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

Monday 13 February 2023



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**St Joseph's School Ottoway
Annual General Meeting Agenda**

Monday 13 February 2023

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 2023 for P & F Committee – No nominations

7.2 Introduce 2023 Parents & Friends Committee

7.0 School Board AGM

7.1 Reports

7.1.1 Chairperson K Mitchell - tabled

7.1.2 Treasurer A Turtle (Finance Officer) – tabled

7.1.3 Principal S O'Leary – tabled

7.2 Nominations received for 2023 -

P Mazurek S Wright

Introduce 2023 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 28 February 2022

School Board AGM reporting on 2021 school year held on Monday 28 February 2022, via pre-recorded video sent to families.

Hello to all St Joseph's school parents and carers.

I hope your day has started well.

As a result of the current Covid 19 school restrictions being extended to include the next four weeks, the format of next Monday's (February 28) Parent Information Evening and School Board AGM will change from face to face presentations to remote presentations.

Our Parent Information Evening will involve class teachers outlining their classroom programs and procedures for 2022. This is an opportunity for parents to hear from classroom teachers about class routines and ways they can support their child at home. As a result of the current Covid 19 restrictions in place classroom teachers will conduct the information evening in one of the following ways:

- Invite families to attend a Microsoft Teams meeting
- Provide a pre-recorded video to families
- Provide a power point presentation to families.

Families will be informed by individual classroom teachers this week as to which format, they will use.

On the same evening I will present the AGM Report sharing our school's achievements from 2021 and our plans moving forward as a pre-recorded video to all families. I will email all families a copy of the video link along with an electronic copy of the AGM report.

Moving forward we are hopeful that our Week 9 Parent/Teacher interviews will be able to return to face to face conversations.

Meeting to close at 6.45 pm –

Signed by the Chairperson of the meeting Monday 13 February 2023

Name

Date: 13 / 02 / 2023

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 2022

DATE	DETAILS	CHQ	EXPENSES	INCOME	TOTAL
1/01/2022	OPENING BALANCE		\$ -	\$ -	\$ 10,500.94
3/5/22	Easter Raffle			\$ 460.95	
9/11/22	Float re banked			\$ 420.00	
31/12/22	CLOSING BALANCE				\$ 11,381.89

Chairperson

Welcome teachers and parents to 2023 at St Joseph's Ottoway, that promises to be an exciting time at the school!

First taking some time to look back on 2022 - it was a challenging year, but one where our school took some strong steps to prepare us for the future. 2022 launched with closures, mask and vaccine mandates, illness, and isolation periods. I would like to extend my thanks to everyone who worked together to manage this with as little disruption as possible to our children. In what could be a very confusing and frightening time for them, to know that the school community was still there helped them to retain some level of normalcy.

As we now emerge into living with Covid-19 we have explored new ways of connecting across the school community and beyond, as well as restarting some old favourites. The whole of school trip to Adelaide Zoo was a 'roaring success' (sorry!) with children, staff and volunteers all having a brilliant day out. Experiences like this enrich learning, whilst others help our children to understand their impact on our local community. The Walk a mile in my Boots fundraiser for the Hutt Street Centre was a notable example of this, and the children clearly enjoyed their involvement.

Volunteering with the school in whatever role you can is something that all families can explore to help support their children's learning and social development. Consider what time or skills that you have available and please reach out to Shaun, Simon or myself if you would like to play a part. Every family has something to offer, and the amount of time spent can be as little as an hour every other month.

- After a year on hiatus our **Parents and Friends** group will restart in 2023 so we'll be looking for ideas and suggestions for events that can bring people together again.
- The school **Board** will be looking for nominations and I can say from my experience over the last year it is a fantastic way to stay connected, especially if work commitments conflict with standard school hours, and the casual drop-off conversations. I would like to thank all the members of the Board for their time and thoughtful contributions over the last year.
- The **Finance Committee** is also looking for members, so any parents with governance or finance skills would be highly appreciated!

Some changes happened to the layout of our classrooms, with the old library changing into the new home for the mid-year reception class. This small group approach allows for a gentler transition from pre-school into the wider school community. On a personal note, I need to thank Anna Huynh for her work here, having joined the school permanently during 2022.

OSHC is a hugely important service that St Joseph's offers, allowing parents to have a safe and enriching place when they need care outside of the standard school hours. I'd like to take this opportunity to thank Mieke Vanden Bos and Susan Scheller, who have such great rapport with the children who attend.

I would like to thank our outstanding principal Mr. Shaun O'Leary for his work throughout the year. His drive, passion, and commitment in leading the school is fundamental to the success and growth we can see.

Finally, a huge, giant thank you goes out to ALL our incredible staff. Educators, support staff, our APRIM, our administration team – everyone brings their best to the school every single day, and I think we really do have the best team in the state. They not only educate and support, but also regularly and generously give their time, and share their talents to ensure our children have opportunities and experiences, not just within the classroom but beyond.

I wish you all the best in 2023 and look forward to talking with many of you over the coming year.

Katherine Mitchell

Finance Officer

I can happily say that my first year at St Joseph's has been an exciting and fulfilling experience. I thank the staff and families for their welcome.

The South Australian Commission for Catholic Schools (SACCS) under its Making Catholic Education More Affordable initiative, saw school fees reduced in 2021. St Joseph's maintained the fees at the reduced level for 2022 and will again in 2023. We recognize that families are faced with ever increasing cost of living challenges and hope that keeping our fees at the reduced level will assist our families going forward. St Joseph's continues to offer assistance to those most in need and we encourage families to apply for School Card, if they come within the income limits set by the Department for Education. We also recognize that whilst some families may not be eligible for School Card, they may be struggling to afford the fees. If this is you, please come in and meet with either Shaun or myself to tailor a payment plan to suit your needs.

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

The Preschool Nature Play Development was completed in January in readiness for the 2022 school year. Preschool students have gained a wonderful educational play space. It is also utilised by OSHC, Playgroup and Occasional Care.

The 2022 August Australian Government Census reported 176 enrolments compared to 153 for 2021. There were an additional 29 Preschool students.

Planning for 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 has been progressing. In December 2021 we received notification that SACCS recommended to the South Australian Government that St Joseph's School be allocated \$600K of the total grant funds set aside for South Australian Catholic schools. Plans have been drawn up and the project re costed – a significant amount higher than originally anticipated at \$3.34M. We will be taking out a 10 year loan of \$1.25M with the school to finance the balance of approx. \$1.49M from Reserves. The school is in the position to be able to finance this project and will look towards commencing Stage Two of our school Master Plan within the next 5 years, which will see the upstairs component of the project become a reality.

Anne Turtle

Principal

Fr Marek, Katherine Mitchell-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 2022 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.stjotto.catholic.edu.au

SCHOOL PERFORMANCE INFORMATION

Professional Engagement

1. Provision of contextual information about the school

St Joseph's School, Ottoway has served the local community since 1954 when it was opened by two Sisters of St Joseph to teach the children of the predominantly migrant community. The school continues to honour the spirit and charism of St Mary of the Cross Mackillop and the Josephite tradition which gives life to the culture of the school. We 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 Dialect (EALD). These students are first, second and third generation EALD students from South and 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/Drama.

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 2022 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 addition to their weekly specialist physical education lesson. In 2022 children participated in gymnastics, hockey, and soccer 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 (Lacrosse, Cross Country, and Athletics).

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 in addition to competing in the Battle of the Bands competition and performing at the Semaphore Street Fair. Unfortunately, our Year 3 to 6 children were unable to participate in the Schools Challenge Performing Arts competition in 2022 as the competition was once again 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 The Arts 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, music, indoor sport, assemblies, communal prayer and many other activities as well as being a place for parent gatherings.

Student enrolments for 2022:

Preschool: 29	Reception: 39	Year 1: 26
Year 2: 24	Year 3: 22	Year 4: 24
Year 5: 21	Year 6: 19	
	BOYS: 97	GIRLS: 107
	TOTAL: 175 (not including Preschool)	204 (including Preschool)

Number of indigenous enrolments: **10**

Number of students with disabilities (NCCD Data): **48**

Social Economic Status (SES): **89**

2. Staff Attendance

Staff attendance for **2022** was **93.76%**

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 2022, **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: 3 (9%)	Staff held a Certificate I: 1(3%)
Staff held a Graduate Diploma Degree: 0 (0%)	Staff held a Certificate III: 6 (17%)
Staff held a Bachelor Degree (various): 17 (49%)	Staff held Certificate IV: 5 (14%)
Staff held a Diploma: 7 (20%)	Staff held a Graduate Certificate: 5 (14%)

5. Workforce Composition, including Indigenous composition

In 2022, the staff composition is as follows:

Males: **8** Females: **27**

Number of teaching staff = **10 with a Full Time Equivalent (FTE) / 4 with a Part Time Equivalent (FTE)**

Number of Non-Teaching staff = **2 with a Full Time Equivalent (FTE) / 18 with a Part Time Equivalent (FTE)**

Number of staff who identify as Aboriginal or Torres Strait Islander = **0**

6. Expenditure and Teacher Participation in Professional Learning

In 2022 teaching staff engaged professional learning activities although opportunities remained limited because of the ongoing impact 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 2022 were Numeracy/Mathematics, Literacy, Religious Education, The Arts, Physical Education, Dr Lyn Sharratt's Clarity Learning Suite (Catholic Education SA whole of system focus) and the use of SEQTA (Learning and Wellbeing Information Management System). In 2022 \$2,304.59 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 was managed and recorded using the SEQTA (Learning and Wellbeing Information Management System) system during 2022. 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 (8415 1100). 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 2022 was 85.6% (compared with 92.10% in 2021), a 5.5% decrease in attendance from the previous year.

Student attendance by year level in %:

YEAR LEVEL	2022	YEAR LEVEL	2022
RECEPTION	84.4%	YEAR 4	88.7%
YEAR 1	85.7%	YEAR 5	83.7%
YEAR 2	87.3%	YEAR 6	88.4%
YEAR 3	81.6%		
AVERAGE		85.6%	

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 2022 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	0.0	0	23.8	5	9.5	2	19.0	4	28.6	6	19.0	4	100
Writing	0.0	0	14.3	3	4.8	1	23.8	5	33.3	7	23.8	5	100
Spelling	4.8	1	19.0	4	9.5	2	28.6	6	14.3	3	23.8	5	95
Punctuation & Grammar	9.5	2	19.0	4	19.0	4	14.3	3	19.0	4	19.0	4	90
Numeracy	4.8	1	0.0	0	19.0	4	38.1	8	33.3	7	4.8	1	95
Aspect	Prof Band 3%	Pro 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	5.9	1	17.6	3	23.5	4	23.5	4	23.5	4	5.9	1	94
Writing	5.9	1	11.7	2	17.6	3	41.2	7	5.9	1	17.6	3	94
Spelling	0.0	0	5.9	1	5.9	1	52.9	9	17.6	3	17.6	3	100
Punctuation & Grammar	11.7	2	29.4	5	11.8	2	23.5	4	11.8	2	11.8	2	88
Numeracy	0.0	0	35.3	6	11.8	2	35.3	6	17.6	3	0.0	0	100

Obviously, we would like all our students to achieve above National Minimum Standards (NMS). However, in a school with children with inclusive education learning needs, 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. Our teachers have already commenced using the data from the National Literacy and Numeracy (NAPLAN) testing to design learning programs to 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:

Programs: Adaptive and Inclusive 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, Lego Club, Drum Beat, Art Therapy and Out of Schools Hours Care.

Catholic Identity: Mission Day, Liturgies, Masses, Retreats, Graduation Liturgies, Thanksgiving Mass, School Chaplain, St Joseph's Feast Day, St Mary MacKillop Feast Day, St Maximilian Kolbe Feast Day, Outreach programs (Journey to Emmaus, support of South American orphanages, Walk a Mile in my Boots, Fred's Van fundraiser) and weekly community prayer.

The Arts: Senior Band, Junior Band including performances throughout the year, Catholic Schools Music Festival, Performing Arts Group, Art Therapy classes, Specialist Music/Drama Lessons, Book Week activities including Parade.

Extra-Curricular: Sporting Schools Program, Catholic Education Sporting Carnivals, Battle of the Bands Competition, Catholic Schools Music Festival Choir, Semaphore Street Fair.

Community: Sports Day, Whole School Zoo excursion, Multicultural Day celebration, Literacy & Numeracy parents' workshops, STEM Open Day, Book Week activities and Parade, special lunch order days and Family Fun Night.

Facilities: Improvements and New Facilities

Annual maintenance painting program: Completed January 2022 by Program and Property Maintenance.

Education and Administration Centre building project:

In October we moved from the Design Development Phase to the Contract Documentation Phase of our Education and Administration Centre building project.

In line with the school's existing Master Plan, the project will result in the demolition of the current administration building and the construction of our new Education and Administration Centre. Much of the building works will take place in 2023 with our school hall set to become our front office/administration Centre throughout the year. At the conclusion of the 2022 school year, school leadership and administration staff moved out of the front office building into the hall in preparation for the beginning of the 2023 school year. Demolition of the current administration building is set to take place in April 2023.

As part of the process of concluding the Design Development Phase, a small amount of scaling back was required to ensure the project remained within budget. The scaling back resulted in a minor reduction in the overall estimated cost of the project. In September Finance Officer Anne Turtle was asked to re-submit our 5-year financial plan. After looking over the plan in some depth, the CESA Finance Team determined that we have the capacity to take out a loan of \$1.2M over 10 years to cover the shortfall in the overall cost of the building project. At the October 31 meeting, presented with the draft 2023 finance budget which included all costs associated with the build, the school board were in agreement that the project was ready to proceed.

Satisfaction

Staff Feedback/Consultation Process for the 2022 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/Education Support Officer Survey.

	Almost Always	Often	Sometimes	Rarely	Almost Never
Catholic rituals, symbols and liturgies are an important part of the school's identity	85.7	3.6	7.1		3.6
The school supports the dignity of each person through words and actions	89.3	3.6	3.6		3.6
Time is made for teachers to reflect on and improve their professional practices	81.5	14.8	3.7		
Data are used/shared to provide in-depth analysis of teaching practices	100.0				
There is a whole school approach to curriculum delivery and to the principles and practices of assessment	84.6	7.7	7.7		
Students reflect on and revise their learning goals	88.9	18.5		3.7	
Students track and measure their own learning growth	40.7	55.6			3.7
The school has structures, policies and procedures to strengthen family involvement and engagement	70.4	11.1	7.4	7.4	3.7
There is a culture of shared responsibility within the school community for student development	82.1	10.7	3.6		3.6
The cultures, backgrounds and diverse religious understandings of different families are respected	89.3	3.6	3.6		3.6
Staff understand and accommodate the diverse needs of students	100.0				
The school's infrastructure meets the needs of the students	28.6	17.9	21.4	21.4	10.7
Decisions about resource allocations are considered through broad consultation	50.0	33.3			16.7

Parent/Caregiver Feedback/Consultation Process for the 2022 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					
At school, Mass and liturgies are made meaningful to my child/ren	92.9	7.1			
At school, my child/ren learn about Jesus, the Catholic religion and spirituality in interesting and relevant ways	85.7	7.1	7.1		
At school, my child/ren are encouraged to care for the environment	85.7	14.3			
At school, my child/ren are encouraged to help those in need	85.7	14.3			
Satisfaction with Curriculum and Co-constructed Learning Design					
The teachers communicate with my child/ren respectfully	78.6	21.4			
The teachers engage my child/ren in planning and directing their learning	78.6	14.3		7.1	
The teachers are skilled at meeting my child/ren's needs	64.3	28.6		7.1	
In general, at school, my child/ren are expected to take responsibility for their learning	75.0	25.0			
Satisfaction with Community Engagement					
The staff are welcoming to my family and me	85.7	14.3			
My family's culture and background are respected	92.9	7.1			
Communication between the school and my family is sufficient	78.6	14.3	7.1		
There is strong partnership between families and the school	92.9		7.1		
Satisfaction with Safety					
The adults at the school create an environment that helps my child to feel safe	85.7	14.3			
The policies and practices of the school support positive student behaviours	78.6	21.4			
Satisfaction with Infrastructure					
The school's facilities and grounds are well maintained	85.7	14.3			
The school's facilities and grounds provide a stimulating and welcoming environment	82.9	7.1			

Life at St Joseph's School / Student Survey 2022
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
In my school, Jesus and God are important to what we say and do	68.1	24.2	4.4	1.1	2.2
In Religious Education lessons, I learn about Jesus, the Church and religion in interesting ways	61.5	23.1	9.9	4.4	1.1
My teachers give me extra help if I need it	36.3	44.0	14.3	4.4	1.1
My teachers are good at the subjects that they teach	56.0	33.0	11.0		
My teachers help me to understand challenging work	44.0	30.8	22.0	2.2	1.1
My teachers support me to improve my schoolwork	52.7	30.8	14.3	1.1	1.1
My teachers believe that I can succeed	53.8	29.7	13.2	2.2	1.1
I think about solutions when there is a problem	45.0	35.2	14.3	2.2	3.3
I have a go before asking others for help	61.5	24.2	12.1	1.1	1.1
I keep trying even when the work is challenging	60.4	27.5	11.0	1.1	
I feel welcome at this school	60.4	16.5	19.8	1.1	2.2
I feel that students are kind to me at school	35.2	26.9	31.3	4.4	2.2
The classrooms are welcoming places to learn	61.5	25.3	13.2		
The playground has good equipment	73.2	17.9	5.7		3.2
There is someone at school who can help me if I have a problem with technology	48.5	42.9	8.6		
At school, I am encouraged to care for the environment	59.3	31.9	7.7	1.1	

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 school website, they have visited the My 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 2022 our total student enrolment number grew to 204 up from 185 in 2021.

School Income

School income by Funding

Source:

Comm Govt	\$	2,634,345	72.69%
State Govt	\$	736,029	20.31%
Fees	\$	196,044	5.41%
Other/Interest/Levies/CEO reimbursements	\$	57,622	1.59%
	\$	2,819,753	100%

Recurrent	\$	3,604,092
Non Current (capital)	\$	19,948
	\$	3,624,040

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 2022 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
- Celebration of St Mary of the Cross (MacKillop) Feast Day
- celebrating other 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 2023 being our next Sacramental Program year. In October students and families were invited to nominate to be part of the 2023 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. We value and celebrate our diverse multicultural community. We act on God's call to reach out to the most vulnerable both within our school and wider community.

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 St Vinnie's Fred's Van 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 excellence, 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. This 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 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 2022, 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' 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 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 Numeracy/Mathematics, Literacy, Religious Education, The Arts, Physical Education, Dr Lyn Sharratt's Clarity Learning Suite (Catholic Education SA whole of system focus) and the use of SEQTA (Learning and Wellbeing Information Management System). During 2022, 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 at school assemblies, the Semaphore Street Fair and our St Joseph's on the Green evening. A genuine and sincere thank you to Duncan for sharing his gifts and talents.

School Master Plan

2022 saw much of the behind-the-scenes work take place in preparation for the construction of our new Education and Administration Centre to replace our current front office building. The project will be partly funded by a \$600K State Government Capital Grant, \$1.1M of the school's current funds (savings) and a \$1.2M loan. The project is due to be completed towards the end of the 2023 school year.

In January the redevelopment of our Preschool / OSHC outdoor area into a mini nature play space was completed with the school funding the 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 held at Semaphore Beach, 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 Daniel Nguyen 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 2022 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 Multicultural Day was another highlight, providing children with the opportunity to come to school dressed in their traditional cultural attire. Our St Joseph's on the Green evening was also well attended, providing families with the opportunity to engage with each other in a relaxed atmosphere. Our Year 6 Graduation Liturgy followed by dinner proved to be popular with our Year 6 students.

In 2022 members of the Parents & Friends met informally on several occasions but as a result of Covid 19 restrictions early in the year, a number of community building events such as the Mother's Day Stall, Father's Day Breakfast and School Disco were unable to go ahead. We managed to hold our annual Easter raffle, put on a sports day sausage sizzle, and organise gelato for our children as part of our Multicultural Day celebration. I extend a special thank you to those parents/grandparents who have been a part of the Parents & Friends in 2022. It is my hope that in 2023 we will be able to hold our Mother's Day Stall, Father's Day Breakfast and School Disco once again. We are always looking for Parents & Friends to support these and other community building events.

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 25 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 2022 St Joseph's School Occasional Care Service continued 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 4 and 11 most weeks.

Class Structure – 2022

2 x Preschool	2 x Reception/Year 1	1 x Year 1/2
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 2022. Katherine Mitchell (Chairperson) has overseen general issues brought to the School Board during 2022, 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 Committee and Out of School Hours Care Advisory Committee; 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 2023 we will once again run 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 **Ms Alana Schild** who took on the role of R/1C classroom teacher each Tuesday throughout Semester Two working alongside Danielle Librandi (R/1L). Alana is known to the school community having completed her 3rd year Preservice Teaching Placement with Natalie Doyle in 2019 while also undertaken regular Temporary Relief Teaching work with us throughout 2022. We wish Alana ever blessing as she begins the next chapters in her teaching career.

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 and happy environment for children to be creative, develop language, communication, imagination and other skills. Playgroup is an opportunity for parents and children to build friendships within their community.

This year as in the previous two years we had some disruptions to playgroup because of COVID-19. I stayed in touch with our families and notified them when playgroup would be resuming. It was great to see them return and marvel at the growth in the children.

Towards the end of Term 3, I had a discussion with Emily Bowden who is an Early Years Consultant for Catholic Education. She was interested in our playgroup becoming a member of the SPiCE Program. The SPiCE Program currently has 60 supported playgroups located within Catholic Schools across South Australia. Emily visited our playgroup on Friday October 21, 2022 and we became part of the SPiCE program. This means that CESA funded our playgroup with a Playgroup SA membership for the remainder of the school year. We also have access to resources, support and advice.

All families were invited to take part in a survey conducted by CESA about our playgroup. From those that participated the responses showed that since attending playgroup they had:

- an improved sense of belonging and connection to others
- belief that their children also experienced an enhanced sense of belonging and connection
- a positive relationship with our school community
- opportunity to care for others
- exposure to a variety of celebrations and rituals
- also they would welcome the chance to share their culture, traditions and beliefs

I would like to thank Vi Ton who has enthusiastically volunteered during the year. Her assistance as a translator has been invaluable. She has been a friendly face, welcoming families, helping children with craft, and is a great support when it comes to cleaning up.

Play is a vital part of learning which assists children to adjust to preschool and school environments.

Susan Scheller

Preschool

The Preschool team consists of myself (Catherine Crosbie) Melissa Strudwick and ESO's Bronwyn Robinson, Hanh Do and Vi Ton. I believe our team has a great wealth of experience and passion for working in early childhood.

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 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. We also invited our parents into the room to read stories in their community languages or cultural stories that were significant to their family.

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.

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. We were also able to visit the South Australian Museum and the Zoo to further investigate our learning inquiries.

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/H

August

In the reception class, we have 12 students in total. The students all came from our pre-school. Our classroom is located where the old library was.

For the first 3 weeks of school, the students will be doing a lot of arts and crafts activities, fine motor activities, listening and reading stories and having a lot of buddy time with students from the R/1 classroom and the 1/2 classroom. From week 4 and onwards, the children will start their learning. In Numeracy, the children will learn and explore number formation, number sense, sorting and patterning. In Literacy, the children will learn about phonics, handwriting, recount, and explanation. In Science, the children will learn about weather. In Religion, they will learn about positive choices and God's love and morality.

September

In Numeracy, the new receptions are learning about number formation. We have looked at numbers 0-6. At the beginning of each math lesson, the students sing number songs. We can count from 1-20 and can count backwards from 10-0. We also can skip count by 2s and are currently practicing our skip counting by 5s.

In Literacy, we have looked at recounts/explanation text and currently finishing off rhymes. We also practice writing our names during our literacy blocks. Every Monday morning, we talk about our weekend and then the children draw their recounts. On Fridays, we are currently looking at explanation text. We have been looking at a butterfly's life cycle. From Tuesday to Thursday, we have been looking at rhymes. We have done a lot of matching and sorting games for rhyme. Syllables will be the next topic which we look at.

In Health, we have looked at being kind, A/B choices and safe bodies. The students have explored topics such as personal space, safe hands, sharing, being safe in and out of the classroom. As the term progress, we will continue to explore topics such as safe and unsafe behaviour and body awareness.

Our reception class has also been doing a lot of buddy work with the older classes. Monday afternoons are dedicated to buddy time with the year 1/2 class. Together the students have made a lot of arts and crafts, played handball and many more. Tuesday afternoons are dedicated to afternoon outside play with the two R/1 classes. Through the buddy time, the new receptions have grown in confidences and have been able to make friends with different classes.

October

In Numeracy, the receptions have looked at patterning and now are moving on to sorting. In the following weeks, we will be looking at 2D and 3D shapes. Friday's numeracy lessons are dedicated to number formation. We will be practicing how to write numbers and play number games on Fridays. We have been practicing how to skip count by 2s, 5s and 10s. We are also practicing how to count from 1-100.

In Literacy, we are currently looking at different letter sounds. We are currently looking at the letter 's'. Every Monday morning, we talk about the weekend and the children draw up their recounts. Every fortnight on Thursdays, we will be looking at writing genre reviews/responses. The children will be asked to give a rating/review for a book or a video.

In Health, we are still doing protective behaviour topics. The topics which we are looking at are safe/unsafe touches, safe/unsafe secrets, people I can trust and my private body. We will continue to look at other protective behaviour topics until the end of the year.

In Science, we will be exploring two topics which are weather and living things. For the topic weather, we will look types of weather and the four seasons. For living things, we will look at the characteristics of living things.

In Religion, we will be looking at the topic 'God's love in my relationship'. We will also be looking at what prayer is.

The reception class has started taking home a reader folder. In their reader folder there is their reader and a sight word book. As of this week, we started sending home some homework. The homework is where the children can practice their handwriting.

Anna Huynh

Year R/1C & R/1L

2022 has been an exciting and busy year. There have been many highlights such as:

- Our whole school excursion to the Adelaide Zoo
- R/1 Liturgies
- Multicultural Day celebration
- End of Term Class Party
- Book Week parade and celebration
- Christmas and St Jo's on the Green

A significant highlight of learning was our first Inquiry unit on 'How can people take care of God's world?' This unit of work integrated Geography, Science, and Religion. The students enjoyed posing questions and exploring the concept of Land and Country/Place, and how it all came to be through creation. Throughout this unit, we explored Indigenous perspectives. Our students showed a keen interest in this topic through the picture book 'Somebody's Land' and various Dreamtime stories. Students developed their curiosity in learning how First Nation people utilised their land and resources to learn, play, discover and build things. We celebrated our learning with a beautiful Liturgy on this topic with parents in Term 2.

R/1 students also investigated another Inquiry topic 'How can we keep safe?' The students were involved in many discussions about how God made us special, our bodies, warning signs, secrets, people we can trust, and emergencies. The students created artwork celebrating their own bodies, their special gifts and talents, and children agency (their capacity to act deliberately, speak for oneself, and actively reflect on their social worlds). We looked at a variety of literature which have helped our students generate discussion and talk about some in-depth topics in the Health, Child Protection and MITIOG (Made In The Image Of God) curriculum.

The magical part of Reception and Year 1 students is how far they come with reading and writing in just one year. At the beginning of the year, most Reception students are learning how to write their name, hold a pencil, share, use scissors and glue and hold a reciprocal conversation. Through explicit teaching of phonics, reading and writing our students now are reading more confidently, writing independently, using taught letter-sounds and sight words, and most of all sharing their love and excitement of reading and writing. Similarly, our Year 1's have really built on their Literacy skills from last year and are often wonderful helpers for our Reception students with reading and writing. The Year 1's learned new digraphs and blends, completed regular spelling tests and produced incredible writing for our genre topics. Our genre topics explored were Recount, Narrative, Explanation and Review texts. Throughout these genres, students were immersed in a range of literature.

During Mathematics this year, our R/1 students really honed their number skills as it was a continuing topic throughout each Term. The Receptions were learning number sense up to 20 and beyond, and Year 1 students up to 100 and beyond. Students completed regular assessments and practised their counting, addition, and subtraction skills daily. We also explored many topics such as Measurement, Shape, Fractions, Money, Statistics and Probability, Sorting and Patterning. Measurement was a highlight this year as our students engaged with this hands-on topic. We explored length, weight and capacity using a range of resources. We measured the height of our bodies, length of items in the classroom and our feet, compared capacities using water and beans. Students also created accessories and clothing items using their length measuring skills. Towards the end of the year, students loved exploring Money by identifying Australian notes and coins and 'going shopping' using catalogues.

We also spent a lot of time this year on developing student social/emotional skills. This involved educating them on how to deal with problems, how to self-regulate, friendship and social skills, and how to identify their emotions. We know these are crucial, life-long skills for our children to have, in order for them to be happy, successful, functioning adults. Most of our students are better able to display resilience, solve problems using correct language, share, take turns and regulate their emotions. These are skills we hope they bring with them next year and continue to build on.

We are extremely grateful to have worked with a range of skilful Educational Support Officers to support during Literacy and Numeracy groups this year. This made our targeted groups as successful as they can be.

Thank you to our amazing parents and families for working with us in partnership to support their children the best we can. We also are very sad to say goodbye to Jennifer Craig in Junior Primary unit as she moves to teach the Year 2/3 class for Term 1 in 2023, then begins her Maternity leave. We also say goodbye to our lovely Year 1 students and wish them all the best as they begin Year 2.

Thank you to all for a wonderful, busy and fun year in 2022. We cannot wait to see what 2023 brings.

Jennifer Craig & Danielle Librandi

Year 1/2D

In 2022 the 1/2 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 small groups activities. This year we used the Smiley Minds Program to discuss how our body thinks and feels in different situations through learning meditation skills. Ms Dinning was a great support to the 1/2 class and took a small group to work on social skills through an activity such as cooking, gardening, art and craft which helped many students and their families. The Space for learning project tied in with all our other programs about self-regulation, relaxation and meditation. It has been great to reflect on my teaching and re-evaluate how better I can help my students feel safe and calm while at school.

All students enjoyed a day at the Adelaide Zoo again making connections and bonds with friendships in a fun and friendly environment. The students have enjoyed their specialist subject areas being Physical Education, Music and French we thank these teachers for sharing their special talent with us in 2022.

In Religion we began with a focus on Prayer and helping others especially those effected by the 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.

This year we continued with our literacy blocks each morning Monday to Thursday. On Friday mornings we had assessments and reflections of the week. 1/2 '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 1/2 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 1, 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 continues to evolve with numeracy data so that we can see a clear picture of how our students our 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 for the first time that is online with lesson plans and activities. Across all subjects we used Digital Technologies such as Click-view, Word, Publisher, power-point, Scratch, Mathletics, Study ladder, storyline online, and the camera /video function to record students learning.

In 1/2 STEAM this year we have been using more investigation task cards that come as a box set for that year level for students to plan, design and build. Each task is very hands on and focus on real life situations and problem solving. Our back garden has produced herbs and vegetables that the 1, 2,3,4 classes have nurtured together to care and grow a beautiful garden. The 1/2 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, putting rubbish in the correct bins and using rainwater to water the plants.

I take this opportunity to Thank Anna Huynh for setting up the 1/2 class in term 1 as I took and enjoyed Term 1 on Long Service Leave which was a much-needed break, spent with family and friends. The class learnt a lot with Anna and I hope Anna enjoyed her time in the 1/2 class. We introduced buddy time with the new receptions in Term 3 and the 1/2 class were really engaged at being the expert to teach their buddy a new skill through an activity.

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 2023.

Natalie Doyle

Year 3/4H

March

Firstly, I would like to introduce you to two new students in our class – Amelia and Phuong. Both have made a great start to the year and have fitted in well to their new school. All students in our school learn with a variety of classmates and educators because of our targeted teaching groups. Students move from teacher to teacher and from room to room. Both Amelia and Phuong have adapted to this and have worked well with their peers.

I have been working closely with Anna and Shaun in Mathematics. Our year started with a unit on Number and Placed Value, and we have now moved into extending our understanding in Addition. The Year 3 students will spend the last part of the term preparing for the NAPLAN assessment in May. They will be exposed to the style of questions and the variety of ways they will need to record their answers. The time spent on this is essential as it will allow them to tackle the NAPLAN assessment week with confidence.

The class have been doing an excellent job in selecting a variety of text types in our literacy lessons. They are all aiming to read "good fit" texts, i.e., a book that is not too easy and not too hard. Many found this challenging initially but will be supported in selecting interesting texts that are at an instructional level.

We have had several students away with COVID or isolating due to being a close contact. The administration staff have done a wonderful job in managing this new complexity in an already busy workplace. Thank you for keeping us safe.

May

This week we have welcomed Khanh to our class. Khanh has an older sister, Nghi, in the upper primary unit. While Khanh is learning English, I have relied upon the many Vietnamese speaking students in our class to aid with translating. I am always amazed, and slightly envious of our bilingual students. We are blessed to have such a diverse community of learners that can support each other when needed.

The Year 3 students completed their first NAPLAN assessment week in week 2. It has been a week of vigorous assessments and quite draining for many. Luckily, we will be able to relax and spend the day at the beach on Friday for our Beach Sports Day.

In our HASS lessons we have been learning about a variety of countries found on the African continent. The students have researched and published their learning on a poster display. Once this section of work is complete, we will be carrying out research on a South American country. The students, with their newfound knowledge, will be able to compare the two countries they chose to study.

June

In our Mathematics lesson we have started our unit of work on Fractions. The students have been using fraction boards and fraction bingo to become reacquainted with the fraction topic. Next week the more advanced students will be investigating the link between fractions and decimals.

The students have spent the last month investigating countries within Africa and South America. We have researched topics such as population, major religions, foods, natural landmarks, and fauna. This week we have investigated an Asian country of our choice and looked in depth at the food of a chosen country. We are close to completing our Asian Cookbook – a collection of the students' favourite recipes.

Last week was National Reconciliation Week. The students were involved in art activities, whole school assemblies, school walks and prayer sessions. It was great that our indigenous students could lead us in many aspects of these initiatives.

August

Our focus in our Religion at present is Sacred Texts. The students are learning about the Bible and how it is a collection of small books and not 1 big book. We have created our own Bible from the 66 smaller texts and shared a song called, "The Books of the Bible". Our focus next week will be on the books contained within each of the New and Old Testaments (Hebrew and Christian Scripture).

We have just completed a unit on Patterns and Algebra in our Maths lessons. The students worked very well throughout the two-week unit and showed a 10% improvement in their assessments. Our next focus will be Angles.

Each of the students is becoming experts on a chosen natural phenomenon. They are researching and recording information on their phenomenon in preparation for writing an explanation text next week. A lesson was shared with Mr. McCullough's literacy group where we investigated the Water Cycle and modelled effective note taking.

Next week the Year 3-6 students will be representing the school in a Cross Country Carnival. This event is held in the East Parklands and sets the competitors off through many checkpoints. The event promises to be a challenge for many and given the recent wet weather, it will be even more challenging. Thanks, as always, to Mr. Nguyen for coordinating this experience for the students.

September

The class is coming towards the end of a unit of work on Sacred Texts. We have looked at the parts of the bible and many children can now name the books of the Bible in order after learning a song. We are learning that there are many forms of expressing faith such as prayer, song, art, dance, and meditation. We will be exploring these forms of spirituality in the weeks ahead.

Our Maths groups have completed a unit of work on 2-d shapes and 3-d objects. We have had fun using spaghetti and plasticine to create a variety of objects. The students thoroughly enjoyed creating towers from the same materials and worked well in small groups to complete this task.

We are still working on the explanation genre in our writing. The students have chosen an animal and will be asked to prepare a presentation on the animal's lifecycle. This is to prepare for a transition into our MITIOG (Human Reproduction) lessons starting in week 8.

We welcomed Miss Harding and Miss Quinlan to our class today on their first lead-in day. Both are 2nd year Bachelor of Education students from UniSA and will be working with the class in a 4 week block next term. The class was over excited to finally meet them. The two teachers did an excellent job in engaging with the students from the outset.

October

In our Religion lessons we are learning about the liturgical season of our Catholic church. The students know that the church has several "seasons" and that each season can be associated with a colour. This new knowledge will be useful as we move from "Ordinary Time" to "Advent" in late November.

Our focus for Maths for the next four weeks will be Measurement. The students will have various activities to estimate and measure using units of length, mass, volume, and time.

In our literacy blocks the students will be learning to write reviews/responses to literature. We will be reading and viewing a variety of texts including short clips online, Disney feature films, poetry, and songs. The class is currently making puppets and writing a script for their own puppet play. These plays will be recorded and shared with others in the class. Each student will then be able to critique the work of others using some agreed criteria.

We welcomed Annabella and her brother, Sullivan, to our school. Annabella is a Year 3 in our class and Sullivan has joined Natalie Doyle's class. They have both transitioned to their new school smoothly. I am grateful to have such a caring and mature class that looked after Annabella in her first week.

Ben Higgins

Years 4/5P & 5/6S

TERM 1

We experienced an unusual start to the 2022 school year with Covid continuing to make its presence felt, however it displayed the resilience of our Year 4/5/6 community continuing with their social and academic learning.

Once on-site classes commenced the students spent the next few weeks focused on developing their class rules that will help them learn successfully. In other words, ways of behaving that will keep everyone safe, happy, and successful. These rules were:

<p>SAFE - Think positively and use positive language</p> <ul style="list-style-type: none"> - Follow the Golden Rule - Respect privacy - No violence 	<p>HAPPY - Include others</p> <ul style="list-style-type: none"> - Follow the Golden Rule - Be respectful - Use manners
<p>SUCCESSFUL - Try your best</p> <p>Be confident</p> <p>Study hard</p>	

At the beginning of the year students from Years 3-6 democratically elected our school leaders for 2022. Congratulations to our school leaders and house captains:

SCHOOL LEADERS

Minh-Thu and Athan



HOUSE CAPTAINS

MACKILLOP HOUSE

Ava and Isaac



KOLBE HOUSE

Leannah and Joel



JOSEPH HOUSE

Emily and Adriel



TENISON-WOODS HOUSE

Rebecca and Royce



Our Religious Education program this term focused on Who is My Friend? Students developed an idea of who they are as unique individuals, how they could be friends to other people and identify who are genuine friends and people they can trust. They used Jesus as a model of how to be a friend to someone. This unit combined with the Health Curriculum, particularly the Child Protection component.

Our literacy program continued to revolve around Persuasive texts. Within this time, we dedicated 45 minutes to Reading and half an hour for Spelling and Writing Activities. We tweaked our literacy groups slightly this year so that we could focus on improving writing in our small, targeted teaching groups. We taught reading strategies in larger groups at the beginning of each literacy block instead.

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

TERM 2

Our Religious Education program this term focused on the events that occurred after Easter with the Resurrection and the Journey to Emmaus. Students are leading prayer in their POD groups.

Our literacy program continued to run smoothly as our genre focus turned towards Narratives. We also focused on increasing understanding of Narrative structure. We were 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.

NAPLAN occurred during Week 2 for our Year 5 cohort.

Within Numeracy lessons, focused on Geometry. We have looked at angles and are now exploring location and mapping.

In Science, students explored chemical science. We have been looking at the 3 states of matter and properties of materials.

In HASS we learnt about what Democracy is and how a democratic society functions.

Lacrosse Carnival was held in Week 8. Our 3/4/5/6 students had fun and were great representatives of our school. Thanks to Mr Nguyen for organizing the day and training the students in the lead-up.

TERM 3

Our busy semester continued to progress with ups and downs along the way. We had a number of exciting events take place within our school and classroom community. 28 students (including 17 from our classes) attended the Cross Country Carnival. What started off looking like a wet and dreary day turned out to be a beautiful and rain free morning. We only had a very light sprinkling just as we were getting on the bus to return. Well done to all students for their wonderful efforts and, more importantly, outstanding behaviour on the day. All students who attended were wonderful representatives of our school. Thank you to Daniel Nguyen for his training and preparation leading up to the day. In week 5 we had two important events. Firstly, we had our annual STEAM (Science, Technologies, Engineering, Arts, Mathematics) Day. Students showcased the learning they had been doing throughout the year in some of the subjects listed above. It was great to see the continuum of learning demonstrated across the school, particularly in the Technologies area. The following day we had our Annual Book Week Parade. It was wonderful to have such strong support from our parent community again after the imposition COVID has made over the past couple of years. After the parade, students joined together to create a whole school mural based on the Aboriginal dreaming story, Kondili.

TERM 4

We began our final, busy term of 2022 with sense of excitement. Our Year 6s were busily preparing their Graduation Video under the skilful guidance of Mr Kilburn, Mrs Meyer and Ms Smith. They were also preparing themselves to finish their primary schooling and commence a new chapter in their lives, joining a new school community in 2023. We have many students who competed in the SACPSSA Athletics Carnival on the 28th of November (Week 7) at Santos Stadium. With the help of Mr Daniel Nguyen, we ran running trials and prepared the students for their events on the day. Our students were exceptionally behaved and there were many ribbons won on the day. An extra special congratulations to Eliana Nguyen on winning the Age Pennant for the Year 4 Girls section. Congratulations to our Year 6 students who have now completed their Primary School educational journey. Good luck at your new schools next year!

Matt Pick & Jane Smith

APRIM

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 Bernadette Kiley at the Sophia Cabra. Our focus was on Mary, Joseph and risk takers in the Gospels. It was a wonderful day for all the staff.

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 several 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 terrific Social Justice ventures. 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. We have supported Vinnies Fred's Van by supplying pasta sauce each fortnight and this was cooked by Rebecca. Fred's Van visited our Year 6 students as part of their Journey to Emmaus leadership program and we learnt that one thing they need many of are socks. Jane Smith and students organised the St Joseph's got talent concert and funds were directed towards purchasing socks for Fred's Van.

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 2023.

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 was open Monday to Thursday at lunch time for students to borrow, read and play games. There were different activities each week for the children to participate in.

The library started a small Chess club on Fridays at recess time which has grown to include the use of the large chess pieces and hard-court board.

The Reception, Year 1 and Preschool classes received their new library bags early in Term 1 which then made borrowing a lot easier for them.

Premiers reading challenge (PRC) had started for the year in March when the new booklist with updated books was made available for teachers and students. Reading for the challenge finished in September 2022. This year for the first time all children across the primary school participating in the challenge, a great result. PRC awards and medals were given out during Term 4.

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 student's and teacher's 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.

Planning started for Book Week in Term 2 (in preparation for Term 3) when the CBCA 2022 short list was announced, and we purchased some of these books for the library. The Book Week parade was on the 24th 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 during Book Week. 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.

Tracey Katsoulis and Kylie Zouroudis

Teaching & Learning, EAL, Inclusive Education

In 2022 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 EALD Teacher, I have worked with classroom teachers to support the EALD 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 EALD LEAP levelling data was sent into CESA. These results informed the funding structure for 2023. The LEAP data was used by teachers to meet the specific learning needs of each EALD student.

It was a pleasure to work with another teacher, Jennifer Craig in implementing the New Arrivals Program. These students were also supported by bilingual ESO, Tran Doang. After 9 months of the program, these students have shown great progress in their English language skills and have settled in well to the school culture. Catholic Education Consultant, Chris Payne has complimented the school's success in supporting EALD students and their families.

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 particular, students were very successful in the writing test. The excellent results reflect the work put in by teachers and ESOs through the targeted Literacy groups.

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, Vi, Tran and Kylie) who monitor students' progress and adapt teaching to student needs.

In 2023 I will be going on Maternity Leave. My roles will be taken up by Ms. Tricia Pfeiffer (EALD, Literacy and Leader of Teaching and Learning), and Mr. Simon McCullough (Inclusive Education Coordinator). I wish them all the best in these roles.

Louise Moody

Speech Therapy

Speech Pathology support, provided by Speech Pathologist Jessica Curnow (CPSP) commenced in January 2022. This support has been provided through a joint school project through the Partners in Inclusive Practice (PIP) funding. Five schools received approval for a Speech Pathologist to work one day per week at their school. St. Joseph's Ottoway has been provided with weekly visits from the Speech Pathologist on Mondays in 2022. The project was intended as a capacity building project, aimed at increasing the knowledge and confidence of school teams and families in early identification and action for children with speech, language, or communication needs.

The support at St Joseph's Ottoway has included observation, assessment, intervention/remediation and ongoing monitoring of children with a range of presentations including: speech sound difficulties, stuttering/fluency difficulties, expressive language difficulties, receptive language difficulties, literacy difficulties (including phonics, phonemic awareness, vocabulary, comprehension and fluency), voice (rate, prosody) and social communication.

A total of 15 formal speech pathologist assessments were completed at St Joseph's School this year. 12 Speech Pathology programs were developed and implemented based on assessment results. There were 59 sessions of support (either individual or small group). There were 12 meetings with families completed, which provided them an understanding of their child's assessment results, strengths and areas of ongoing support. The Speech Pathologist also met with a small group of Education Support Officer's each week for 30 minutes to provide them with upskilling and mentoring on a range of topics including: literacy, neurodiversity, speech sound disorders, language development, providing intervention and much more. There were also 2 sessions of teacher capacity building throughout the year.

There were some challenges at the beginning of the year due to the COVID-19 pandemic which saw some interruptions to service delivery and impacted the reach of the Speech Pathology support initially.

In 2023, Speech Pathology support will continue at St Joseph's Ottoway. The program has been established well and will look to encompass more teacher capacity building and more collaboration in future years. Further embedding of knowledge and support will continue to be a focus.

It has been a positive start to this new initiative in 2022. Many delightful, unique and kind students have been involved in the program & have benefited from specialised support.

Jessica Curnow

Physical Education

As a new teaching staff in 2023, I looked at continuing from last year's Physical Education program with providing students at St Joseph an enriching and engaging program. Having taught Physical Education for the past 8 years, it has provided me with a strong sense of curriculum knowledge to continue to build on student's prior knowledge to participate and enjoy physical activity.

Making strong connections throughout the school community this year has been a true highlight. Being able to communicate and make these connections with students and staff has allowed me to understand the different level of needs for each student which at times may require differentiated learning.

This year provided many great sporting experiences for students through either Sporting Schools Programs or Catholic Schools Sporting Carnivals. We also hosted our annual school Sports Day at Semaphore Beach which was a great day filled with engaging activities for all our students. We look forward to bringing our Sports Day to Port Adelaide Athletics Club for 2023.

Sporting School

Schools can apply for funding to provide students with additional exposure to sports and physical activity. In most cases, specialised coaches from sporting organisations will come and deliver a program for Foundation – Year 6 students during school times. This year saw many great programs being delivered, providing our students with a variety of fundamental skill development

Term 1 – TriSkills Gymnastics

Term 2 – T-Ball

Term 3 – Soccer

SACPSSA Carnivals

This year saw St Joseph participate in a few favourite carnivals. These carnivals are great way for students to compete in a structured and organised competition against various catholic schools. Specific carnivals are selected based on the interest and skills from students in Year 3 – 6.

- Lacrosse Carnival
- Cross Country Carnival
- Athletics Carnival
- Sports Day at Semaphore Beach

This year I have incorporated the Australian Curriculum through different teaching approaches that best suit the students learning needs. My teaching pedagogy is based on Teaching Games for Fun and Understanding Game Sense methodology. Furthermore, I have explored other PE programs called Play is The Way which incorporates social emotional concepts within a physical activity setting.

Term 1

Year R/1 – Locomotive Skills (walk, gallop, hop, skip, run) through various instructional activities

Year 2/3 – Movement patterns/ – developing the concepts of dodging through changing of directions

Year 4/5/6 – Teamwork and communication through team building activities. Students also explored spatial awareness in invasion games.

Sporting School – TriSkills Gymnastics

Term 2

Year R/1 – Fundamental Movement Skills (throwing, catching, bouncing, and striking)

Year 2/3 – Striking and fielding with a focus on correct technique, fluency, and accuracy.

Year 4/5/6 – Striking and fielding with a focus on correct technique, fluency, and accuracy.

Sporting School – T-ball

Term 3

Year R/1 – Students continued to develop concepts of following rules, fair play, and teamwork through yard games.

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

Year 4/5/6 – Soccer focus with an emphasis on developing correct technique and rules.

Sporting School – Soccer

Term 4

Year R/1 – Revision of key Fundamental Movement Skills through skill development and modified games.

Year 2/3 – Movement development with a focus of throwing and catching skills within game situations.

Year 4/5/6 – Athletics Carnival preparations

It has been a wonderful year filled with many highlights for students at St Joseph and I look forward to continuing to build on their eagerness to participate in PE and Sports in 2023.

Daniel Nguyen

French

In 2022, St Joseph's continued to teach French in its Languages program. All classes attended a 45 minute lesson on Fridays of each week.

As always, students were involved in learning about both cultural and linguistic aspects of France and the French language throughout the year.

Cultural topics covered this year included...

- **Geography of France and major French cities** – students plotted major cities on a map, examined images and information about these cities and older students researched a chosen city.
- **The Tour de France** – as the Tour was being raced over in France, students researched the history of this race, watched video footage of race stages and designed their own rider's jerseys.
- **Remembrance Day** – students spent time comparing French and Australian traditions and ceremonies for this important day.

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. Older classes also branched out into forming sentences and translating simple paragraphs of text. Topics covered included...

- transport
- asking and answering 'how are you'?
- celebrations
- counting (focusing on numbers up to 100)

Providing students with a range of learning experiences continued to be a priority in 2022. 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 2022. It has been a busy and productive year in the French room!

Janine Meyer

Music/Drama

Throughout the 2022 academic year, classes took part in specialist Music and Drama lessons with Mrs Meyer. These lessons covered two areas of the Arts Curriculum (Australian Curriculum) – Music and Drama. Students participated in activities in a variety of genres across these two areas.

Term One

To begin the year, students focused on Drama. The R/1/2 students spent time working with improvisation, pretending and group work, while the Year 3/4/5/6 students spent time working on performance skills.

Term Two

For the younger classes, Term Two's focus was on music. The R/1 and 1/2 classes worked on rhythm – learning about ta and ti-ti beats, being able to combine these to make rhythms and read them to play rhythms.

Mr Higgins' Year 3/4 class worked with body percussion – using ta and ti-ti beats to form rhythms and working to combine movements to play created rhythms.

The Year 4/5/6 unit worked with Mr Kilburn on Film. Students learned how to use equipment such as cameras, lights and iMovie editing software.

Term Three

The focus in Term Three returned to Drama. R/1/2 students focused on Fairy Tales and spent time re-enacting them, responding to them and making puppets.

The Year 3/4 class spent time exploring character and learning about how to maintain control when performing.

The year 4/5/6 unit continued with their work on Film. The Year 6 students began work on their Graduation video while the Year 4/5 student experimented with using Garage Band and iMovie on iPads.

Term Four

Throughout this final term, younger classes were involved in comparing and replicating fast, slow, high and low. Mr Higgins' class spent time experimenting with the ukulele and the Year 4/5/6 classes focused on tuned percussion instruments – boomwhackers and melody bells.

It has been a year filled with fun, laughter, creativity, and enthusiasm.

Janine Meyer

Choir

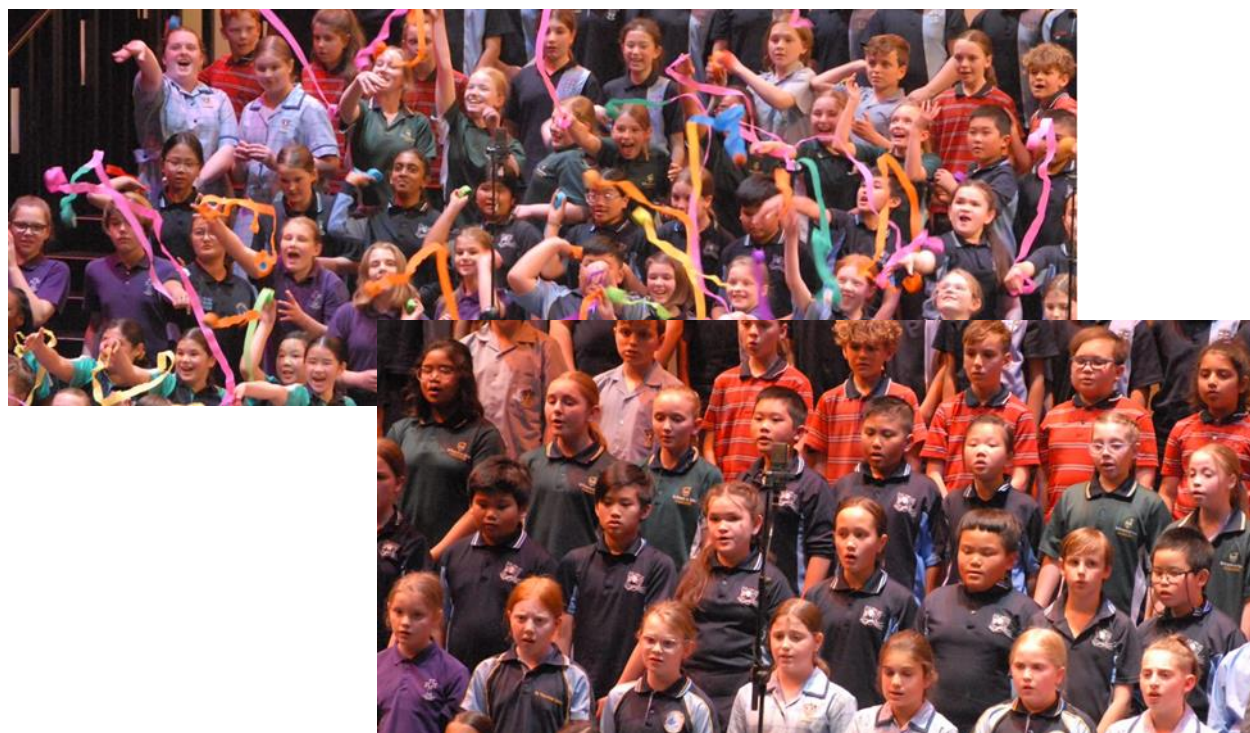
As has become tradition, St Joseph's again had a choir participate in the 2022 Catholic Schools Music Festival.

For the first time, Choir became a compulsory activity for all Year Five students. 21 Year 5 and 6 students worked hard throughout Terms One to Three to prepare for the final performance at the Adelaide Festival Theatre. Students attended rehearsals each Monday afternoon, spending the hour learning the provided repertoire of nine songs. Students were required to sing the songs from memory and to also 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 Festival Theatre 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 Monday evening, 26th September, the students performed in front of an enthusiastic and appreciative audience at the Adelaide Festival Theatre. 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 2022.

Janine Meyer



Work Health and Safety

Report Period: Year 2022

Incident Reports

Accident / Incident / Near Miss / Hazard Reports	Number	Description
Accidents / Incidents*	nil	
Near misses	nil	
Hazards	33	<i>From hazards Register eg. Replace fluoro's, repair chairs, replace bolts, prune trees etc</i>
First aid only	nil	
* Lost time injuries (from the accidents/incidents)	nil	
New Workers Compensation Claims	nil	
Bullying Complaint investigations	nil	
Student related Incident	4	<i>3 x broken arms/ 1x broken alarm speaker</i>
Student related First Aid	348	<i>Minor cut / bruises / knocks / grazes</i>
OSHC Incident or First Aid	14	<i>Minor cut / bruises / knocks / grazes</i>

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				

Correspondence received

Title of document	Author	Date presented to staff
Safety Bulletins / Hazard Alerts / WHS coordinator meeting notes / WHS meeting notes	CSH & W	2022

Annual Task Schedule

Title of policy/procedure	Date presented to staff
95 items from task Manager completed	

Audits

Type of Audit	Corrective Actions Identified (NCR's or observations etc)
Playground Inspection	Items have been rectified

Training

Title	Provider	Date	# attended
SALT on-line WHS training	CSH & W	Sept/ Oct	All staff

WHS Activities completed

Activity	Date completed
Workplace Inspections / RCD tests / WHS meetings / Egress register	2022
Security lights replaced / . Maintenance schedule updated	
Fire equipment checked / Maintenance repairs / Inductions conducted	
Risk Assessments reviewed / Evacuation Drills conducted / Incidents and first aid registers reviewed	

Michael Higgin WHS Coordinator

Canteen

2022 has gone past quickly and I am grateful to see the improvements in the COVID-19 pandemic. With the full lifting of restrictions, the canteen has been getting increasingly busy. The introduction of QKR last year has led to constantly increasing numbers of lunch orders. Orders as of late have been off the charts almost to the point where I alone am struggling to keep up with the demand. To help me deal with the number of orders I have received some help with the brainfood program, this has been extremely appreciated however, unfortunately is not a constant solution.

Given the increase in sales and the overall demand the canteen is seeing more than ever the need for volunteers and support would be greatly appreciated.

Looking forward to a great end of term and for the fresh start in the new year.

Rebecca Allen

Out of School Hours Care

During the year in OSHC children are supported and encouraged to maintain a strong sense of identify. They are assisted to establish and maintain respectful, trusting relationships with other children and educators during their time in OSHC.

Educators facilitate this by interacting, listening, and responding sensitively as children express their ideas and needs, establishing warm nurturing relationships.

We create opportunities for children to feel they are connected and contribute to their world. This year we have explored this with activities; a range of cultural activities such as Chinese New Year, NAIDOC Week and Diwali. We have musical instruments from around the world which the children are able to explore and play.

The Nature Education Centre has various animals that have visited with us - guinea pigs, Hopping Mice. Children help look after them and we look up interesting facts on the computer. We tried to incubate chicken eggs, but they were unsuccessful this year.

Children explore science with various experiments and ideas suggested from them such as volcanoes, changing colour of flowers, discovering mold on food, germs on hands. Children enjoy drawing, their imagination and interests being projected into their drawings. Children enjoy the various construction activities we have, imaginative play with peers can create situations for flexibility and creativity.

Children always express a lot of excitement during Book Week, dressing up in chosen costumes. Books help children develop basic language skills and profoundly expand their vocabularies. Children are supported with doing homework, reading and class activities while in OSHC.

Children continue adding ideas to our weekly menu, and for some children exploring new food tastes.

Mieke Vanden Bos

School Chaplain

The Chaplain role has continued on a Thursday, as part of the National School Chaplaincy Program (NSCP).

As we experienced another interesting start to the new school year due to Covid being prevalent within our state, I supported students and their families by the way of telephone conversations in some cases.

I have continued also to support afterschool rehearsals of the School Band with the goal of participating in the 'Battle of the Bands' again on Wednesday 6 July Term 2, at Nazareth College and the Semaphore Fair on Sunday 27 November, Term 4. Both events were a huge success for the band.

Lego Club is another program I have overseen with 4 participants each week. We met in the library at 12.30pm for approximately 45 minutes. Those participating in this program have been eager to engage with what this program entails, while appreciating being able to use their creative design skills with others in the group.

Individual student support continued in the Year 6 class with gardening and cooking, using items from the garden. Small group support with 13 students from Mrs Doyle's' class saw the students take part in photography, cooking, art and craft activities and gardening tasks.

Lunchtime activities were made available to students under the veranda area near the canteen most weeks.

Commencing in Week 6 of Term 2, we had 2 participants for English classes we were promoting through the school newsletter and other communication. This has since dropped back to one participant due to other commitments. We are hoping to continue promoting and growing this program in 2023.

During the latter part of 2022, funding for the National School Chaplaincy Program (NSCP) came up for review. Funding came to the end of its four-year cycle at the end of 2022. Schools, Chaplains and governing agencies in South Australia were sent a link during Term 3 to a survey being conducted on behalf of the Australian Government Department of Education through dandolopartners, a public policy consulting firm. This meant there was an independent evaluation of the National School Chaplaincy Program to determine its future. It has been decided that the program will be rolled over for 2023 under current arrangements. During 2023, applications will be open to all schools to apply to participate in the new program for 2024 to 2027. The significant change will be the renaming from National School Chaplaincy Program to National Student Wellbeing Program.

Catholic Education have also continued to support the Chaplaincy Network Executive Committee in organising Professional Development days for the chaplains working in Catholic schools. The planned Term 1 event was transferred to Term 2. Guest presenter Peter Kenyon spoke about 'Rebuilding Community and moving forward in this Covid world'. He believes community is built from the inside out. Term 4 a NSCP Network Retreat & Reflection Day was held at The Monastery at Glen Osmond. The reflection day was expertly facilitated by Lillian Van Brussell, a former teacher and APRIM in Catholic schools. The theme of this day was 'The Calm and Beautiful Presence of God'. It was a welcomed opportunity to press pause on the busyness of life. Catholic Education also funded the opportunity for Chaplains to gain their certificate in Youth Mental Health First Aid which was greatly appreciated by those who were able to take up this opportunity, such as myself.

I continue to value being part of the St Joseph's Ottoway School community each week and look forward to developing this role each new school year.

Michelle Dinning

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