
St Joseph's School
Annual General Meeting
School Board and Parents & Friends

Monday 28 February 2022



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St Joseph's School Ottoway
Annual General Meeting Agenda

Monday 28 February 2022

1.0 Welcome and Opening Prayer Simon McCullough

2.0 Present

3.0 Apologies

4.0 Minutes of last year's AGM tabled

5.0 Business arising from previous minutes

6.0 Parents and Friends

7.1 Nominations received for 2022 for P & F Committee – No nominations

7.2 Introduce 2022 Parents & Friends Committee

7.0 School Board AGM

7.1 Reports

7.1.1 Chairperson A Britvec - tabled

7.1.2 Treasurer A Turtle (Finance Officer) – tabled

7.1.3 Principal S O'Leary – tabled

7.2 Nominations received for 2022 -

Tran Dang

Kathrine Mitchell

Leigh Hoskin

7.3 Introduce 2022 School Board

8.0 Other Business

Meeting to close at 6.45 pm

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

Monday 8 February 2021

- 1.0 Welcome and Opening Prayer:** S McCullough
- 2.0 Present:** S Scheller, B Robinson, N Hatzis, L Fider, C Perez, M McCaul, A Britvec, R Malaluam, K Hof, M Merenda, S Khan, G Ramos, V Pham, T Nguyen, A Nguyen, S McCullough and S O'Leary
- 3.0 Apologies:** T Brereton and M Vanden Bos
- 4.0 Minutes of last year's A G M -** tabled. Passed A Lees Seconded A Britvec
- 5.0 Business arising from previous minutes –** Nil
- 6.0 President's Address -** no report
- 6.0 Parents and Friends –** nil nominations
- 8.0 School Board AGM –** S O'Leary invited all to read reports tabled.
 - 8.1 Reports -
 - 8.1.1 Parish – no report
 - 8.1.2 Chairperson – tabled A Britvec shared by S O'Leary
 - 8.1.3 Parent & Friends - tabled S McCullough
S O'Leary outlined Parents and Friends problems experienced due to COVID19. We are hopeful that we can have a number of community building events in 2021.
 - 8.1.4 Treasurer – R Fergus (Finance Officer) – tabled
S O'Leary spoke about a couple of key points including where funding comes from. Also the difficulties of COVID19 year on parents income. Enrolments highlighted along with maintenance of school. Comments and questions invited. Shaun thanked Rosalie Fergus for her great work and financial management of the school.
The 2021 budget was approved and presented at the AGM
 - 8.1.5 Principal – S O'Leary – tabled and summarised report
Highlights presented by S O'Leary and including thanks to board members, staff and leadership team. S O'Leary invited parents to read the report and that a copy will be made available on the website from tomorrow. S O'Leary guided parents through the report highlighting key points (as tabled).
 - 8.1.5.1 S O'Leary invited all to read reports tabled.
 - 8.1.5.2 New occasional care service is being launched to assist preschool families.
 - 8.1.5.3 Retiring board members congratulated and thanked by S O'Leary. Also acknowledged J Smith and S McCullough (staff board members). Thanks also given to staff and to M Vanden Bos for OSHC. S O'Leary thanked and farewelled F Wanders and M Theodosi. Farewell and thanks to 2020 Year 6 students and to all who have left. Thanks for contributions.
 - 8.1.5.4 S O'Leary invited all to read reports prepared by teachers. (tabled)
 - 8.1.5.5 S O'Leary thanked Louise and Simon for work with him and support on the leadership team.
 - 8.1.5.6 APRIM – S O'Leary spoke about key points including Sacrament Program for 2021. Liturgies and Masses – COVID19 prevented the amount of time we can celebrate in the Church. Class liturgies will be continuing this year to compliment Masses.
 - 8.1.5.7 Chaplaincy program – S O'Leary spoke about Michelle and her role and thanked her for coming to AGM.
 - 8.1.5.8 Library and EAL – L Moody – S O'Leary spoke about programs in the school and great strength in this and thanked Louise for leading this.
 - 8.1.5.9 WHS – S O'Leary highlighted some of M Higgie's report.

8.1.5.10 Canteen – S O'Leary noted a few key points – including canteen closure on Tuesdays. Thanks R Allen and B Robinson for work. (tabled)

8.1.5.11 OSHC – tabled report from M Vandebos

8.1.5.12 S O'Leary presented 2020 annual report to parents and staff, invited them to take with them and to ask him any questions - anytime.

8.2 Nominations received for 2021.

Matthew McCaul

8.3 Continuing Board members thanked and introduced 2021 School Board

9.0 Other Business – Nil

Meeting to close at 6.45 pm – All thanked for attendance

Signed by the Chairperson of the meeting Monday 28 March 2022

Anne Marie Britvec.
Name

Matthew McCaul

Date: 28 / 02 / 2022

Parents & Friends

Parents and Friends

The Parents and Friends has struggled to thrive under the restrictions of COVID. We continue to look for volunteers with a hope that as restrictions change we will be more able to work on Parents and Friends activities. We are always looking for ways to work with parents in our community and greatly appreciate the time and dedicated support we received throughout the year. We have had numerous contributions from many other volunteers throughout the year and are very grateful for this.

Simon McCullough

Parents & Friends Financial Report

PARENTS & FRIENDS FINANCIAL REPORT YEAR 2021

DATE	DETAILS	CHQ	EXPENSES	INCOME	TOTAL
1/01/2021	OPENING BALANCE		\$ -	\$ -	\$ 10,115.94
1/02/2021					\$ 10,115.94
12/05/2021	Easter Raffle			\$ 385.00	\$ 10,500.94

Parents & Friends Report 2021

Function	Income	Expenses	Amount Made
Easter Raffle	\$395.00	\$10.00	\$385.00
			\$385.00

Chairperson

Welcome teachers and parents to another year at St Joseph's Ottaway. 2021 once again presented its challenges for us all. There were a number of highlights including Parent Information Night, Parent Teacher Interviews, School Band, excursions, STEM Open Day, CSMFC, Sporting Carnivals and Sports Day. On Sports Day it was enjoyable to see the children of St Joseph's actively engaged, having fun and supporting each other on what was a highly successful day.

Unfortunately, due to Covid 19 many of our community building events such as St Joseph's Family Fun Night, Mid-Autumn Festival, School Disco Evening and Father's Day Breakfast were unable to proceed. It is my hope that these events will be able to take place in 2022.

2021 was another successful year for Playgroup although numbers fluctuated throughout the year as a result of the Covid 19 pandemic. Susan Scheller is an exceptional coordinator. Rosalie Fergus did a wonderful job coordinating the Children's University. The children that graduated are a credit to her. OSHC continues to be a very important service that St Joseph's offers and I take this opportunity to thank Mieke Vanden Bos. These 3 ladies are an incredible support to the school.

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

I would particularly like to thank and acknowledge Rosalie Fergus for her contribution to the school community across 2019-2021 in her role as Administration and Finance Officer. Rosalie left us at the commencement of Term 4 to take up the role of Administration and Finance Officer at the newly formed Compass College, Elizabeth. I wish Rosalie every blessing as she moves into the next stage of her career.

I would also like to thank Mr. Shaun O'Leary for all his work and commitment in leading the school throughout 2021. The Parents and Friends once again had limited opportunities to engage in community building and outreach events in 2021. Having said this they did a great job coming together to meet where possible.

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

2021 has been a challenging but successful year for St Joseph's School, Ottaway. The respect and belief that our school holds so dearly is what is needed in our lives.

I just want to finish my time at St Joseph's School with a big thankyou to past principal Chris Platten and current principal Shaun O'Leary, for all the wonderful opportunities given to me which include being involved in the School Board, interviewing and choosing new teachers as well as principals, learning how a school runs, and getting involved with wonderful teachers and students.

Thank you to all the wonderful teachers, past and present, too many to mention but in particular Ms Smith, Mr Pick and Mr Higgins for the laughs and great memories for myself and my children.

Simon for all his guidance, and especially Tanya for all your help in every aspect of my involvement in the school. So after 45 years of being connected with the school (with a bit of a gap in between) I wish all goodbye and good luck to the school and the future School Board and wish you all the best in 2022 and beyond.

Annemarie Britvec

Finance Officer

The South Australian Commission for Catholic Schools (SACCS) under its Making Catholic Education More Affordable initiative, saw our school fee components combined into one Tuition Fee which was significantly reduced in 2021. This was a welcome relief to our existing families in addition to being an added incentive for new families to become part of our school community. St Joseph's will always offer assistance to those most in need and our family's participation in the School Card application process is regularly monitored to ensure the highest possible participation.

The canteen, OSHC and play group operate in a negative position, however the school is well placed to continue to support these important facilities.

A new service for Occasional Care was implemented in 2021 predominately providing care for children on Wednesday afternoons after the 12.00 pm finish to Preschool. This service has had a steady attendance each week and negates the need for a mid-day collection which can prove challenging for some parents.

The Nature Play Development was completed on time apart from the line marking of the Basketball court which took place in October. The project was also delivered within budget with a total overall variance of \$3,000.00. This has proven a wonderful resource for all our students.

For the 2021 August Australian Government DEST Census we reported 153 enrolments compared to 143 for 2020. There were an additional 28 Preschool students.

In February the school submitted an expression of interest as part of the 2022 State and Commonwealth Grants Program seeking \$1.3M to fund the majority of Stage One of our school Master Plan; a total rebuild of our front office building to become our new Multi-Purpose Administration and Education Centre. In October we received notice that SACCS will in December recommend to the South Australian Government that St Joseph's school be allocated \$650K of the total grant funds set aside for South Australian Catholic schools. Although not the amount we expected it is an opportunity too good to pass up for the school. To meet the shortfall the school plans to contribute more of its own funds to the project in addition to taking out a loan of approximately \$400K.

Rosalie Fergus left St Joseph's in October to take up a position at Compass Catholic Community Davoren Park. Rosalie wanted to thank Shaun for his support and guidance whilst serving the School Community.

Anne Turtle took over the role of Finance Officer in Term 4. Anne has come to us from Our Lady of Mt Carmel Parish School in Pennington, so is very familiar with this area and the complexities of the needs of families in this region. She is looking forward to getting to know the students and families.

Rosalie Fergus (Terms 1-3), Anne Turtle (Term 4)

Principal

Fr Marek, Annemarie Britvec-Chairperson of the School Board, School Board Members', Parents and Friends committee, Parents and St Joseph's staff, it is with pleasure that I present to you the St Joseph's School Report for the 2021 school year. This report provides information relating to a number of key areas in the life of our school during the past year. In addition to an overview of a range of learning activities, initiatives and events in the religious, educational and community domains of our school, this report also contains, as required under the Schools Assistance Act, performance information in relation to staff professional engagement, student learning outcomes and satisfaction. This report provides a wealth of information about the successes and achievements of students and staff at St Joseph's School. It is also available at the Front Office and on our school website – www.stjottp.catholic.edu.au

SCHOOL PERFORMANCE INFORMATION

Professional Engagement

1. Provision of contextual information about the school

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

St Joseph's is a Preschool to Year 6 Catholic, co-educational school situated in the western suburbs close to the historic site of Port Adelaide. It serves families in nearby suburbs as well as families from West Lakes, Mawson Lakes and Salisbury.

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

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

The Language Other Than English (LOTE) curriculum includes the teaching of French across Years R-6. 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 France. Our other specialist areas are Physical Education and Music/Wellbeing.

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

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

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

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

In 2021 the Catholic North Western Community offered Children's University. This program is endorsed by the University of Adelaide and aims to reward the students for making positive choices in their learning journey. Students who chose to be involved in the program participated in a range of activities in order to gain credit towards their awards. At no point during the programs were children graded, rather they were rewarded for the time and effort they put in.

The Sporting Schools program provides the opportunity for classes to take part in specialised sports instruction at school. In 2021 children participated in lacrosse, basketball, and gymnastics as part of the program. In addition, a number of our children had the opportunity to participate in South Australia Catholic Schools Sports Association (SACPSSA) sporting carnivals (Athletics & Cross Country).

The school's Arts and Instrumental program is well established and students in Yr.4 to Yr.6 can choose to be a part of the Festival Choir which performs as part of the Catholic Schools Music Festival in September each year. The school band continues to attract students ranging from Yr.3 to Yr.6 and performs for the school community and has ventured into public appearances. Unfortunately, our Year 3 to 6 children were unable to participate in the Schools Challenge Performing Arts competition in 2021 as the competition was cancelled as a result of the Covid 19 pandemic.

Teachers are involved in a range of professional learning projects which currently have a strong emphasis on the Literacy, Numeracy, Religious Education and STEM 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, communal prayer and many other activities as well as being a place for parent gatherings.

Student enrolments for 2021:

Preschool: 29	Reception: 32	Year 1: 24
Year 2: 22	Year 3: 20	Year 4: 19
Year 5: 19	Year 6: 20	
	BOYS: 95	GIRLS: 90
	TOTAL: 156 (not including Preschool) 185 (Including Preschool)	

Number of indigenous enrolments: **6**

Number of students with disabilities (NCCD Data): **39**

Social Economic Status (SES): **85**

2. Staff Attendance

Staff attendance for **2021** was **92.25%**

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 2021, 92% of our teaching staff was retained from the beginning of the previous program year. We celebrate

4. Staff Qualifications

The table below indicates the professional qualifications of our staff –

Staff held a Master Degree: 2 (8%)	Staff held a Certificate III: 9 (35%)
Staff held a Graduate Diploma Degree: 1 (4%)	Staff held a Certificate IV: 7 (27%)
Staff held a Bachelor Degree (various): 20 (77%)	Staff held a Graduate Certificate: 4 (15%)
Staff held a Diploma: 5 (19%)	

5. Workforce Composition, Including Indigenous composition

In 2021, the staff composition is as follows:

Males: **6** Females: **21**

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

Number of Non-Teaching staff = **14 with a Part Time Equivalent (FTE)**

6. Expenditure and Teacher Participation In Professional Learning

In 2021 teaching staff engaged professional learning activities although opportunities were limited as a result of Covid 19 restrictions. There was a range of significant professional learning involving the whole school, year levels, learning areas and individual teaching staff. Our main priorities for 2021 were Literacy, Mathematics, Classroom Liturgy, Crossways Re-design (upgraded Religious Education curriculum document), ecological conversion & sustainability and the impact of Trauma on the Developing Brain (Making Space for Learning Two Year Inquiry Project). In 2021 \$4,234.54 was spent on staff professional learning. This figure does not include the support received from Catholic Education SA, particularly in the areas described above, through their professional development and consultancy services, which is available to all Catholic Education SA schools.

Key Student Outcomes

1. Student Attendance and Management of Non-Attendance Student Attendance is managed and recorded using the SEQTA (computer) system during 2021. Student absence is monitored closely and followed up (a phone call is made if a child is away two days without notification). Parents are required to ring the school's Absence Notification phone number (8447 4969). Should non-attendance issues escalate, repeated contact is made to families and should this matter persist, with a DEDC Attendance Officer.

The average student attendance rate for our school for 2021 was 92.10% (compared with 88.77% in 2020), a 3.33% increase in attendance from the previous year.

Student attendance by year level in %:

YEAR LEVEL	2021	YEAR LEVEL	2021
RECEPTION	92.2%	YEAR 4	89.3%
YEAR 1	93.1%	YEAR 5	92.4%
YEAR 2	91.0%	YEAR 6	93.1%
YEAR 3	93.4%		
AVERAGE		92.1%	

2. Benchmark Results

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

NAPLAN 2021 RESULTS

Aspect	Prof Band 1%	Prof Band 1 No.	Prof Band 2 %	Prof Band 2 No.	Prof Band 3 %	Prof Band 3 No.	Prof Band 4 %	Prof Band 4 No.	Prof Band 5 %	Prof Band 5 No.	Prof Band >=6%	Prof Band >=6 No.	% Above National Minimum Standard
YEAR 3													
Reading	5.3	1			36.8	7	26.3	5	10.5	2	21.1	4	95
Writing					10.5	2	63.2	12	5.3	1	21.1	4	100
Spelling			5.3	1	10.5	2	26.3	5	26.3	5	31.6	6	100
Punctuation & Grammar			5.3	1	36.8	7	26.3	5	10.5	2	21.1	4	100
Numeracy			10.5	2	31.6	6	26.3	5	15.8	3	15.8	3	100
Aspect	Prof Band 3%	Prof Band 3 No.	Prof Band 4 %	Prof Band 4 No.	Prof Band 5 %	Prof Band 5 No.	Prof Band 6 %	Prof Band 6 No.	Prof Band 7 %	Prof Band 7 No.	Prof Band >=8%	Prof Band >=8 No.	% Above National Minimum Standard
YEAR 5													
Reading			5.6	1	33.3	6	38.9	7	16.7	3	5.6	1	100
Writing	5.6	1	11.1	2	38.9	7	27.8	5	16.7	3			94
Spelling			11.1	2	16.7	3	27.8	5	27.8	5	16.7	3	100
Punctuation & Grammar			11.1	2	44.4	8	22.2	4	11.1	2	11.1	2	100
Numeracy			16.7	3	22.2	4	44.4	8	5.6	1	11.1	2	100

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

Thus, while acknowledging we need to keep improving our overall scores and that our aim must always be to ensure that every child achieves the benchmark, we can also celebrate the significant achievements of many of our students, coupled with the skill and effort of our staff to support this achievement. In 2022 our teachers will use the data from the National Literacy and Numeracy (NAPLAN) testing to design learning programs which we anticipate will further support all of our children, wherever they may be on their learning journey.

3. Value Added

We provide several activities to enrich the lives of our students some of which were unfortunately cancelled in 2021 as a result of the Covid 19 pandemic:

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

Catholic Identity: Mission Day, Liturgies, Masses, Retreats (Staff & Students), Thanksgiving Mass, Graduation Liturgies, School Chaplain, St Joseph's Feast Day, Sacramental program (in collaboration with the Parish), Outreach programs (Journey to Emmaus, support of South American orphanages, Walk a Mile in my Boots) and weekly community prayer.

Arts: Senior Band, Junior Band including performances throughout the year, Catholic Schools Music Festival, Performing Arts Group, Mount Carmel College Musical whole school excursion, Art Therapy classes, Specialist Music/Drama Lessons, Book Week activities including Parade.

Extra-Curricular: Year 5-6 School Camp, Sporting activities and tournaments.

Community: Sports Day, Whole School Swimming excursion, School Disco, Mid-Autumn Moon Festival and Multicultural Celebration, Literacy & Numeracy parents' workshops, Mother's Day Stall, Father's Day Breakfast, STEM Open Day, special lunch order days and Family Fun Night.

Facilities: Improvements and New Facilities

Annual maintenance painting program.

Satisfaction

Staff Feedback/Consultation Process for the 2021 School Year Results are percentages

Each year staff feedback for school satisfaction is sought. As part of the consultative process undertaken throughout the community, staff engaged in the Curtin University Living Learning Leading Teacher Survey.

	Almost Always	Often	Sometimes	Rarely	Almost Never
Catholic rituals, symbols and liturgies are an important part of the school's identity	66.7	33.3			
The school supports the dignity of each person through words and actions	88.9	11.1			
Time is made for teachers to reflect on and improve their professional practices	44.4	22.2	33.3		
Data are used/shared to provide in-depth analysis of teaching practices	66.7	11.1	22.2		
There is a whole school approach to curriculum delivery and to the principles and practices of assessment	66.7	33.3			
Students reflect on and revise their learning goals	11.1	66.7	22.2		
Students track and measure their own learning growth	11.1	55.6	11.1	22.2	
The school has structures, policies and procedures to strengthen family involvement and engagement	55.6	11.1	33.3		
There is a culture of shared responsibility within the school community for student development	44.4	22.2	33.3		
The cultures, backgrounds and diverse religious understandings of different families are respected	88.9	11.1			
Staff understand and accommodate the diverse needs of students	88.9		11.1		
The school's infrastructure meets the needs of the students	22.2		66.7		11.1
Decisions about resource allocations are considered through broad consultation	22.2	33.3	33.3	11.1	

Parent/Caregiver Feedback/Consultation Process for the 2021 School Year Results are percentages

Each year parent feedback for school satisfaction is sought. As part of the consultative process undertaken throughout the community, parents engaged in the Curtin University Living Learning Leading Parent Survey.

	Almost Always	Often	Sometimes	Rarely	Almost Never
Satisfaction with Catholic Identity					
School liturgies and masses are made relevant and meaningful to my child/ren	37.5	25	25	12.5	
At school, my child/ren are encouraged to notice and act on issues of poverty and injustice	25	12.5	37.5		
At school, my child/ren are encouraged to be aware of and act on environmental issues	37.5	37.5	25		
At school, my child/ren are encouraged to help those in need	37.5	37.5	25		
Satisfaction with Curriculum and Co-constructed Learning Design					
The teachers communicate with my child/ren respectfully	37.5	25	25	12.5	
The teachers engage my child/ren in planning and directing their learning	37.5	25	25	12.5	
In general, my child/ren enjoy going to school	62.5	25			12.5
In general, at school, my child/ren are expected to take responsibility for their learning	50	25	25		
Satisfaction with Community Engagement					
The staff are welcoming to my family and me	50	25	25		
My family's culture and background are respected	62.5	25	12.5		
Communication between the school and my family is sufficient	37.5	37.5	12.5		12.5
There is strong partnership between families and the school	37.5	37.5	12.5		12.5
Satisfaction with Safety					
The adults at the school create an environment that helps my child to feel safe	50	37.5			12.5
The policies and practices of the school support positive student behaviours	50	37.5			12.5
Satisfaction with Infrastructure					
The school's facilities and grounds are well maintained	62.5	25	12.5		
The school's facilities and grounds provide a stimulating and welcoming environment	62.5	25	12.5		

Life at St Joseph's School / Student Survey 2021
Results are percentages

Each year student feedback for school satisfaction is sought. As part of the consultative process undertaken throughout the community, students engaged in the Curtin University Living Learning Leading Student Survey.

	Almost Always	Often	Sometimes	Rarely	Almost Never
At school, I am invited to be with God through prayer	45	37	17	1	
In Religious Education lessons, I learn about Jesus, the Church and religion in interesting ways	45	33	17	3	2
My teachers give me extra help if I need it	41	32	19	8	
My teachers are good at the subjects that they teach	54	32	12		2
My teachers help me to understand challenging work	41	32	20	5	2
My teachers support me to improve my schoolwork	50	31	14	2	3
My teachers believe that I can succeed	57	29	12	1	1
I think about solutions when there is a problem	38	33	22	3	4
I have a go before asking others for help	49	33	12	5	1
I keep trying even when the work is challenging	44	30	22	3	1
I feel welcome at this school	43	29	21	4	3
I feel that students are kind to me at school	23	30	30	10	7
The classrooms are welcoming places to learn	43	33	16	3	5
The playground has good equipment	51	35	8		6
The internet is fast and there is someone to help me with computer problems	14	33	22	20	11
At school, I am encouraged to care for the environment	57	31	10		2

Enrolments

Enrolment interviews continue to indicate that parent satisfaction is high and most enrolling families do so because their brother/sister is already attending the school, they have visited our upgraded school website, 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. In 2021 our total student enrolment number grew to 185 up from 167 in 2020.

School Income

School income by Funding

Source:

Comm Govt	\$ 1,999,737	70.92%
State Govt	\$ 583,805	20.70%
Fees	\$ 177,405	6.29%
Other/Interest/Levies/CEO reimbursements	\$ 58,806	2.09%
	\$ 2,819,753	100%

Recurrent	\$ 2,802,709
Non Current (capital)	\$ 17,044
	\$ 2,819,753

Overview

Religious Dimension

St Joseph's School was founded by the Sisters of St Joseph and the rich cultural backgrounds of our families together with the religious traditions of the St Joseph's Order continued to enrich all aspects of the school and in particular the religious dimensions. Many thanks are extended to Fr Marek and to Mr Simon McCullough (Assistant Principal Religious Identity & Mission (APRIM)) for their commitment to ensuring that the journey during 2021 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 Reflection Day
- celebration of St Joseph's Day
- celebrating the major Feast Days and the seasons of the Liturgical Year
- Thanksgiving Mass
- Year 6 Graduation liturgy
- School House Team Feast Day liturgical celebrations
- School Outreach
- Weekly community prayer

Sacrament

The Sacramental program, consisting of Reconciliation, Confirmation and First Eucharist, is administered by the Parish Sacramental Team biannually with 2021 being a Sacramental Program 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 teaching the Sacraments across the school.

Witness

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

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 provided with the opportunity to contribute to the following charities/appeals and in doing so showed compassion and understanding for those in need in our local and wider community.

- contribute to Caritas Australia through Project Compassion
- contribute to Catholic Missions which supports overseas communities
- contribute to Catholic Charities which supports communities across Australia
- donate to St Vinnie's Winter Appeal
- donate to St Vinnie's Christmas Appeal
- donate to the *Walk a Mile in my Boots* appeal to support the homeless in Adelaide

Curriculum

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

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

The students are encouraged to make wise choices about their behaviour and learning. In 2021, the School continued embedding 'You Can Do It! Education – Program Achieve'. Program Achieve, was introduced across the school in 2013. This, together with Restorative Processes and the Gospel Values underpins our staff and student wellbeing. The staff will continue to embed the social skills programs in the school. Through this, the students learn skills to accept responsibility and use 'habits of the mind' in order to build good relationships with themselves and others.

The students in Years 3 and 5 took part in NAPLAN testing in May, the results of which have been analysed to inform teaching and learning programs moving forward in order to continually strive for improvement.

The school continues to provide opportunities for staff to investigate areas of professional learning on a whole staff and individual basis. These funds were specifically for Staff Professional Learning.

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

A particular focus of our whole staff professional learning was in the areas of Crossways Re-design (upgraded Religious Education curriculum document), ecological conversion and sustainability, Literacy, Numeracy and STEM. During 2021, staff were involved in on site and external professional learning in these curriculum areas.

The instrumental program provided students with the opportunity to learn singing, piano, keyboard, drums and/or guitar. Our school band, under the guidance of the very talented Mr Duncan Kilburn completed in the *Battle of the Bands* competition and performed for the school at assemblies in 2021. A genuine and sincere thank you to Duncan for sharing his gifts and talents.

School Master Plan

2021 saw work undertaken to resurface the two existing hard court play spaces along with the development of the school Nature Play and Sustainability Garden as part of the school master plan. This project was funded entirely by the school at a cost of \$550,000. Since its completion in May, the whole school community have enjoyed using the upgraded play spaces.

The redevelopment of our Preschool / OSHC outdoor area into a mini nature play has also been completed with the school again being able to self-fund this project at a cost of approximately \$85,000.

Community

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

In 2021 we were limited with what we could offer in terms of community building events as a result of the Covid 19 pandemic. Our STEM Open Day in Term 3 was a success with a number of family members joining us on the day. Our weekly communal prayer along with our twice termly whole school assemblies continued to be positive community building events. Our Year 6 Graduation Liturgy followed by dinner proved to be popular with our Year 6 students.

In 2021 members of the Parents & Friends met informally on a number of occasions but unfortunately as a result of Covid 19 restrictions many of our usual community building events such as the Mother's Day Stall, Father's Day Breakfast, School Disco, Mid-Autumn Moon Festival and Multicultural Celebration, Family Fun Night and support of the Christmas and Easter raffles were unable to go ahead. I extend a special thank you to those parents/grandparents who have been a part of the Parents & Friends in 2021. It is my hope that in 2022 we will be able to return our focus towards our community building school events across the year. The Parents & Friends Committee is always looking for more parent participation.

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.

In 2021 St Joseph's School Occasional Care Service was established providing care on Wednesday afternoons (12pm-3pm) for preschool children of our working families. The service is capped at 11 children with numbers ranging between 6 and 10 most weeks.

Class Structure – 2021

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

The School Board has again addressed a wide variety of educational, pastoral, safety and financial issues during 2021. Annemarie Britvec (Chairperson) has overseen general issues brought to the School Board during 2021, in a professional and pastoral manner. Thank you to all School Board members for the work that you have undertaken on behalf of the school community.

I would also like to mention Simon McCullough. Simon attends School Board Meetings to share his knowledge about the school and support us with his gifts and talents. Thank you for supporting the School Board in the way that you do.

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

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

Thank you to all parents who give their time to help 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 2022 we will be running Literacy & Numeracy workshops and Volunteer Induction sessions to support all parents, carers and adults willing to help our children.

I would like to extend our thanks to Mieke Vanden Bos, our OSHC Coordinator and to the Advisory Committee for the ongoing quality of care given to our children in Out of School Hours Care. Despite Covid 19, Playgroup has also been 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 the necessary support to ensure all our children have an excellent start to their schooling and a firm foundation for further education. I sincerely thank each of our staff members for their commitment to our children and our community.

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

I thank staff leaving St Joseph's for their dedication and commitment to our children and community and wish them well in their future endeavours.

We thank and farewell **Mr James McCarthy** who has won a full time Physical Education teaching position at Stella Maris Catholic School, Seacombe Gardens. James has done a wonderful job leading the expansion of the physical education opportunities provided to our children through weekly physical education specialist lessons, our involvement in Catholic Schools sporting carnivals and organising outside facilitators to come into the school and take classes for additional physical education sessions as part of the Sporting Schools program.

We thank and farewell **Mrs Rosalie Fergus** who finished up with the school at the conclusion of Term Three having won the position of Administration and Finance Officer at Compass College, Elizabeth. Rosalie has done a wonderful job managing the day-to-day finances of the school while providing me with valuable support in my financial leadership of St Joseph's School. On behalf of the school community, I would like to acknowledge and thank Rosalie for the great service she has provided to our school during her time with us.

We farewell and give thanks for our Year 6 students. We ask that you remember the graduating students in your prayers, and we ask God to bless them as they take the light of Christ to others on their life journey. I would like to thank them for their enthusiasm and commitment to Servant Leadership. Their leadership to make a difference within the school and with students is inspiring. May they always remember this school community and keep St Joseph's School, their experiences here and the friendships that they have made, in their minds and hearts.

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

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

Working in Partnership,

Shaun O'Leary

Playgroup

Playgroup provides a safe area for children to engage in and experience new activities. Children are presented with opportunities for social interaction, developing their social skills at their own pace while learning about their connections to others. This helps to develop and improve social skills, resolve conflict and build tolerance. Opportunities are provided for children to create, invent, reason and problem solve.

2021 as in 2020 saw some disruptions to playgroup due to COVID-19. Families adhered to COVID-19 regulations by signing in upon entry, hand sanitising and wearing face masks. Toys continue to be wiped over with antibacterial wipes at the end of each session.

It has been pleasing to see a good number of families attending playgroup regularly and strong friendships established by gathering each week to chat and play with their children. This has created a supportive atmosphere with plenty of family interaction. Encouraging relationships between families plays an important role in the development of the children, as well as giving the families a sense of connection and belonging.

Susan Scheller

Preschool

It was wonderful to return to my role as preschool coordinator this year, with new preschool teacher Melissa Strudwick. ESO's Bronwyn Robinson and Hanh Do, completed the preschool staff team, bringing with them a great wealth of experience and passion for working in early childhood. We were also lucky to have volunteers Kylie Zouroudis and Tran Dang working with children and performing admin in the preschool room.

Every year in Preschool, children are supported to develop a strong sense of identity. We do this by celebrating each child's sense of identity and belonging within the family and community. This year we did this with the children sharing

their family and cultural story through photos in our family gallery, photos and stories in their family page which is compiled into our St Joseph's Preschool family book, self portraits and drawing pictures of our families. In term three the children learnt about themselves inside-out. We learnt about our body parts and functions, organs and what our bodies need to survive and thrive.

We also provide opportunities for the children to feel connected and contribute to their world. This year we experienced a range of activities, explored stories, visual arts, customs, and celebrations, including those from our Australian Aboriginal and Chinese and Indian communities, such as Dreamtime stories, NAIDOC week, Diwali Festival and Chinese New Year. In term four, we had a music focus where children were exposed to music from around the world. We played and learnt about a variety of musical instruments and even made our own musical patterns.

We also made connections to our world by involving the children in topics of sustainability, caring for the garden, animals and insects. The children planted and cared for flourishing flower, herb and veggie garden beds. Members of the community visited the preschool, for example the Fire Fighters, teaching us about emergencies and their role in our community.

In addition, children are supported to develop a lifelong skill of becoming effective communicators. We do this through the use of a range of tools and media to express themselves. This year the children enjoyed a range of experiences exploring communication including song, music, dance, imaginative play; used a range of media to express ideas through drawing, painting, writing; a range of texts such as books, online stories, iPad; and oral language through rhyming, songs and phonic sounds. These experiences catered for all children's interests, skills and developmental levels.

Throughout the year it has been a pleasure to see the children grow in confidence and show a sense of belonging and comfort at preschool, develop their social, emotional and communication skills, show a connection and interest in learning about the world around them and to take with them a sense of care and respect for others and the natural world. Parents, caregivers and families have felt connected to their child's preschool experience through the use of our online Portfolios, Multicultural Doll packs and Reflections folder.

It has been an extraordinary year and my thanks go to the preschool children and their families for their caring and thoughtful contributions throughout.

Catherine Crosbie and Melissa Strudwick

Year R/1W & R/1T

In 2021 the 2/3 class has had lots of enthusiastic students that are hardworking, and this has attributed to each one of them being successful learners. Each morning we share in class Prayer and start the day with read to self. We have a class motto 'Shine like Stars'. All the students worked well with the class routines and everyone is having a go and doing the best that they can with a smile to shine like a star. As part of the Program Achieve program, we spent a lot of time working on these skills Getting Along, Confidence, Organisation, Resilience and Persistence as part of our daily class routines. Each Monday afternoon we would have Getting Along time with the 3/4 class in the form of small group activities. This year we used the Smiley Minds Program to discuss how our body thinks and feels in different situations through learning meditation skills. The students then kept a Well Being Journal where they could write and draw their thoughts about how they feel. Ms Dinning was a great support to the 2/3 class and took a small group through the Seasons of Growth Program which helped many students and their families.

All students enjoyed a day at the Botanic Gardens and making connections and bonds with friendships in a fun and friendly environment. The students have enjoyed their new specialist subject areas being Physical Education, Music and French we thank these teachers for sharing their special talent with us in 2021.

In Religion we began with a focus on Prayer and helping others especially those effected around the world by natural disasters. We then looked at the books of the bible and the Gospels, researched and created a power-point on a Saint, and enjoyed participating in class liturgies. We also looked at the names of some of the appropriate symbols and celebrations that are part of the Church's Liturgical Year. In term 3 we participated in the 'Made in the Image of God' program and developed their understanding and awareness about the human person and how unique they each are. The class experienced a lot of telling bible stories using Godly Play and all students responded to the Wonder questions. Our class liturgies have all been very Amazing with the students all participating in reading prayers, singing songs but all showing respect for this very special time together.

This year we continued with our literacy blocks each morning Monday to Thursday. On Friday mornings we had assessments and reflections of the week. 2/3 's all experiencing success in reading, writing, speaking and listening. The children really enjoy presenting their work in class sharing time and literacy sharing time where the opportunity to share across R-4 is a celebration of the children's learning. Guided reading this year enabled students to read aloud to others and be confident readers and working on questions together to strengthen their reading comprehension skills. The 2/3 class participated in the Premier's Reading Challenge and it is part of their daily learning to read books which does encourage the love of reading in everyday life.

Numeracy block worked well for the 2,3,4 classes at 12.30 to 1.30 Monday to Thursday and Maths Assessments on Friday. The children enjoy challenging themselves with maths worded problems which has been great to extend their problem-

solving skills. It has been vital to establish student maths participation with enthusiasm and engagement to work within the child's number range ability and to continue to increase the number range in all four mathematical operations: addition, subtraction, multiplication and division and to be able to apply these skills learnt in everyday mathematical situations. The small groups benefit the students to work at where they are at and support our targeted teaching methodologies. A big thank you to our co-educators for their support in taking a small group of students in numeracy groups. Student testing on Running Records, BURT, Westwood spelling and PAT R and PAT M as aligned with the literacy and Numeracy agreed practices enhances our teaching. The database is still evolving with the addition of numeracy data so that we can see a clear picture of how our students are learning and what we need to teach so that our students meet the benchmarks in their year level.

In Hass we continued to use the Inquisitive program that is an online program with lesson plans and activities. Across all subjects we used Digital Technologies such as Click-view, Word, Publisher, power-point, Scratch, Mathletics, Study ladder, prodigy, flip-grid, Microsoft teams, storyline online, and the camera /video function to record students learning. Home schooling showed us all that we can communicate in an online world if we have to, but it was refreshing when all the students returned and the effects on face to face teaching which simple can't be replaced. Covid-19 has strengthened each student and teacher to appreciate what we have and not take anything for granted. We thank all our parents for their co-operation and patience during this difficult time but again it proved if we all work together, we can continue to achieve great things for all our students so that they can be the best person that they can be.

In 2/3 STEAM this year we have designed and then made bridges, small group rotation of activities such as lego, cards, gardening, painting, focussing on hands on activities and focus on real life situations and problem solving. The students enjoyed playing Christmas carols on the xylophones in small groups.

Our back garden has produced herbs and vegetables that the 2,3,4 classes have nurtured together to care and grow a beautiful garden. The 2/3 class also focussed on the world in which we live and our environment and how we can all do things for our environment. The students have enjoyed caring for the Garden out the back and the new garden bed at the front of the nature play area, putting rubbish in the correct bins and using rainwater to water the plants.

It has been a delightful year working with this group of happy, honest and motivated learners that were always willing to take risks and challenge themselves to learn more in all subject areas. I hope each and every student will continue to reach for the stars and shine brightly in 2022.

Natalie Doyle

Year 3/4H

February

The 3/4H class has made a fantastic start to the year. We have welcomed Jack, Dmitri and Cat to our class, and they have done a superb job in settling in and establishing new friendships.

We have spent the first two weeks of the term looking at the "Child Protection Curriculum – Keeping Safe". The students have done some excellent work in this area and we will review and revisit it throughout the remainder of the year. The skills and knowledge covered in this unit of work was evident during the excursion to the Adelaide Botanic Gardens. The students managed themselves well, stayed safe and listened closely to the educators when needed. It was a very enjoyable day.

In class we have begun our Literacy and Maths lessons with all students engaged in their small learning groups. The focus for this term in Maths will be Number and Place Value and Narrative writing will be the focus in the Literacy blocks. Thanks to the parents who attended the AGM and Parent Information Sessions. We look forward to meeting with your family at the Learning Conversations in late March.

March

In the month of March our numeracy focus has moved from number and place value to using addition and subtraction to solve problems. The Maths groups are becoming familiar with the numeracy lesson structure and are showing more persistence in working on their maths tasks. We will move on to multiplication and division soon and complete Term 1 with an investigation into fractions and decimals.

Our religion lessons have focused on "Sacred Texts". We have listened to and read several parables and have discussed why Jesus would have used parables when talking with others. The class has also listened to many hymns and now know that these are also a form of sacred texts. We will connect this learning with the upcoming visit from Andrew Chinn.

The class has been learning about lifecycles in Science and has compared the human lifecycle to that of a lion. We have also developed our skills in classifying animals into a phylum. The students were able to do this with the use of a branching key.

May

On Friday 7th May I had the pleasure of spending the day with the 3/4 class at our Sports Day. We were blessed with fine weather and it was great to see so many parents there to support and cheer on their children. Even more pleasing was the way they encouraged, cheered, and coached other children from other teams. It was one of the best Sports Days I have experienced thanks to this atmosphere of getting along and supporting others. Mr James McCarthy should be congratulated on the preparation he put into the day and the smooth way it was run.

With the NAPLAN looming, time has been spent in Literacy and Numeracy lessons preparing the Year 3 students for this assessment. We have taken time to explain how each question should be answered, to use all the allotted time and recheck their answers before submitting the assessment.

We are coming to the end of our unit on "Before Contact" in HASS. The students have developed a far deeper understanding of the traditional lifestyle of the Kaurna people and have considered the impact of the European arrival/invasion.

Thank you to the School Board for the amazing upgrade to our playground and surrounds. The children have loved playing in the creek, climbing the Spider Web Tower and swinging on the Giant Swing.

June

This week we had Jordan working in our class. He is a Year 10 student from Woodville High School and was required to complete a week of work experience – he chose to do this at St Joseph's School. Jordan showed great empathy and knowledge when supporting the students with their learning and the children certainly benefited from the time spent with him. On his last day, he gave a short saxophone performance for the 2/3 and 3/4 class. We wished him all the best and hope he returns for a placement if he decides to pursue a career as an educator.

Most of our class participated in the lacrosse carnival yesterday. Although it was very chilly at West Beach, the reports I have received back from staff and students suggest that all had a good time and enjoyed the experience. Thanks to Mr Pick, Mr McCarthy, Ms Bryant and Mrs Coleman for their supervision on the day.

In Religion lessons, we have been reflecting on the times relationships/friendship are broken. With the knowledge that God is a forgiving and loving God, we recalled times that we have hurt others or others have hurt us. Some superb watercolour art pieces have been created that portray the initial hurt and the healing process. They will be displayed in our room as a reminder for all.

July

Mr Rohan Field is a 4th Year UniSA preservice teacher and will begin a 5-week placement with our class towards the end of August. He has been in contact with school leadership and is well on his way to providing all required documentation to start his lead in days in Week 4. Mr Field will spend time with me in planning the learning sequence for the second half of Term 3. Through this shared planning, we will ensure that all relevant curriculum areas are covered in preparation for Term 4. I expect that he will send home a letter of introduction to our class' families soon after his arrival.

We have begun a unit of work on the Sacraments of the Catholic Church. After a brief introduction to this unit, we will focus on the Sacraments of Reconciliation, Confirmation and Eucharist. This work will be a useful addition to the work Mr McCullough is doing with some of our students who are involved in the sacramental program.

In Mathematics the students have completed a unit on Angles and will consolidate their understanding of Shapes and Objects in weeks 3 and 4.

Writing information reports is the writing focus across the school at the moment. Our literacy group has been busy collecting and collating information from the internet and printed texts. In Week 3 we will use our notes to create an information report with the aim of sharing these in our Literacy Sharing Session later in the term.

September

This week, Mr Rohan Field began his 4th year placement in our 3/4 class. Rohan has taken the lead teaching role in mathematics and aspects of literacy. For the next 4 weeks he will add HASS, Science, Health and Technologies to his teaching load. The students in the class have already formed positive relationships with him and this will continue in the weeks ahead.

Our maths focus for the remainder of the term will be the collection and interpretation of data. The class has been introduced to a variety of graphs and charts and have used data to create their own graphs. In the weeks ahead they will be collecting data on a topic of their choice and present their findings to others in their maths group.

We have been learning about China in our HASS lessons. This will dovetail into our writing lessons where we are learning how to write great information reports. Each student will be publishing a non-fiction book on China and these will be shared with the other students during our next literacy sharing time.

October

Welcome to Term 4! After two weeks away from class we understand how difficult it may be for some students to 'reset' back into school. It's pleasing to see how well the students have dealt with this challenge and have settled into their learning and reconnecting with their school friends.

In Mathematics lessons we will be covering skills and knowledge involved in the Measurement strand. At the end of the unit, students will be able to use scaled instruments to measure length, capacity and mass. We will also be investigating how to calculate area. We have set some challenging measurement tasks involving objects in our school yard. Students will need to work well with others to complete the tasks.

Our writing focus this term will be Scientific Recounts and Scientific Procedures. We will begin by viewing a science investigation and then use what we have observed to write a Scientific Recount. Towards the end of the term we will look more closely at the purpose, language and structure of a scientific procedure.

Civics and Citizenship will be the topics dealt with in HASS this term. The class has been learning about how rules and laws are made. We have also discovered the importance of having broad laws that cover a multitude of inappropriate actions. The class elected six representatives to form a 'Kids Government' and these students were made responsible for selecting ten rules that we should follow in our school yard. These will be shared with the class to demonstrate how simple rules can keep everyone safe and maintain our beautiful school environment.

Ben Higgins

Years 4/5P & 5/6S

TERM 1

We had a great start to the year in 2021. We began the year by focusing on building relationships within our community. After an extensive selection process, we developed the following rules for our community.

SAFE	HAPPY	SUCCESSFUL
<ul style="list-style-type: none"> Follow the Golden Rule Be mindful around others Think good thoughts 	<ul style="list-style-type: none"> Golden Rule Be around safe people/people you can trust Respect other people and their property 	<ul style="list-style-type: none"> Study as hard as you can Be positive Practise new things

At the beginning of the year students from Years 3-6 democratically elected our school leaders for 2021. Congratulations to our school leaders and house captains:

ELECTION 2021 RESULTS

SCHOOL STUDENT LEADERS



Anna Huynh



Henry Dam

HOUSE CAPTAINS

Joseph



Isabelle Brilvec



Gian Belegal



Elly Nguyen



Deng Tong Lual

Kalbe

Tenison Woods



Isabella Marino



Andrew Ta



Lily Nguyen



Nicholas Lees

Our Religious Education program this term has been focused on Daily Prayer and helping students to understand how and why we pray. Students have rostered themselves on to lead a daily prayer session this term.

Our Literacy program has been focused on the Narrative genre of writing. Students have been focusing on increasing the complexity of their writing by improving sentence structure and noun groups. Students have been focused on increasing their knowledge of participants, processes and circumstances to make their sentences more interesting and enjoyable to read. We have been well supported in Literacy with our EAL teacher Louise Moody and Co-Educators Sue Scheller and Tracey Bryant continuing to be invaluable resources. We are continuing with our targeted Literacy Groups within our 2 hour Literacy Block between Recess and Lunch. Within this time, we have dedicated half an hour to Writing, Spelling, Reading and Oral Language activities.

Within Numeracy lessons, we began by focusing on Number and Operations and have split once again into different Maths groups. The groups have been working well and have allowed for more targeted teaching of specific concepts. We have also been exploring Problem Solving Strategies to increase students' abilities to solve problems in different ways.

Within Science lessons, students have been exploring the concept of matter, including solids, liquids and gases.

TERM 2

Our Religious Education program this term has so far been focused on the events that occurred after Easter with the Resurrection, the Journey to Emmaus and the appearances of Jesus after the crucifixion. We celebrated our whole school Reconciliation Liturgy in Week 6 as part of Reconciliation Week- it was wonderful to have a new cohort of students add their fingerprints to our Reconciliation tree. A group of students also had the opportunity to celebrate a Reconciliation Mass at Mount Carmel College on the same day.

Our Literacy program continues to run smoothly as our genre focus turns towards a Persuasive focus. We have also been focused on increasing students' ability to brainstorm and mind map ideas. We have been well supported in Literacy with our EAL teacher Louise Moody and Co-Educators Sue Scheller and Tracey Bryant continuing to be invaluable resources. We are continuing with our targeted Literacy Groups within our 2 hour Literacy Block between Recess and Lunch. Within this time, we have dedicated half an hour to Writing, Spelling, Reading and Oral Language activities. Some of the foci of our writing lessons have been on persuasive structure and persuasive devices. Persuasive devices include rhetorical questions, repetition, and personal pronouns.

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

In Science, students have been exploring the Solar System and the objects within it.

In HASS we have been learning about what human rights are. Students have been using their understandings of human rights to explore impacts of the Stolen Generation.

Lacrosse Carnival was held on the 10th of June. It was a fun (but very cold) day for all involved. Thanks to Mr McCarthy for organizing the day and training the students in the lead-up.

TERM 3

Our 4/5/6 learning community has had a positive start to the second semester of 2021. Whilst we have been operating in the shadows of COVID-19, we have been very impressed with the resilience and adaptability of our students this term. To prepare for at home learning in a matter of hours was a huge ask for students and it would have been understandable if we had a large cohort of students unable to work at home during this time. However, it was incredibly pleasing to see so many students engaged with their learning whilst at home.

Our semester has continued to progress with ups and downs along the way. With the expert support of our resident media expert, Duncan Kilburn, our Year 6s have begun their planning and preparation for their end of Year Graduation Video. They spend time every Thursday, getting things ready to film their segments. We are very much looking forward to seeing what they come up with this year.

We also had a group of our students perform in the Catholic Schools Music Choir. Congratulations to Maddison Turner, Sony Huynh, Aiden Norman, Daksh Sharma, Damian Wensae, Alex Vo, Jordan Dela Cruz, Athan Nguyen, Minh-Thu Nguyen, Leannah Pham, Jaylea White-Wilson, Amber Wehrmann, Serena Phan-Le, Nicholas Lees, Joel Lipson and Ava McCaul for their efforts as Choir Members. A big thanks to Mrs. Meyer for leading the choir group this year.

TERM 4

We began our final, busy term of 2021 with sense of excitement.

Our Year 5/6 students were excitedly preparing for camp. We headed to Wirraway campsite on Wednesday of Week 2. Some of the activities we will be participating in include horse-riding, sheep herding, low ropes, archery and bushwalking.

Our Year 6s also spent a large amount of time busily preparing their Graduation Video. They are also preparing themselves to finish their primary schooling and commence a new chapter in their lives, joining a new school community in 2022.

We had many students who are competing in the SACPSSA Athletics Carnival on the 3rd November (Week 4) at Santos Stadium. Athletics carnival is a popular excursion, and we are grateful that was postponed and not cancelled for this year.

APRIM

Confirmation

Every two years there is a group of students within our school and the parish who are prepared for the Sacraments including Reconciliation First Eucharist and Confirmation. The Confirmation Liturgy and First Eucharist was celebrated in our Parish Church in November and December. These were great celebrations and we acknowledge and appreciate the support of the families, and their sponsors as these students prepared for this special event. A new Sacramental program begins in 2022 for the 2023 celebrations and as always, we will look to improve the ways in which we can work closely with the Parish and Families.

Parish Links

We enjoyed continuing to develop our very positive relationship with Fr Marek and the Parish Team. Shaun and I attended Parish Council meetings and visited Fr Marek often. The children in Year 4/5 and 5/6 along with their teachers, ensured that readings and prayers were prepared and practiced for Mass. This was a great contribution from them to the celebration of Parish Masses.

Staff Reflection Day

Our staff reflection was facilitated by Sr Mary Cresp at the Monastery Conference Room. Our focus was on sustainability and what Fr Julian Tenison Woods has said about caring for the environment.

PRIMA and Religious Leaders Days

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

Liturgy and Mass

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

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

The school has also held other liturgical celebrations in the Tenison Woods Centre by commemoration the Saint for each of our house groups. Our weekly Community Prayer which is held each Friday have been very well received by the students and many families stop to join with us which has been wonderful. Thanks to Jane Smith, Matt Pick and the children from 4/5 and 5/6 who did a wonderful job preparing these prayers each week and leading them each Friday morning.

KSFK / Breakfast Programme

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

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

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

Charities –

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

RELaT

The Religious Literacy Assessment was developed by Catholic Education SA with the aim of assisting with reporting and evaluation of RE in schools. The evaluation does not focus on beliefs or faith but is used to inform teacher professional learning and programming, curriculum design and pedagogies. Results will be used to help inform teaching programs for 2022.

Thankyou

I had wonderful support and friendship throughout the year. I thank Shaun O'Leary and all the staff and am very grateful to be working with them and all in our St Joseph's Community.

Simon McCullough

Library

The school library had a great start to the new year. All students were excited to come in and borrow new books that had come in over the holidays.

The library is open Monday to Thursday at lunch time for students to borrow, read, play games and there are different activities each week.

The library started a small Chess club on Fridays at recess.

The library had a display with books with information and stories about Luna new year. The students enjoyed the making activities available at lunch time.

The Reception, year 1 and preschool classes received their new library bags on Monday the 15th of February. Which had made borrowing a lot easier for them.

Premiers reading challenge had started for the year and the new booklist with updated books were available for teachers and students. Reading for the challenge finished on the 3rd of September 2021.

Library chess club on Fridays at recess time has been very popular with students that already know how to play and students that would like to learn. The older Students have been helping and teaching the younger students.

Class teachers sent back library wish lists during term 2, filled with lots of books the students and teachers would like to see in the library. Based on the students and teachers wishes we placed an exciting order of the books the students asked for.

Book Club provides families with an affordable and convenient way to bring the best in children's literature into their homes. Scholastic gives back 20% of the order spend to schools to purchase valuable educational resources via its Scholastic Rewards program. We were able to purchase some great educational resources from the rewards earned from last year.

The Library received two new book shelves for fiction book sets. The new bookshelves have made it easier for students to find their favourite book series.

Planning started for Book Week in term 2 ready for term 3. The CBCA 2021 short list was announced, and we purchased some of these books for the library. The Book week parade was on the 25th of August. Students and staff had a great day. All the students' costumes were fantastic and awards were given to the best dress from each class. We also held a book fair on the 27th of August. The library sold some old book and accepted book donations from the community to raise money for new resources in the library. Money raised from the Book Week spider stall and the book fair went towards purchasing new resources for the library.

Prizes and awards were given out at assembly for the colouring in and the book making competition for book week. We had a great number of students participating this year.

The PRC closed on Friday September 3, with students needing to have their Premier's Reading Challenge Student Reading Record forms handed into the front office by Wednesday September 1. Congratulations!

St Joseph's School Ottoway was selected as one of the 55 high achieving schools to be invited to attend the 2021 Premier's Reading Challenge Reception. The school was awarded a certificate and new books for the library from the premier Steven Marshall. This year we had a record number of participants for the PRC all awards and medal were given out at one of our assembly's.

Our new class bins, from bin shift arrived and from week 2, Term 4 all classes have been doing their part to reduce our waste across the school.

Term 4 Issue 8 was our biggest book club order this year, thank you to all students and parents for their ongoing support. This means our school rewards are bigger than last years and we were able to purchase some amazing new books and resources for the library for next year.

Tracey Katsoullis

Teaching & Learning, EAL, Inclusive Education

In 2021 St Joseph's School has continued to focus on meeting students' needs through targeted learning programs. Throughout the year students were continually assessed and this data has informed the teachers on what type of learning content and approaches the students need. At St. Joseph's School we are committed to understanding and targeting the learning needs of every student.

As the EAL Teacher, I have worked with class teachers to support the EAL students within targeted Literacy lessons. The focus of lessons was developing oral language skills, building vocabulary and comprehension, and explicit teaching of

genre and grammar. In August the EAL Levelling Data was sent into CESA. These results informed the funding structure for 2022. The levelling data was used by teachers to meet the specific learning needs of each EAL student. This year the Yr.3 and Yr.5 students sat the NAPLAN tests. The students performed well, and we have used the data to inform the students' learning program. The teachers analysed the school and individual NAPLAN results in a staff meeting.

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

Louise Moody

Physical Education

As an new educator my approach to teaching PE focused on my learning through university and professional development. My aim at the start of the year was to know each student on an individual level regarding their interests, preferred learning style and strengths. By having a strong understanding of how each students learns allows me to differentiate my learning through the CHANGE IT approach.

Coaching

How to score

Area

Number of Players

Game Rules

Equipment

Inclusion

Time

Carnivals

Sports this year has seen the students from years 3-6 attend many different carnivals. We have had strong numbers which has been fantastic. My aim was to introduce students to new sports and get the involved working in a team environment.

- Lacrosse carnival- 34 students attended the day we had 5 teams represent the school.
- Cross Country carnival- We had 32 students attend the carnival.
- Athletics carnival- We had 37 students attend the carnival.
- Sports Day at Port Adelaide Athletics club (used this day as Athletic trials for years 3-6)

Sporting Schools

Term 2 Badminton- 5 sessions

Term 3 Basketball- 4 sessions (every student from year 2-6 received a basketball)

Term 4 Tri Skills Gymnastics – 4 sessions

Term 1 2022 Nominated for Softball

During my time I at St Joseph's Ottoway I focused on the 4 key areas of sport that include: **net/wall, invasion, target games and striking/fielding**. Additionally, I also had a large focus on fundamental movement skills, spatial awareness, fair play and teamwork for the younger years. For years 3-6 my focus area was based around the upcoming SACPSSA carnivals. By doing this the students were able to develop their skills, learn the rules, work upon their spatial awareness, and think tactically prior to representing the school.

Term 1

Year R/1 - Fundamental Movement Skills and Sports Day games

Year 2/3 - Target games of throwing/catching and Sports Day games

Year 4/5/6 - Target games and Sports Day games

Term 2

Year R/1 - Locomotor movement (walk, run, jump, hop, skip, slide, gallop, leap) and basketball

Year 2/3 - Basketball and Lacrosse invasion focus

Year 3-6 - Basketball and Lacrosse invasion focus

Term 3

Year R/1 - Have been focusing on fundamental movement skills and running patterns through a range of different games.

Year 2/3 - Have been working on soccer for the last 5 weeks, they slowly built up from learning the basic and rules to play in small, sided games round robin games.

Years 3-6 - Have been focusing on touch football for the last 5 weeks, this has consisted of many different skill based drills. As many of the students were new to the game, the lessons focused on the correct way to throw and catch a ball along with the rules. The students will now transfer over to another invasion game in soccer. I introduced the SEPEP model to the students in class. I split the students up based on ability, gender and friendships. Within these teams they

each have a specific role: captain/coach, designer, stats, and umpire. All of the students will participate in small, sided games in a round-robin tournament, however there are points up for other areas such as. Designs, fair play rules, team chants, mascot creations, stats/scores.

Term 4

Year R/1 - Strike/Fielding, running pattern games, small-sided cooperative game play.

Year 2/3 - Tennis focus on ball control with a bat, correct technique, balance with a racquet/ball. Basic rally and hitting.

Year 3/6 - Cricket and Tee-ball started from small, sided games and skill practice to a game. Athletics focus for carnival.

Units taught in 2021

Invasion games - Lacrosse, Touch football, soccer, basketball

Strike/Fielding - Cricket and Tee-ball

Net and Wall - Tennis and Badminton (Sporting schools)

Target - A range of rotational games throughout Term 1 which incorporated throwing and kicking.

Other - Sports day focus and gymnastics (Sporting Schools)

Equipment Purchased-

- Soccer balls
- Australian rules Footballs
- Vortex
- Hoops
- Sashes
- Multipurpose net
- Lacrosse sticks
- Sports bins
- Bean bags
- Ribbons (sports day)

James McCarthy

French

In 2021, St Joseph's continued to teach French in its Languages program. All classes attended a 45 minute lesson on Fridays of each week.

Students began the year examining French life and focusing on what it is like to attend school in France. Classes made comparisons between French and Australian schools, noting similarities and differences between timetables, holidays, year levels and subjects.

In addition, students also extended their repertoire of French vocabulary. They focused on being able to translate words into English (and from English to French) whilst also developing correct pronunciation. Topics covered included...

- days of the week and months of the year
- the Olympic Games and sports
- seasons and weather
- the numbers 11-20
- fruit

Providing students with a range of learning experiences and continued to be a priority in 2021. Classes completed writing and speaking tasks, played collaborative games, made visual displays and craft projects and also used technology and online tools to read, write, listen, speak and research.

The students of St Joseph's are to be commended on their enthusiastic and conscientious approach to learning French in 2021. It has been a busy and productive year in the French room!

Janine Meyer

Choir

As has become tradition, St Joseph's again had a choir participate in the 2021 Catholic Schools Music Festival.

Seventeen Year 5 and 6 students worked hard throughout Terms One to Three to prepare for the final performance at the Adelaide Entertainment Centre. Students attended rehearsals each Wednesday afternoon, spending the hour learning the provided repertoire of ten songs. Students were required to sing the songs from memory and also to perform choreography to four of the songs.

Throughout their experience, the choir were privileged to attend three excursions as an integral part of their preparations. The students travelled to Whitefriars Catholic School in Term Two and then to Loreto College and the Adelaide Entertainment Centre in Term Three. These excursions enabled the students to experience singing with a larger group and harmonising the different parts of the songs.

Finally, on Wednesday evening, 22nd September, the students performed in front of an enthusiastic and appreciative audience at the Adelaide Entertainment Centre. It was a joyful and energetic event that received rave reviews. The students represented St Joseph's proudly and are to be congratulated on a wonderful performance. It was a pleasure to be able to see them participate in such a special and professional experience after so much hard work throughout 2021.

Janine Meyer



Work Health and Safety

Report Period: Year 2021

Incident Reports

Accident / Incident / Near Miss / Hazard Reports	Number	Description
Accidents / Incidents*	nil	
Near misses	nil	
Hazards	25	From hazards Register eg. Replace fluro's, repair chairs, replace bolts, prune trees etc
First aid only	nil	
* Lost time injuries (from the accidents/incidents)	nil	
New Workers Compensation Claims	nil	
Bullying Complaint investigations	nil	
Student related Incident	2	Student hitting staff
Student related First Aid	348	Minor cut/bruises/knocks/grazes/bumps/Falls

Safework SA Union Matters Notifiable Incidents / complaints

Date of Incident	Number	Incident Details	Actions from SafeWork SA e.g. SWSA Action	Date of Notice
Nil				

Union Matters - Union right of entry

Date	Alleged contravention	Findings
Nil		

Correspondence received

Title of document	Author	Date presented to staff
Safety Bulletin / Hazard Alerts / coordinator meeting notes / Sun smart membership	CSH & W Cancer Council	2021

Policy / Procedure

Title of policy/procedure	Date presented to staff
95 items from task Manager	
Fall prevention / First Aid Kits / Asbestos Register	

Audits

Type of Audit	Corrective Actions Identified (NCR's or observations etc)
Nature Play / Playground Inspection	None required

Training

Title	Provider	Date	# attended
Learning Manager	CSH & W	Sept/ Oct	All staff
First Aid	Red Cross	Jan	All staff

WHS Activities completed

Activity	Date completed
Workplace Inspections / RCD tests / WHS meetings / Egress register	2021
Security lights replaced / Maintenance schedule updated	
Fire equipment checked / Maintenance repairs / Inductions conducted	
Risk Assessments reviewed / Evacuation Drill / Incidents and first aid registers reviewed	

Michael Higgie WHS Coordinator

Canteen

2021 has been a more stable year than last year however, it unfortunately was still impacted by the ongoing COVID-19 pandemic. Even though the pandemic made things more difficult I think the canteen has been going along quite well. The new menu introduced earlier in the year has been very popular with parents and children alike. Now I have a better idea what new menu items the children are enjoying a new more considered menu with some new changes will be ready for term 1 2021.

I think the introduction of the QKR system to the canteen has been very beneficial. The option for parents to pay for lunch orders by credit card has produced not only more orders but larger and more varied ordering, which is good not only for the canteen but the students to get more variety.

I note that the canteen is still struggling to get regular volunteers which makes exploring new food options or making special over the counter treats. If anyone has any new parents wanting to volunteer their time in the school, please let me know.

Finally, I would like to take the opportunity to thank Bronwyn for all her hard work in the canteen over the past year it has been a pleasure to teach and work with you.
Thanks

Rebecca Allen

Out of School Hours Care

Children participate

- Continue with ideas for our weekly menu, and we explore new food ideas.
- About Me books are a collection of activities the children experience during their time in OSHC. These books continue to be added to throughout the year.
- Mix and pour Plaster Paris into moulds, awaiting it to set, then decorate them with paint, coloured wash, or texta.
- Continue to make iron on beads designs which encourages other children to give it a try.
- Made lanterns of various styles and discussed Vietnamese New Year.
- Use the camera and take photos of the group at play.
- Some children like to perform, writing plays or songs and then inviting the group to watch a performance. Performing can help largely with confidence, encouraging other children to 'have a go' and perform also.
- Safer Internet Day, educators read a story online to the children about Rules on Computer Safety. Children listened and watched the video explaining the 5 rules of safety. We discussed these guidelines.
- We observed the changes occurring with construction of the yard and now enjoy the new play area.
- We learnt about how to have a fresh egg bounce and float.
- Playgroup and OSHC share the space during pupil free days through the year with children doing baking and activities together.
- Assisted with the construction of the Crystal Kit, taking care to read the directions clearly that stated the precautions needed. Children helped to decide upon a safe place for the experiment to be while the crystals grow in the container. Success, the crystals grew.
- Community volunteer Deidre came to visit, instructing and discussing how to make cuttings, prepare them, and then plant them so they would grow.
- Reconciliation Week, children discussed why this celebration is important for us to participate in. They learned about celebrating the first Australians and trying to make the country a more equal place, working to bring together indigenous and non-indigenous Aussies. Including building their understanding of Australia's rich and long history and Aboriginal and Torres Strait Islander histories and cultures. The children decorated pieces of bark and wooden boomerangs with paint. Scratched small pictures on Australian animals and coloured in Aboriginal and Torres Strait Island Flags.
- World Oceans Day, children talked with us about their knowledge of the sea and drew pictures of sea life including a submarine on a large piece of paper. We discussed the pollution issues of the ocean and the impact it has on the creatures that live in the water, and what we can do to help the oceans.
- Sewed felt shapes and stuffed them with cotton wool, making little pillows.
- Explore the various construction toys we have building complex structures, working together collaborating ideas.
- Learnt about x-rays being a picture of the inside of the body, that the solid things like bones, show up as white, while muscles will look grey. The air in your lungs will look black. Children did activities and looked at various x-rays and were interested to hear the varied uses of x-rays - scientists use X-rays to study the structure of many things, both living and nonliving - special X-ray telescopes pick up X-rays given off by objects in outer space, such as distant stars - manufacturers use X-rays to find hidden flaws in products.
- Children can plant and grow vegetables at school and while we are in the yard pick and then eat them after washing. The children are particularly interested in the purple carrots that stain their mouths. Sometimes parents and children harvest the veg and take them home. Some items are regrown from the root stock.
- Experiment with setting up obstacle courses inside and outside, making changes to the course as they play.
- The worm farm has produced fertilizer this year and continue to multiply. Children continue to feed and look after the worms and learnt that worms birth eggs, called cocoons.

Mieke Vanden Bos

School Chaplain

The Chaplain role has continued throughout 2021, once again being present on-site Thursdays. I have continued to spend time moving between classrooms engaging with students, as well as working with small groups of children, assisting in their social and emotional learning.

While the school was undertaking its Nature Play construction works earlier this year, activities were arranged for students during play breaks. Since the Nature Play space has been open to the students, I have also continued to be present during outside play, supporting students as the need arises.

During COVID lockdowns, families were contacted via a phone call to offer support. Unfortunately, the Thursday morning coffee and tea catch-ups have also been hampered by varying COVID 19 restrictions but hopefully will be able to be reinstated sometime in the future moving forward.

The grief and loss program 'Seasons for Growth' was conducted again this year, commencing in Term 3 with 10 participants. The program concluded mid Term 4. A celebration was organised before the end of Term 4 which is also an important part of the program. This program is based upon the grief theory of J. William Worden. The four seasons represent these key components:

- Autumn – Change and loss are a part of life
- Winter – Recognising different ways people experience change and loss
- Spring – Adapting to change and loss
- Summer – Things that help us to move forward with life

At the beginning and end of the school day, I greet and farewell students as they enter and leave the school grounds, building interpersonal and community connections.

I have also supported Duncan Kilburn with the School Band Thursday afternoons. It has been an opportunity to work with students in a different capacity. A highlight was attending the 'Battle of the Bands' at Nazareth Catholic Community School on Wednesday 23rd June.

Catholic Education have continued to support a Chaplaincy Network Group in order to support Chaplains working in Catholic schools. As a member of the Executive Committee, we meet regularly to plan support opportunities for Chaplains. The Network organises two full days of Professional Development each year – a day in Term 1 and the other in Term 3, with a possible Retreat Day in Term 4. Term 1's PD Day explored the 'Essence of the role of Chaplain' and Term 3's PD day focussed on 'Depression and self-harm in children and young people.' This year's Retreat Day was held at Our Lady of the Sacred Heart Parish Hall, Henley Beach, where Jacinta Astachnowicz from the RE Team at the Catholic Education Office led us through a day of reflection titled, 'Sell your cleverness, and buy bewilderment.' These occasions also allow Chaplains within Catholic Education to network and support each other in our Chaplain roles.

I have appreciated the opportunity to work at St Joseph's School Ottoway once again in 2021 and look forward to a continued association.

Michelle Dinning

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

