>4</td>
<td>21.1</td>
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<td></td>
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<td>78.9</td>
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<tr>
<td>Punctuation &amp; Grammar</td>
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<td>26.3</td>
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<td>26.3</td>
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<td>5.3</td>
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<td></td>
<td>73.7</td>
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<tr>
<td>Numeracy</td>
<td>36.8</td>
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<td>42.1</td>
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<td>3</td>
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<td>100</td>
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<tr>
<td><strong>YEAR 7</strong></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Reading</td>
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<td>2</td>
<td>43.5</td>
<td>10</td>
<td>30.4</td>
<td>7</td>
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<td>3</td>
<td>4.3</td>
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<td></td>
<td></td>
<td>91.3</td>
</tr>
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<td>13</td>
<td>3</td>
<td>26.1</td>
<td>6</td>
<td>21.7</td>
<td>5</td>
<td>21.7</td>
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<td>8.7</td>
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<td></td>
<td>87</td>
</tr>
<tr>
<td>Spelling</td>
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<td>13</td>
<td>3</td>
<td>26.1</td>
<td>6</td>
<td>21.7</td>
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<td>8.7</td>
<td>2</td>
<td>95.7</td>
</tr>
<tr>
<td>Punctuation &amp; Grammar</td>
<td>8.7</td>
<td>2</td>
<td>8.7</td>
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<td>39.1</td>
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<td>21.7</td>
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<td>13</td>
<td>3</td>
<td>34.8</td>
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<td>34.8</td>
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<td>4.3</td>
<td>1</td>
<td></td>
<td></td>
<td>91.3</td>
</tr>
</tbody>
</table>

Obviously we would like all of our students to achieve above the state average. 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 State Minimum Standard.

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. In 2014 our teachers will use the data from the National Literacy and Numeracy (NAPLAN) testing to design learning programs which we hope 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, Enrichment/Special Interest activities (e.g. buddy class programs), Reading Recovery, Rainbow Reading, Active After Schools Communities and Out of Schools Hours Care,

Catholic Culture: Mission Day, Liturgies, Masses, Retreats (Staff & Students)

Arts: Senior Band, Junior Band including performances throughout the year, Catholic Schools Music Festival

Extra-Curricular: Sporting activities and tournaments – Mid-week basketball and netball, Saturday soccer and swimming, netball, handball, touch and athletics carnivals

Community: International Mother Language Day, Harmony Day, Literacy & Numeracy workshops, special lunch order days and Multicultural Evening

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like coming to work at St Joseph’s School, Ottoway</td>
<td>77</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am continuing to grow as a professional at St Joseph’s School, Ottoway</td>
<td>77</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at St Joseph’s School, Ottoway</td>
<td>62</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am kept informed about decisions that are made in the school</td>
<td>38</td>
<td>46</td>
<td>8</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>I feel comfortable approaching my colleagues with questions or problems</td>
<td>62</td>
<td>38</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school leadership listens to the views of students, parents and staff and takes suggestions into account</td>
<td>54</td>
<td>30</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel valued and supported by the students and parents in the school community</td>
<td>77</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff have access to a range of Professional Learning opportunities</td>
<td>54</td>
<td>38</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>The facilities at St Joseph’s School, Ottoway are well maintained and presented</td>
<td>62</td>
<td>30</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>I feel like a valued member of the school community</td>
<td>70</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is there anything you’d like to add to your answers?
Dear Parents,

As part of the consultative process being undertaken through the community, I seek feedback from you regarding your experience of St. Joseph’s school last year.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best</td>
<td>60</td>
<td>37.5</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work</td>
<td>35</td>
<td>47.5</td>
<td>15</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Teachers at this school treat students fairly</td>
<td>52.5</td>
<td>40</td>
<td>5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>This school is well maintained</td>
<td>50</td>
<td>40</td>
<td>7.5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>My child feels safe at this school</td>
<td>65</td>
<td>25</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns</td>
<td>52.5</td>
<td>40</td>
<td>7.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student behaviour is well managed at this school</td>
<td>37.5</td>
<td>50</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>My child likes being at this school</td>
<td>57.5</td>
<td>40</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school looks for ways to improve</td>
<td>52.5</td>
<td>32.5</td>
<td>12.5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously</td>
<td>30</td>
<td>55</td>
<td>12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn</td>
<td>50</td>
<td>35</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is making good progress at this school</td>
<td>32.5</td>
<td>55</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>My child’s learning needs are being met at this school</td>
<td>37.5</td>
<td>50</td>
<td>10</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>This school works with me to support my child’s learning</td>
<td>42.5</td>
<td>47.5</td>
<td>7.5</td>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>

Is there anything you’d like to add to your answers?
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 _________________________

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best</td>
<td>75</td>
<td>20</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school</td>
<td>23</td>
<td>49</td>
<td>25</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Teachers at my school treat students fairly</td>
<td>55</td>
<td>30</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>My school is well maintained</td>
<td>43</td>
<td>38</td>
<td>11</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>I feel safe at my school</td>
<td>62</td>
<td>28</td>
<td>3</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns</td>
<td>37</td>
<td>48</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student behaviour is well managed at my school</td>
<td>23</td>
<td>32</td>
<td>35</td>
<td>8</td>
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</tr>
<tr>
<td>I like being at my school</td>
<td>54</td>
<td>32</td>
<td>12</td>
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<tr>
<td>My school looks for ways to improve</td>
<td>39</td>
<td>45</td>
<td>12</td>
<td>3</td>
<td>1</td>
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<tr>
<td>My school takes students’ opinions seriously</td>
<td>15</td>
<td>43</td>
<td>29</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>My teacher motivate me to learn</td>
<td>54</td>
<td>32</td>
<td>11</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things</td>
<td>34</td>
<td>49</td>
<td>12</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Is there anything you’d like to add to your answers?

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.
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 and to Mr Shaun O’Leary (Religious Education Coordinator) for their commitment to ensuring that the journey during 2013 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 meeting
- celebration of Confirmation and First Eucharist
- celebration of St Joseph’s Day
- celebrating the major Feast Days and the seasons of the Liturgical Year

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 try to witness to that, not only 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. Our staff retreat this year complimented our work on our Vision Statement valuing our diverse faithful community by attending the Mary MacKillop Centre in Norwood, Vietnamese Church Pooraka, Buddhist Temple Ottoway and the Islamic Moss Woodville.

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 were encouraged to contribute to Caritas through project Compassion, with their families make clothing/toys donations to Charity and they made an enormous contribution to families in need in Adelaide with the provision of food for the St Vinnie’s Christmas food hampers and in doing so showed compassion and understanding for people who are struggling.

Curriculum
St Joseph’s offers a curriculum designed to meet the students’ needs in a contemporary society. In 2013, curriculum areas were under the umbrella of the Australian Curriculum, the South Australian Curriculum Standards and Assessment (SACSA) and Crossways (Religious Education). In 2013 the teachers’ at St Joseph’s were involved in Professional Learning in the Australian Curriculum in the areas of English, Mathematics, Science, History and Geography as these subject areas are embedded into the teaching and learning programs and reported to parents.

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 2013, staff took part in Professional Learning in You Can Do It Education – Program Achieve. This program, Program Achieve, was implemented in 2013 from Preschool to Year 7. This, together with our Gospel Values now underpins our staff and student wellbeing. The staff will continue to develop 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. Federal Government funding under the National Schools Partnerships Program in 2011 provided incredible opportunities for staff to investigate areas of professional learning on a whole staff and individual basis. These funds were specifically for Staff Professional Learning.

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 2013, 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.
Thank you to Bridget Williams (Deputy Chairperson) and Stephen Fanning (Treasurer) for their outstanding contribution. Our overall success lies in the extent to which we share our knowledge about the school and the support us with their gifts and talents. Thank you for sharing your thoughts, concerns and ideas with us.

The School Board has again addressed a wide variety of educational, pastoral, safety and financial issues during 2013. Ben Short (Chairperson) and Bridget Williams (Deputy Chairperson) have overseen general issues brought to the School Board during 2013, 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 Shaun O’Leary and Marlene Bowman. 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 Bridget Williams (Deputy Chairperson) and Stephen Fanning (Treasurer) for their outstanding contribution to the School Board. Thank you for sharing your thoughts, concerns and ideas with us.

Resources
Detailed in the Bursar’s Report.

Community
A highlight of 2013 was undoubtedly the Multicultural Evening. The event was designed to build community and cultural awareness within our school but also the wider community. The involvement of outside groups and communities was highly important in this process and we are grateful to everyone who shared the evening with us. We hope that we can continue to build on these new relationships in the future and support the communities likewise.

In 2013 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 on a regular basis. 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 those parents that can to get involved in the school by offering to hear reading, work in the canteen, or even help in the library.

The Parents & Friends Committee is in need of more parent participation. Annemarie Brilvec, Sonya Pascoe and Pina Incorvaia took on the task to organise events such as the Sports Day BBQ, Mother’s and Father’s Day stalls, support the Multicultural Evening and Christmas and Easter raffles. I extend a special thank you to Annemarie, Sonya, Pina and to those parents who provided assistance to serve on the 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 – 2014

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<tr>
<th>Year 1 \ Year 2</th>
<th>1 x Reception class</th>
<th>1 x Year 1</th>
<th>1 x Year 2</th>
<th>1 x Year 3</th>
<th>1 x Year 4</th>
<th>1 x Year 5</th>
<th>1 x Year 6</th>
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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 2014 we will be running Literacy, Numeracy 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, the OSHC Coordinator, Teresa Ried, Sue Scheller and Jan James (the OSHC staff) and 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 need to give our children an excellent start and basis for further education. I sincerely thank each of our staff members for their commitment to our children and our community.

Late in the 2013 school year, the St Joseph’s community were grieving the death of a very popular and talented teacher, Mrs Gabby Hamlyn. Also, at the end of the School year, Mrs Marlene Bowman announced her retirement from teaching.

St Joseph’s Ottoway has been blessed and fortunate to have had both Gabby (12 years) and Marlene (28 years) teaching in a variety of roles. Their experience, knowledge, bubbly personality, humour, passion and compassion for children and their learning are greatly missed.

On behalf of the St Joseph’s School Ottoway community I sincerely thank Gabby and Marlene for the outstanding contributions they have made and our community has only benefited from having Gabby and Marlene part of it. I am sure Gabby and Marlene have made an imprint on many staff, students and parents a St Joseph’s, as I am sure St Joseph’s Ottoway has a special place in Gabby’s and Marlene’s heart.

Gabby and Marlene – you will be dearly missed!

I particularly thank Shaun, for his assistance, and support while working with me as part of our school leadership team. I thank you 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.

Fr Marek, thank you for your support, guidance and prayers for the school, children, staff and our families.

I thank you for attending this evening and ask for your continued support of the School Board and Parent & Friends Committee as they commit themselves to the governance of our school in 2014.

Working in Partnership,

Chris Platten

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**Playgroup**

Playgroup aims to provide a stimulating environment offering a wide variety of experiences contributing to the early learning of children aged from birth to 4 years of age.

Playgroup’s focus is to create opportunities for children to learn through play. At St Joseph’s during 2013 we did this by:

- developing and increasing social skills by interacting with other children and adults
- encouraging children to participate in different experiences e.g. sand play, crafts, water play, story time, painting etc
- giving opportunities to cooperate and share
- learning about routines, a basic outline of our morning was to begin with play time followed by hand washing, fruit time, song time and then home time
- valuing parents and caregivers as the primary educators of their children

Strong friendships were developed in Playgroup during 2013. Our Playgroup community is incredibly supportive of each other, the children and myself. There is a wonderful sense of camaraderie and spirit of cooperation making playgroup for 2013 a solid foundation for positive child development.

Susan Scheller
Preschool

2013 in Preschool had many highlights which included:
- watching the chicken and duck eggs hatch
- visiting the Botanic Gardens and collecting Autumn leaves
- visiting the Farm Barn and learning about farm / Australian animals
- community walks to the Fish Factory, Buddhist Temple, Recycling Centre and the new local playground
- our visits from the fire fighters and police teaching us about safety
- seeing our ideas coming to life in the Preschool garden
- researching sharks as a class project
- performing the Nativity for the school and our parents and grandparents
- raising money for Project Compassion by selling jelly in the school
- growing sunflowers and strawberries in our garden with our parents help
- Book Week dress-up day

Catherine Crosbie

Reception

2013 was a successful year on many levels. We spent considerable time tracking the student’s, progress in Literacy and Numeracy throughout the year. All of these records have now been passed on to the students new teacher in 2014. This information enables their new teacher to start off the year with a lot of information regarding every student in their class.

Oral language was the main focus in 2013, across all curriculum areas. We reviewed and rescheduled our timetable to accommodate more oral language into our lessons. We feel that the changes made were beneficial to our students as they became quite confident speaking in front of others and sharing their thoughts and ideas.

In 2014, oral language opportunities will be part of all lessons. This year will be the first year when there will be only one intake for students. I trust this will make the year less disruptive for my students and I am looking forward to this. It will enable us to establish a learning environment without having to go back to basics with new children.

In 2013, we visited Gorge Wildlife Park and Semaphore Beach for our excursions. The children thoroughly enjoyed these hands on experiences and we hope to create more wonderful memories for our students this year.

2014 is exciting as we are now reviewing some of our practices regarding small group work. We are lucky to have the expertise of Ms Moody assisting us three mornings a week, which will benefit our children considerably. The baseline data we have been gathering will assist us to group children in Numeracy and Literacy according to their needs and abilities. We look forward to an exciting year in 2014.

Fran Wanders

Reception / Year 1

2013 was a busy year in the Junior Primary Unit from start to finish. We had some lovely experiences at Gorge Wildlife Park, where the children fed and cuddled animals they had only ever seen in books. So many of these children had never been out to the country-side, so it was a great experience for them. We thoroughly enjoyed the Semaphore Beach excursion at the end of the year.

Throughout the year we worked very hard to maintain accurate assessments in Numeracy and Literacy. This proved to be very time consuming, however it gave us great insight as to what areas needed attention and helped us to group children according to their needs. The Mathematics Rubrics assessment was trialed for the first year in 2013. Children had continual assessment throughout the year on their progress in Numeracy. At the beginning of 2014 it was wonderful to hand over the Rubrics to Ms Aquino and Mr Pick. This saves time and gives the new teacher a real head start regarding the students in their class.

We enjoyed having Mr O’Leary help us with Religious Education and Mathematics and he enjoyed working with our young students. Multicultural Night was a great success. Especially when my class sang “We Are Australian”. That was a shining moment for me.

Malama Theodosi
**Year 1 / 2**

2013 was a great year in the 1/2 classroom. We had lots of learning happening across the curriculum with a particular focus on Literacy- focusing on Oral Language development and Reading. It was great to see so many students participating in school sports including Australian Rules Football, Netball and lots of students participating in the various Active After School Communities activities. Students really seemed to enjoy Scientific discovery and developed some rich understandings of our Solar System and Living Things - including growing their own broad bean seed into a seedling.

Matt Pick

**Year 2 / 3**

Year 2/3 is a big change for many students with more emphasis on personal responsibility for social behaviour and individual work outcomes. The 2013 class were enthusiastic when approaching set tasks and prepared to work together and support each other in both class and group activities.

During the year several new students arrived and were helped to settle in by the welcoming attitude of the class. Our class excursion to the Marine Discovery Centre was a wonderful day, with many of the children discovering the delights of walking on the sand and finding shells and even live sea creatures!

Definitely, the most wonderful thing to reflect on at the end of the 2013 year was the growth of every student in Year 2/3 to show a growing respect for themselves and others and to be prepared to accept the consequences of their actions. How lucky was I to have spent my final year of teaching with these beautiful children.

Marlene Bowman

**Year 3 / 4**

2013 was a great year for the 3/4s. In English, we completed comparative book and film studies, functional grammar units, published poetry books and explored visual texts. In Maths, we used higher order thinking skills and completed open ended activities regarding number, measurement, chance and data and spatial sense and geometric reasoning. In SOSE, we learnt about the Indigenous people of Australia, Reconciliation, mapping and atlas skills. In Science we carried out experiments on materials and explored their properties. In Religion, we learnt about the season of Easter and created our own versions of the Stations of the Cross and completed research projects on Catholic saints. In Design and Technology, we created treasure maps and models of Catholic saints which were connected to the above units of work. We also learnt all about Program Achieve in Health and what the Keys of Success are. We went on whole school excursions to the beach and class excursions to the Art Gallery.

Kate Connelly

**Year 5/6**

Our Year 5/6 class learnt much in 2013 both formally and informally however perhaps the most critical element was learning to be ‘You can do it!’ (YCDI!) people!

Firstly, they learnt to deal with change – confidence, persistence and resilience! The year commenced with two teachers, Natalie Doyle and me. In Term 2 Natalie accepted the Reading Recovery teacher role so the class welcomed Amanda Tatarelli who enthralled them each Thursday with her Science classes. At the same time we were lucky enough to have the services of a UNISA pre-service teacher, Nicole Roelofson, who inspired the students’ use of literary devices in their writing and encouraged a greater understanding of Mathematical probability. The arrival of Louise Moody, our English as an Additional Language (EAL) teacher, enabled the students to invest more of themselves into attacking the nitty gritty of our English language allowing them to move to a higher level of writing. Their hard work and persistence throughout our Oral Language program resulted in confident and quality presentations across the curriculum.

Secondly they learnt about ‘getting along’ and resilience by learning to accept new ways of doing things, to ‘roll with the times’. The class was introduced to on-line testing in Term 1 and Term 4 with the PAT Maths and PAT Reading (Comprehension) and became more experienced with online learning tools across the curriculum including using our class blog for weekly planning, resourcing and communication. The Year 6 cohort extended their online testing experience by participating in the National Assessment Program Civics and Citizenship Sample Assessment during fourth term. There was great excitement when ten Microsoft Surfaces appeared late in the year, the students demonstrating their ability to transfer skills to new situations.
Thirdly, they learnt what it is to be truly human displaying all five of the YCDI ways of being. Throughout the year we thought of and prayed for Ms Gabby Hamlyn until October when we learnt of her death. Once again the students displayed their courage: willingly sharing their sadness but also their thanks for the joy that Ms Gabby Hamlyn had been to each of them. They learnt to care for themselves, for each other and even for people they had never met – Ms Gabby’s Hamlyn’s family.

So yes, our Year 5/6s learnt much about themselves as learners, as individuals and as a group, whether in class working across the Australian Curriculum (and what is left of the SACSA frameworks) or in the more informal activities like our Victor Harbor Camp, Sports Day or when creating, practising and performing in our Parish school community events such as our Triduum Liturgical Play celebrating Holy Thursday’s Washing of the Feet and The Last Supper, or our Spanish La Cucaracha on Multicultural Night. The formal and informal elements - and their budding resilience – melded together to form their final piece of work, the inaugural St Joseph’s Has Talent competition which they produced, managed and presented during the last two weeks of the year. This event was a great success, enjoyed by all and raised $50 for their chosen organisation, the Starlight Children’s Foundation! No need to say, the class passed this piece of work with an A for being YCDI! People!

Jane Smith

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The 6/7 class of 2013 was an amazing group of students who were blessed with many and varied talents. They worked well in groups on various learning tasks. Many of the Year 7s displayed excellent leadership skills and this was evident on Sports Day. Their assistance made the day a huge success at the Alberton Athletics Club. Many volunteered to join a Liturgy Group and led the school in celebrating whole school Masses. This was done with the support and guidance of our APRIM, Mr O’Leary. Their ability to read in front of the school improved throughout the year. All students were committed to improving their literacy skills and were willing to accept that they are all at different levels and understood that their main goal is personal improvement. Following our Graduation Liturgy we celebrated the year with dinner at The Watermark Hotel. While out to dinner a member of the public approach me and complemented the students on their dress, manners and the way they were interacting with each other. The staff present were all very proud. After much thought, parents have sent their sons and daughters to many different schools to continue their education. We wish them well as they transition to Mount Carmel College, Portside Christian College, St Aloysius College, St Dominic’s Priory & Nazareth Catholic College.

Ben Higgins

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The 2013 school year provided many opportunities for children to continue their personal faith journey. We celebrated many masses throughout the year commencing with our Beginning of Year and Staff Commissioning mass and concluding with our End of Year Thanksgiving mass. Two liturgy groups consisting of Year 7 students were established at the beginning of the year. The liturgy groups were involved in many aspects of school masses throughout the year. Each Wednesday afternoon classes met in the church to practice the songs used during our school masses.

Children in Year 3-7 classes prayed the Angelus daily while those in Reception to Year 2 prayed the Hail Mary daily.

Thursday morning coffee and chat was a success throughout the year, with a number of parents coming together to get to know each other and build school community.

The Season of Lent saw the school cloaked in the colour purple. Lent is a time when we journey closer to God through the giving of ourselves to others without expecting anything in return. Project Compassion was our fundraiser in Term 1.

14 children in the school were identified as having celebrated the Christian Sacrament of Reconciliation in a Catholic church and as a result were given the opportunity to celebrate the Sacrament of Reconciliation during the church seasons of Lent and Advent. Fr Marek sat with each child and had a conversation about changes they could make in their lives in order to come closer to Jesus at these special times in the Church year.

Nine children had been identified as having prepared for and celebrated the Christian Sacrament of Reconciliation here at school in 2012. As a result, they were invited to continue their Sacramental Journey by celebrating the Sacraments of Confirmation and First Eucharist during the year. A Confirmation information session for parents to attend took place in March while a Eucharist Information Session took place in May. Arch Bishop Wilson Confirmed children from our school and parish on Saturday 8 June. Fr Marek celebrated First Communion with the same children on the weekend of October 25 and 26. The Sacraments of Confirmation and First Eucharist are celebrated every second year in the Ottoway parish.
The Term 1 Week 5 staff meeting Professional Development focus was Religious Education. Staff focused on further developing their understanding of the following:

- Liturgy and using liturgy in the classroom
- Keeping Safe Child Protection Program
- Crossway and planning and programming Religious Education using the resource

On Friday 31 May, the Year 7 students went on retreat as part of the Journey to Emmaus sustainability program they were involved in. The program brought together Year 7 students from St Joseph’s, Margaret Mary, St Patrick’s and Whitefriars schools with a focus on the environment and sustainability. Students enjoyed the opportunity to reflect on their place in the world and God’s call to care for all of creation.

During Term 2 the St Vincent de Paul Winter Appeal was our school fundraiser. Families had the opportunity to donate non-perishable food items to those in need through the St Vincent de Paul Society. St Vincent de Paul is a lay Catholic organisation that aspires to live the Gospel message by serving Christ in the poor with love, respect, justice, hope and joy, and by working to shape a more just and compassionate society. Cans, packaged food and other non-perishable food items along with blankets (clean and in good condition) were collected by each class and donated to St Vincent de Paul.

The school held a Made in the Image of God Parent Information Session on Tuesday 23 July. The Information Session aimed to inform parents of the structure of the program along with when each part of the program was taught. The 4 components of the program are Being Human, Being Sexual, Being Connected and Being Moral.

On Monday 12 August, Michael Mangan played a live concert here at school. We use Michael’s music here at school as part of our classroom and whole school liturgies and as part of our school assemblies. Children really enjoyed the concert, evident through their level of enthusiasm and great singing.

Each term class teachers were asked to prepare a liturgy as part of each unit of work they teach. Class liturgies form part of the celebration aspect of your child’s Catholic education here at St Joseph’s. It was great to see many parents attend these liturgies.

Monday 9 September was our staff retreat day. We explored the school’s Josephite tradition along with the variety of spiritual and religious experiences our children have in their everyday lives. It was hoped our experiences on the day will assist in further developing a deeper understanding of what our children bring to the classroom learning environment. As a staff we visited the Josephite Province Centre at Kensington, the Vietnamese Catholic Church at Pooraka, the Buddhist Temple here in Ottoway and the Islamic Mosque on Torrens Road.

Our Term 3 fundraising focus was Catholic Charities where we had a Finals Fever come dressed in your favourite team’s colours day. Children made a gold coin donation as part of the day.

During Term 4, classes learnt about and prayed the Rosary. Classes made Rosary Beads, shared Rosary Beads which have been a part of families for many years and learnt about the different prayers which make up the Rosary. We thank Fr Marek for coming over to the school and blessing Rosary Beads which children had made.

Our Term 4 fundraising focus was Catholic Mission. Catholic Mission raises funds for the largest humanitarian organisation (the Catholic Church) in the world, and is the only Catholic organisation with works dedicated to children. Catholic Mission partners with local Catholic dioceses and parishes. Works are carried out by lay and religious people, including priests, brothers and sisters/nuns, who are usually in their home country or community. In 2010, all Catholic Mission agencies worldwide assisted 2.5 million children. On Thursday 28 November we held our 1st Mission Day fundraiser. Each class was responsible for organising and running stall (activities, food, drink etc). The majority of children moved between stalls in a market type setup. All money spent was donated to Catholic Mission.

Shaun O’Leary

ICT

With the assistance of the ICT Committee and school leadership St Joseph’s School decided to purchase 30 Surface RT devices. These devices allow students to access the web, use Microsoft Office, create videos, audio and take photos. These Surface will challenge and change the way we teach and learn in 2014 and beyond. Mobile devices such as these will replace desktop computing in the very near future...I hope. Having said this, our school will not limit itself to the Windows platform only. We have several new Apple computers and a recently created Green screen in the Tenison Wood Centre. This enables the staff and student to create some very imaginative backgrounds for short films.

Ben Higgins
Key Literacy

As the 0.2 Key Literacy Teacher at St Joseph’s in 2013, my main role was to support all class teachers with their Literacy programs.

In 2013, this took the form of “Coaching”. Oral Language was a focus throughout the whole school and I worked with each class teacher to enhance their Oral Language program. We shared our planning, teaching and evaluating. We worked out how we could be better at providing the best learning opportunities for all students. Louise Moody continued this work in Term 4 which has led us to target Phonological Awareness Skills in all Junior Primary students. As a Junior Primary block, we also attended Oral Language Professional Development that was delivered by the CEO.

With the support of Miss Pedler, we ran two Reading Workshops for parents which were well attended.

Deb Cashel

Special Education support

As the 0.1 coordinator of Special Education at St Joseph’s in 2013, my main role was to oversee the teaching and learning for the 15 students that had been funded for special education. This involved meetings with the teachers, parents, outside agencies and Catholic Education Special Education staff to ensure a targeted, personalised program met the varied needs of these students.

I also was involved with the timetabling and support for our ESO’s who worked with the class teachers to deliver the programs. I liaised with outside agencies such as Autism SA, Speech Therapists and the Child Development Unit to ensure that children and parents received the best possible outcome for their learning.

In 2013 we included the Nimble Nippers program and the Rainbow Reading program. Nimble Nippers was delivered to Reception & Year 1 students with the aim to help with coordination. The Rainbow Reading program was specifically for the older students of the school who would benefit from regular listening/reading sessions.

At St Joseph’s, we regularly meet as professionals to discuss the outcomes of regular testing and discussions with parents and health care workers so all students receive the best learning environment and program to be the best they can be.

Deb Cashel

Library

As the 0.2 Teacher Librarian at St Joseph’s in 2013, my main role was to teach Resource Based Learning lessons with each teacher in the library/computer space each week.

In 2013, these lessons were part of class teachers’ English, History or Geography subjects. We planned and taught topics together and I ensured there were resources available to support these lessons.

Book Week was well supported by the broader community and linking it to V.I.P. morning ensured a great turnout. A frustration for me was the limited budget and amount of time I had to provide and maintain the best resources possible.

I was the coordinator of the Regional Librarians’ group and we met each term to discuss specific issues facing all school libraries. A big problem is “How do we resource libraries to truly support the new curriculum with limited funding and personnel.”

Deb Cashel

New Arrivals

In 2013, St Joseph’s School had a New Arrivals program. This program was funded by the CEO and DEEWR to support students in their transition to a new country. In 2013, four students from the Philippines, one student from Bangladesh and one student from Thailand were part of this program. Support was provided to the student, addressing general vocabulary and their learning needs, and to their class teacher, to ensure classrooms provided best practice in supporting student transition and learning of a new language.

Kylie Pedler / Louise Moody
In 2013, we welcomed Louise Moody to St Joseph’s School who joined Kylie Pedler as part of the EAL team.

During 2013, we continued to highlight the diversity of culture within our school and increase the opportunities to acknowledge and celebrate the wonderful gifts our children, staff, parents, and wider community bring to St Joseph’s School community.

We began the year by celebrating The Lunar New Year at a school assembly. The children loved watching the Lion dance. We then recognised the many different languages that our students and parent community can speak by celebrating International Mother Language Day. Many students and parents read to small groups of students in their native language. Throughout the year with the help of a grant we purchased a number of bilingual books and Deb Cashel (Librarian) set up cards so parents could borrow from the school library. As a whole school, we celebrated Harmony Day with a liturgy and art and craft workshops and had a Multicultural Evening which encouraged the coming together of cultural communities within the school community through singing, dancing, music and food.

Throughout the year, Louise and Kylie worked with teachers and students across the school, supporting them in their literacy development, general wellbeing and awareness of the school’s cultural diversity. Time was spent modelling lessons, team teaching with other staff and working with small groups of students to address individualised learning needs. Case management notes were kept on all children to provide data to teachers, which assisted in monitoring student’s progress and providing necessary support.

Kylie Pedler / Louise Moody

St Joseph’s school continued to take part in the Communities Making a Difference Project during 2013.

As part of the project teachers and staff met regularly to undertake a research action project which included professional learning, collection and analysis of baseline and secondary data and the implementation of learning environments and learning experiences to enhance the specific needs of students.

Across the whole school there was also a focus on Oral Language. Teachers were encouraged to evaluate the purpose of data collection and focus on collecting data as a daily/integrated procedure where the data was analysed and used to provide best practice instruction to support student’s individual needs.

The Junior School focused on assessing children’s vocabulary in Maths and implementing units with a strong oral language focus that built students general vocabulary. Opportunities for sharing became a non-negotiable part of lessons. They also visited other schools and meet with teachers to observe and discuss different literacy programs that provide best practice assessment and instruction to support student learning.

The Middle and Upper Primary School Teachers focused on developing the students’ Oral language skills. Through focused oral language assessment these teachers incorporated explicit teaching opportunities for oral language skills within all curriculum areas.

In 2013, there was also a big focus on developing a shared school vision which included mission statements and commitment statements. These will be displayed in each classroom from 2014.

Part of this vision was to continue to build the knowledge and appreciation of the cultures and religions from within the school community and develop connections within the school and the wider community. As a result some of the following activities were implemented:

- a focus on community and parent invitations to school events
- a Multicultural event which invited community involvement, such as parents assisting with activities and preparing foods and children performing
- weekly Morning tea for parents to develop relationships
- induction sessions for parents of new reception students (as well as students), ensuring parents were more informed and felt welcomed and respected
- community building and networking with other schools in the area included St Patrick’s, Mt Carmel and Nazareth with the sharing of resources, visits, performances, pedal prix and the Journey to Emmas program
- celebration of volunteers involvement in the school through letters of thanks and certificates
- developing the role of leadership within the senior school
• celebration and acknowledgement of International Mother Language Day, Harmony Day and Oz Asia Festival
• End of Year Thanks giving Mass and Carols evening

Kylie Pedler

**Key Numeracy**

The KNT role involved me overseeing and being responsible for the purchasing of Mathematical Teaching material such as teaching resources and concrete materials.

The KNT role also involved coaching staff in the area of Mathematics. Each term I worked with four teachers for 5 weeks at a time. Teachers were asked to set themselves a goal in terms of their Mathematical teaching. Through pre and post discussions along with in-class support, teachers were provided with the opportunity to achieve their goal. The program was a great success.

The KNT role also involved leading staff professional learning. During Term 3, I lead our staff meeting Professional Development. The focus was teaching fractions in the primary school setting. Staff focused on further developing their understanding of the following:

- the use of concrete materials in the form of *Fraction Kits* to support student understanding
- catering for the needs of a range of learners
- teaching strategies using Fraction Kits and other concrete materials

During Term 2, parents had the opportunity to attend one of two parent numeracy workshops aimed at providing strategies for parents to support their children’s Mathematical learning.

Shaun O’Leary

**PE**

In 2013, in Physical Education, I introduced good lifestyle habits such as remembering to: drink plenty of water, Wear a hat, Slip, Slop, Slap, Wrap, Be physically active after school and on the weekends and to make sure they are getting enough sleep each night. I encouraged good sportsmanship through team building activities and team sports. I choose sports from the year’s seasons and with the sports equipment the school already had.

Term 1 – Personal space, Dance, Line Formation, Handball, Relays
Term 2 – Sports Day Skills, Ball skills, Basketball, Tennis
Term 3 – Skipping, Ball skills, Soccer, Football
Term 4 – Swimming, Cricket, Tee-ball

Overall all classes had a high participation and involvement rate in the Physical Education lessons. Their skills in each area improved with practice and over the course of the year.

Congratulations to all students for responding very positively and staying Active and Healthy.

Natalie Doyle

**Vietnamese**

During Vietnamese lessons students listened and responded to words, phrases and texts to recognise their meanings. They also engaged in action-related talks to share the meanings. Students developed writing skills, moving from tracing or copying to self-constructed writing of key words or phrases. Students interact with each other using language to understand the meaningful language learnt. They learnt the language by identifying patterns and connections within and between language systems. In general, students learnt to introduce self and ask their friends’ names, identifying and exchanging greetings and thanking. They also learnt to exchange information about people, things, places, etc and to say ‘likes and dislikes’. With junior students, songs and games are incorporated within each lesson.

Phuong Ngo
Work Health and Safety

Being my first year as W H S Coordinator came with its challenges, but eventually I was able to get my head around it. All site tasks were completed without any problems. Policy review and verifications were all mostly updated by CEO. Consultation included WHS meetings each month and issues attended.

Michael Higgie

Canteen

Term 1 for 2014 has started well with sales remaining constant. I cannot stress how important volunteers are at the canteen, unfortunately at this time I only have 2 volunteers which is nowhere near enough to allow me to run the canteen in the way I would like. I would like some ideas as to how this can be rectified and addressed.

A hotdog day is planned for 14 February. A hotdog and choice of LOL or Orange will be available for the children to order at $5.00. I have asked that each student fill out their own order form, I will look into doing one special day a term.

Winter menu will be released at the end of Term 1. Due to rising costs from suppliers there will be a price increase right across the menu. A new menu will be issued to families and classrooms to try and help with any confusion. The price increase will be kept to a minimum wherever possible.

Due to sickness, loss of stock, loss of fridge freezers and other unforeseeable complications the figures at the end of 2013 were not as expected. However, the plan for this year is to try and amend these issues.

Looking forward to a great year and another great term!

Rebecca Allen

Out of School Hours Care

The OSHC National Quality Framework is a work in progress which staff continue to learn about.

The Quality Improvement Plan was completed last year and later in the year CEO (as required) sent the copy back with a few changes we think they need to add to this document. This will need attention earlier this year; this is a working document that indicates the areas that still need some attention. I am happy to report that most areas that are required have been reviewed and meet the requirements.

Teresa Reid, who started in 2012 Term 4 has fit in well as a staff in OSHC. Teresa is currently studying Children’s Services Certificate III, which will be completed early this year.

The service will send a survey home for parents and children to complete at the beginning of 2014. We do this to gather information from parents and children, finding if they happy with the services provided, for themselves, and their children.

Mieke Vanden Bos