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

Monday 12 February 2024



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

Monday 12 February 2024

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 2024 for P & F Committee – No nominations

7.2 Introduce 2024 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

Introduce 2024 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 13 February 2023

- 1.0 Opening Prayer:** S McCullough
- Welcome** – K Dent and K Mitchell
- 2.0 Present:** S Scheller, P Mazurek, K Dent, K Mitchell, B Robinson, G Ramos, N Zara, S McCullough, T Pfeiffer, H Le, T Tran and B Higgins
- 3.0 Apologies:** S O'Leary
- 4.0 Minutes of last year's A G M** - tabled. Signed and accepted by K Mitchell
- 5.0 Business arising from previous minutes** – Nil
- 6.0 President's Address** - no report
- 6.0 Parents and Friends** – nil nominations
- 7.0 School Board AGM** – S O'Leary invited all to read reports tabled.
- 7.1 Reports -
- 7.1.1 **Parish** – no report
- 7.1.2 **Chairperson** – tabled K Mitchell shared by S O'Leary
K Mitchell outlined some points including good communication from the school to families during COVID period. K Mitchell spoke about the benefits of volunteering and her own positive experiences with this including a trip to the Adelaide Zoo. She appealed for more volunteers, board members and a financial representative.

K Mitchell commended OSHC – very good service and well respected. K Mitchell thanked staff.
Moved T Pfeiffer - **Seconded** S Scheller
- 7.1.3 **Parent & Friends** - tabled S McCullough
S McCullough spoke about this being a continual work in progress after the effects of COVID and new processes and requirements diminishing the number of volunteers. The newsletter will be continually advertising for new volunteers and the process involved. We are here to support all parents with this and appreciate people have many things keeping them busy. Volunteered time is very precious and important to us.
Moved B Robinson – **Seconded** S Scheller
- 7.1.4 **Finance** – A Turtle (Finance Officer) – tabled
The 2022 budget was approved and presented at the AGM
- 7.1.5 **Principal** – K Dent – tabled and summarised report
- 7.1.5.1 K Dent presented 2022 annual report prepared by S O'Leary to parents and staff and invited them to take it with them and to ask her any questions - any time. The middle part of this report will be published on the website.
- 7.1.5.2 In summing up key points tabled in finance report – school fees have not increased since 2021 and also were reduced in 2021. Money should not be a reason not to access a Catholic Education.8.1.5.10 Canteen – S O'Leary noted a few key points – including canteen closure on Tuesdays. Thanks R Allen and B Robinson for work. (tabled)
- 7.1.5.3 OSHC and Canteen do not run at a profit but are a service the school community benefit from. The school is financially in a good place and in a good position to offer what's needed for our children.
- 7.1.5.4 School master plan – we will be trying to make latest plans more available to the community. Old office space is set for demolition in April school holidays. Builders will be engaged shortly after that. Financial spreadsheet accepted by board.
Moved B Robinson – **Seconded** H Lee

7.1.6 **OSHC** – tabled report from M Vandenbos

8.1 Nominations received for 2023.

P Mazurek

S Wright

Elections – not needed. Two places to fill – Przemek and Stacey elected unopposed.

8.2 Continuing Board members thanked and introduced.

9.0 Other Business – Nil

Meeting to close at 6.45 pm – All thanked for attendance

Signed by the Chairperson of the meeting Monday 12 February 2024

Name

Date: 12 / 02 / 2024

Signature

Chairperson

Welcome teachers and parents to 2024 at St Joseph's Ottoway, that promises a new look to the school, and plenty of fun and laughs. We welcome the new reception and pre-school children joining us and say goodbye to our senior students as they head off to the exciting world of high school.

If 2023 was a year of building sites, then 2024 is the year that we get to grow into our new space and re-connect. Whilst everyone has managed with the constrained layout (and teeny tiny library), finishing construction work will be a huge step forward for our school, with better facilities and more space.

We'd love to see some new parents getting involved in volunteering with the school. 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 few quiet years our **Parents and Friends** group will relaunch along with our new parent's space in 2024, 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 2 years that it is a fantastic way to stay connected with what is going on at the school, especially if your work commitments conflict with standard school hours. 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!

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 the OSHC team. I know the kids love it – sometimes so much they'd rather stay there all night!

Finally, a huge, giant thank you goes out to ALL our incredible staff who make St Josephs an extension of our family. Educators, support staff, our APRIM, our administration team and our Principal, Mr O'Leary – 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 2024 and look forward to seeing what the new year brings.

Katherine Mitchell

Finance Officer

My time at St Joseph's – Ottoway is drawing to a close. I thank the staff and families for their support and inclusion. Whilst I am looking forward to retirement it is not without some misgivings about losing contact with the wider community.

My replacement is Kali Brown and I'm sure that you will extend her the same welcome that you did to me when I came to the school in October 2021.

St Joseph's will continue to maintain fees at the reduced level from 2021- this will be the fourth year that fees have been at this rate. 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 Kali 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 2023 August Australian Government Census reported 187 enrolments compared to 176 for 2022. There were an additional 25 Preschool students.

The new Multi-Purpose Administration and Education Centre has been progressing for the duration of 2023. There was a delay in the demolition process which has put the whole project back a number of months. At the time of writing this report the expected handover date is late March, 2024, with the expectation that it will be open for business in readiness for Term 2, 2024.

We have engaged Programmed Property Services to undertake the whole school annual maintenance. Christmas break 2023-24 is the first year of a 5 year program and this has seen a full paint for the whole school, changing the paint scheme to tie in with the new build.

The school remains in a sound financial position, with the capacity to move forward with the Master Plan. Exciting times ahead for everyone.

I wish the school and the whole community all the very best. It is a wonderful school and I have been privileged to be a part of it.

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 2023 school year. This report provides information relating to several 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 2023 the Catholic North Western Community once again 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 2023 children participated in gymnastics, tee ball, 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 performing at the Semaphore Street Fair. In Term 4 the school engaged Footsteps Dance Company to run a 10 week dance program for all year levels which the children thoroughly enjoyed.

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.

Student enrolments for 2023:

Preschool: 22	Reception: 39	Year 1: 27
Year 2: 29	Year 3: 24	Year 4: 23
Year 5: 25	Year 6: 20	
	BOYS: 102	GIRLS: 107
	TOTAL: 187 (not including Preschool)	209 (including Preschool)

Number of indigenous enrolments: **9**

Number of students with disabilities (NCCD Data): **60**

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

2. Staff Attendance

Staff attendance for **2023** was **87.17%**

Our teachers took sick leave, carer's leave, bereavement leave, family leave, long service leave and Leave Without Pay for staff doing University Placements, as is their entitlement.

3. Staff Retention

In Term 1 2023, 100% of our teaching staff was retained from the beginning of the previous program year. We celebrate the expertise, talent and commitment that our staff members bring to the community.

4. Staff Qualifications

The table below indicates the professional qualifications of our staff –

Staff held a Master Degree: 3 (8%)	Staff held a Certificate I: 1(3%)
	Staff held a Certificate II: 1(3%)
Staff held a Graduate Diploma Degree: 0 (0%)	Staff held a Certificate III: 6 (15%)
Staff held a Bachelor Degree (various): 18 (46%)	Staff held Certificate IV: 5 (13%)
Staff held a Diploma: 7 (18%)	Staff held a Graduate Certificate: 7 (18%)

5. Workforce Composition, including Indigenous composition

In 2023, the staff composition is as follows:

Males: **8** Females: **31**

Number of teaching staff = **9 with a Full Time Equivalent (FTE) / 8 with a Part Time Equivalent (FTE)**

Number of Non-Teaching staff = **2 with a Full Time Equivalent (FTE) / 20 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 2023 teaching staff engaged in a variety of professional learning activities. There was a range of significant professional learning involving the whole school, year levels, learning areas and individual teaching staff. Our main priorities for 2023 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 2023 \$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 2023. 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 2023 was 87.8% (compared with 85.6% in 2022), a 2.2% increase in attendance from the previous year.

Student attendance by year level in %:

YEAR LEVEL	2023	YEAR LEVEL	2023
RECEPTION	84.9%	YEAR 4	84.3%
YEAR 1	85.7%	YEAR 5	92.7%
YEAR 2	87.9%	YEAR 6	85.6%
YEAR 3	93.2%		
AVERAGE		87.8%	

2. Benchmark Results

The chart below displays the percentage and number of students in each Proficiency Band for each NAPLAN test.

NAPLAN 2023 RESULTS

Aspect	Prof Band: Needs Additional Support %	Prof Band: Needs Additional Support No.	Prof Band: Developing %	Prof Band: Developing No.	Prof Band: Strong %	Prof Band: Strong No.	Prof Band: Exceeding %	Prof Band: Exceeding No.
YEAR 3								
Reading	11.5	3	34.6	9	50.0	13	3.8	1
Writing	0.0	0	38.5	10	57.7	15	3.8	1
Spelling	15.4	4	19.2	5	50.0	13	15.4	4
Punctuation & Grammar	15.4	4	42.3	11	42.3	11	0.0	0
Numeracy	12.5	3	16.7	4	70.8	17	0.0	0
YEAR 5								
Reading	8.7	2	30.4	7	52.2	12	8.7	2
Writing	8.7	2	21.8	5	56.5	13	13.0	3
Spelling	0.0	0	21.8	5	52.2	12	26.0	6
Punctuation & Grammar	8.7	2	47.8	11	39.1	9	4.3	1
Numeracy	4.3	1	39.1	9	52.2	12	4.3	1

Obviously, we would like all our students to achieve within the Proficiency Band range Strong/Exceeding. 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 Proficiency Band Strong or Exceeding.

Thus, while acknowledging we need to keep improving our overall scores and that our aim must always be to ensure that every child achieves as close to the Proficiency Band range Strong/Exceeding as possible, 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 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: Inclusive Education and 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: Sacramental Program, Mission Day, Liturgies, Masses, Staff Reflection Day, 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, 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, Art Therapy classes, Specialist Music/Drama Lessons, Drumbeat Program, Book Week activities including Parade.

Extra-Curricular: Sporting Schools Program, Catholic Education Sporting Carnivals, Catholic Schools Music Festival Choir, Semaphore Street Fair.

Community: Sports Day, Whole School Swimming excursion, Multicultural Day celebration, Literacy & Numeracy parents' workshops, STEM Open Day, Book Week activities and Parade, Mother's Day High Tea, Father's Day Breakfast, special lunch order days and Family Fun Night.

Facilities: Improvements and New Facilities

Annual maintenance painting program: Completed January 2023 by Program and Property Maintenance.

Education and Administration Centre building project:

The school hall was converted to our front office in January in preparation for the beginning of the 2023 school year. During Term 1 we moved out of the former administration building with a number of school items going into storage offsite for the year.

Demolition of our former administration building took place in May and building works commenced on our new Education and Administration Centre in July. Building works have run smoothly since commencement although there was a slight delay in the delivery of bricks as a result of the first batch being faulty. The project is running to schedule with a completion date set for late March 2024.

Satisfaction

Staff Feedback/Consultation Process for the 2023 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	75.0	25.0			
The school supports the dignity of each person through words and actions	83.3	8.3	8.3		
Time is made for teachers to reflect on and improve their professional practices	81.8	9.1	9.1		
Data are used/shared to provide in-depth analysis of teaching practices	90.9		9.1		
Teachers collaborate in planning, reviewing and assessing the curriculum	90.9		9.1		
Students reflect on and revise their learning goals	50.0	40.0	10.0		
Student voice and agency is embedded into the improvement cycle as an integral element.	45.5	45.5	9.1		
The school has a strong partnership with families	79.2	16.7	4.2		
There is a culture of shared responsibility within the school community for student development	66.7	20.8	4.2	4.2	4.2
The cultures, backgrounds and diverse religious understandings of different families are respected	95.8		4.2		
Staff understand and accommodate the diverse needs of students	100.0				
The school's infrastructure meets the needs of the students	25.0	37.5	16.7	8.3	12.5
Decisions about the development of infrastructure are well informed	47.8	30.4	13.0	4.3	4.3

Parent/Caregiver Feedback/Consultation Process for the 2023 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	69.2	15.4	15.4		
At school, my child/ren learn about Jesus, the Catholic religion and spirituality in interesting and relevant ways	78.6	7.1	14.2		
At school, my child/ren are encouraged to care for the environment	78.6	14.3		7.1	
At school, my child/ren are encouraged to help those in need	78.6	14.3	7.1		
Satisfaction with Curriculum and Co-constructed Learning Design					
The teachers communicate with my child/ren respectfully	71.4	14.3		7.1	7.1
The teachers engage my child/ren in planning and directing their learning	61.5	15.4	7.7	15.4	
The teachers are skilled at meeting my child/ren's needs	69.2	7.7		15.4	7.7
In general, at school, my child/ren are expected to take responsibility for their learning	61.5	23.1	15.4		
Satisfaction with Community Engagement					
The staff are welcoming to my family and me	64.3	7.1	14.3		14.3
My family's culture and background are respected	69.2	15.4	15.4		
Communication between the school and my family is sufficient	61.5	15.4	7.7		15.4
There is strong partnership between families and the school	76.9	7.7		7.7	7.7
Satisfaction with Safety					
The adults at the school create an environment that helps my child to feel safe	71.4	7.1	7.1	7.1	7.1
The policies and practices of the school support positive student behaviours	78.6		14.3		7.1
Satisfaction with Infrastructure					
The school's facilities and grounds are well maintained	61.5	23.1		7.7	7.7
The school's facilities and grounds provide a stimulating and welcoming environment	57.1	28.6		14.3	

Life at St Joseph's School / Student Survey 2023
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	73.0	16.2	8.1		2.7
In Religious Education lessons, I learn about Jesus, the Church and religion in interesting ways	51.8	32.7	11.8	2.7	0.9
My teachers give me extra help if I need it	38.2	41.8	14.5	5.4	
My teachers are good at the subjects that they teach	50.9	34.5	13.6	0.9	
My teachers help me to understand challenging work	35.4	44.5	14.5	2.7	2.7
My teachers support me to improve my schoolwork	50.9	36.4	7.3	3.6	1.8
My teachers believe that I can succeed	54.5	30.9	6.4	5.5	2.7
I think about solutions when there is a problem	56.3	25.4	12.7	4.2	1.4
I have a go before asking others for help	42.7	40.0	11.8	4.5	0.9
I keep trying even when the work is challenging	49.1	26.4	18.2	4.5	1.8
I feel welcome at this school	55.5	22.7	13.6	2.7	5.5
I feel that students are kind to me at school	27.3	35.5	22.7	8.2	6.4
The classrooms are welcoming places to learn	54.5	30.9	8.2	2.7	3.6
The playground has good equipment	53.4	21.9	19.2	4.1	1.4
There is someone at school who can help me if I have a problem with technology	40.5	29.7	16.2	10.8	2.7
There are special spaces for prayer	53.6	26.4	13.6	5.5	0.9

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 2023 our total student enrolment number grew to 209 up from 204 in 2022.

School Income

School income by Funding

Source:

Comm Govt	\$ 2,905,310	70.66%
State Govt	\$ 766,793	18.65%
Fees	\$ 203,220	4.94%
Other/Interest/Levies/CEO reimbursements	\$ 236,111	5.74%
	\$ 4,111,434	100%

Recurrent	\$ 4,111,434
Non Current (capital)	\$ 280,870
	\$ 4,392,304

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 2023 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 a Sacramental Program year. 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 experiences 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 2023, 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 March, 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 2023, 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 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 once again sharing his gifts and talents.

School Master Plan

2023 saw the demolition of our former front office and administration building and the commencement of construction of our soon to be completed Education and Administration Centre. The project has been partly funded by a \$600K State Government Capital Grant, \$1.2M of the school's current funds (savings) and a \$1.5M loan.

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 the Port Adelaide Athletics Club. 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. 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. The day was a positive community building event.

In 2023 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 2023 members of the Parents & Friends met informally on several occasions. Post Covid 19, in 2023 we were able to re-introduce our Mother's Day High Tea and Father's Day Breakfast which were great successes. Lots of mums enjoyed the high tea. It was also great to see so many fathers and grandfathers come together in community to acknowledge the important role fathers play in the family life of our school community.

I extend a special thank you to those parents/grandparents who have been a part of the Parents & Friends in 2023. It is my plan that in 2024 we will be able to hold our 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 over 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 2023 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 6 and 8 most weeks.

Class Structure – 2023

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

The School Board has again addressed a wide variety of educational, pastoral, safety and financial issues during 2023. Katherine Mitchell (Chairperson) has overseen general issues brought to the School Board during 2023, 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 2024 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. Playgroup number have returned to pre Covid 19 levels which is something to celebrate. This is due to the dedication and commitment of Sue Scheller and Bronwyn Robinson. 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 Trish Pfeiffer, 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 **Mrs Maria Coleman** who has been an Education Support Officer at our school for the past 22 years. During this time Maria has supported teaching and learning across preschool to Year 6. Maria has built many

positive relationships with children, staff, and families during her time at the school. We wish Maria every blessing as she begins the retirement chapter of her life.

We thank and farewell **Mrs Anne Turtle** who finished up with the school at the conclusion of Term 1 Week 1 2024. Anne has done a wonderful job managing the day-to-day finances of the school while providing me with valuable support in my financial leadership of St Joseph's School. On behalf of the school community, I would like to acknowledge and thank Anne for the great service she has provided to our school during her time with us. We wish Anne every blessing as she also begins the retirement chapter of her life.

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

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. Sadly, in 2024 we will be losing Melissa as she grows her dyslexia business and Catherine will be going on maternity leave at some stage in term two.

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 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. Children, families, and staff worked together to create a new philosophy to guide the preschool, stating what is important to and valued by our community. We connected with Unisa to create a Little Library together, which will be set up in front of preschool when the building works are completed.

We 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. We also began promoting healthy eating by cutting up fruit for sharing on Mondays. 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 attend Mount Carmel's production of Shrek and be visited by Marty Bubble for a science show.

In addition, children are supported to develop a lifelong skill of becoming effective communicators. We do this using 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 the 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

RD

At the start of Term 3 the reception class was made up of 7 girls and 5 boys. (By the end of Term 3 we became a class of 11 children, as one family decided to return to Portugal). During the first few weeks at school, my focus was to make the receptions feel welcome and to become familiar with new routines and school rules. The children engaged in many

activities in getting to know each other and I focused on supporting their wellbeing. As the weeks progressed, we began learning about various topics covered in different curriculum areas.

In Religious Education we had daily prayer time during which we sang songs or listened to stories about Jesus. The children learnt to share their own prayers and how to set up a sacred space for prayer sessions. They were introduced to the love of Jesus and God and how we are created in the image of God.

In English the children were immersed in literature by listening to a range of stories, rhymes and poems in class. By week 5 of Term 3 the children were being introduced to the alphabet names and sounds using the Jolly Phonics Programme. In addition, they began taking reading books home and were encouraged to read to their families. To further support the Literacy Programme students were introduced to rhyming words, phonetic spelling and learning to recognize small sight words. In writing sessions, we focused on Recounts, often writing about their weekend, and or holidays experiences. The children became very excited when they gained independence in writing and were able to either copy phrases, attempt to spell small unknown words or write a few sentences.

In Mathematics the children were provided with the opportunity to explore the areas of Number, Geometry and Measurement through a wide variety of hands-on activities using a range of materials. The children gained an understanding that Mathematics is around us and is part of our daily lives. The receptions especially enjoyed oral counting, playing games including Snakes and ladders and Buzz.

In Health our focus was the Keeping safe programme which included learning about being and feeling safe at school and at home and identifying people whom we can trust. We also concentrated on developing their social skills by encouraging Receptions to be inclusive, fair and safe in their daily interactions with one another whether in the classroom or during play times. The children have also gained skills in understanding their emotions and that of their peers. We have learnt this through discussions, listening to stories and role play sessions.

In Stem our focus was on living and non-living things. The students were excited to take care of some Australian creatures in the classroom including tree frogs, a blue tongue lizard and earthworms. The information that they learnt and gathered was recorded in Report writing form. We also planted flowers, grass heads and some vegetables and observed the changes that occurred over time.

Throughout the two terms the children were involved in other whole school activities including dance lessons in the Footsteps programme, soccer and tee-ball in P.E. lessons. The children looked forward to weekly lessons in Music, French and visiting the library to borrow books. Another highlight was taking part in Bookweek and Multicultural Day celebrations.

It has been a great pleasure teaching the reception children and witnessing growth in their confidence and progress in their learning. We are a small group of children who have learnt to gain independence in our learning and have learnt to support each other and show respect towards our teachers and peers at school. I am very grateful for the wonderful support that I have received from the families of the reception class as they have always been positive and supported their children's learning.

Thank you for a wonderful, busy and exciting two terms at school. I wish the children further success in the year 2024.

Teresa Deren

Year R/1H & R/1L

2023 has been an exciting and busy year. There have been many highlights such as:

- Our whole school excursion to the Adelaide Aquatic Centre
- R/1 Liturgies
- Multicultural Day celebration
- End of Term Class Party
- Book Week parade and celebration
- End of year Christmas Family Fun Night
- Talent Show
- Tri-Skills
- Footsteps Dance Programme

Throughout the year, students have enjoyed learning new concepts and revising learning. As the year comes to an end, we cherish with our students, as we reflect on the huge amount of growth we have seen from Receptions and Year Ones. We have noticed how independent the children are now and the increase in their confidence with learning and social skills.

Literacy 2023

In Literacy, the Reception students have finished off learned new sounds and digraphs and are continuing building on their phonics knowledge, reading and writing short words, sight words and sentences. We have looked at plurals, concepts of functional grammar, and asking and writing questions using question marks. Both Receptions and Year Ones have also explored Procedure texts, such as 'How to Make Fairy Bread' and 'How to Decorate a Christmas Tree'. They have thoroughly enjoyed writing for a purpose using these hands-on experiences. 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 Narrative, Information Texts and Procedure. Throughout these genres, students were immersed in a range of literature.

Numeracy 2023

During Mathematics this year, our R/1 students really honed their number skills as it was a continuing topic throughout each Term. The Reception's 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, 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 we have finished off our unit exploring Measurement. Throughout this unit, students have compared mass, capacity, length and duration. We have now been exploring Statistics. R/1 have enjoyed being 'statisticians' and have learned the process of statistics by – asking a question, collecting data, displaying data and analysing data.

Inquiries/Other Learning Areas 2023

This year we explored a range of Inquiry topics. We first looked at the Inquiry question 'What are our different emotions and how can they affect others?' Students have enjoyed completing a range of activities to efficiently label and identify different emotions and recognise how our body looks and feels. We have looked at identifying when our body feels frustrated, unsafe, and scared by looking at our 'warning signs'. Students loved to also notice their 'heartbeat' by feeling their pulse. We explored examples and stimulated further questions from the picture books and parables from the Bible. This Inquiry links into the subject areas of Health, Religion, and the Child Protection Curriculum. Students also completed their HASS (History) Inquiry 'How do people change over time?' as we have look at our own personal histories and photos of ourselves from the past. Students used their photographs to place on a timeline poster from baby, pre-school, present and future, with written responses. The children loved sharing this with each other and were excited and proud to witness their own history and how they have changed over time.

In Religion this year, we learned about the Birth of Jesus and how this marks our Advent/Christmas period. We explored this through Godly Play, videos and stories. We shared this learning and reflection in our R/1 Class Liturgy in Week 6 ('The Season of Advent'). This was a beautiful liturgy where our students re-told the Nativity Story, shared their learning and understandings, created their own prayers, and sang some songs. Our parents enjoyed being part of this special celebration too. The Pre-school students have come to visit us for three Tuesdays for Transition. All students will have a 'Move up day' in Week 9, where they meet their new classmates and teacher.

We wish our wonderful students a safe and happy holidays, and the best of luck for 2024. We have had an incredible year with our students, witnessing so much academic and personal growth, confidence, fun and laughter. The R/1 students of 2023 will forever hold a special place in our hearts.

Danielle Librandi & Anna Huynh

Year 1/2D

In 2023 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 2/3 class in terms 1 and 2 and in terms 3 and 4 we have been working with the new reception 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 small groups to work on social skills through an activity such as cooking, gardening, art and craft which helped many students and their families. 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 2023.

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 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 that is an online teacher resource 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 our creativity and imagination in small groups to share and take turns by exploring and discovering how things are made and how things work in everyday life. Our back garden has produced herbs and vegetables that the 1, 2,3, 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 all the Eso's that have worked in the 1/2 class throughout the year your added support means the students can engage and have more opportunities in the classroom to enable the students to achieve their personal goals to be the best learner that they can be.

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 2024.

Natalie Doyle

Year 2/3C

Term 1

The Year 2/3C initiated the school year by collaboratively shaping our classroom community's ethos. Students engaged in discussions to devise ways to demonstrate respect for others, our classroom, ourselves, and our learning. Exploring various texts on community and respect, we collectively crafted a Classroom Community Agreement. This involved formulating statements and examples to guide our actions, fostering a sense of ownership and responsibility. The students actively reflected on and collaborated during this process, finding joy in sharing their learning with families. In the initial weeks, the focus shifted to identifying emotions and learning self-regulation using the Zones of Regulation (Red, Yellow, Green, and Blue zones). Understanding each zone and employing tools to self-regulate, especially staying in the green zone, became a priority.

The students eagerly anticipated the start of targeted Literacy groups. They enjoyed working collaboratively with multiple educators in brushing up their mathematical and problem-solving skills. A notable addition was their learning to log in and utilise surface laptops for learning, showcasing organisational and leadership skills. Within a short span, remarkable growth in confidence, organisation, and social skills was evident.

During our parent information night in week 2, students were thrilled to showcase their classroom space and work to parents. Looking ahead, we anticipate further celebrations of their learning and engaging with parents during Parent Interviews in Week 9.

Term 2

Term 2 marks the date of a new teacher handover, Cindy Chong, while Jennifer Craig heads off for her maternity leave. The Year 2/3 students were well adjusted to the new routine and rules with much anticipation. The Year 3 students completed their first NAPLAN, demonstrating commendable effort and resilience. We anticipate receiving results in July, understanding it as a snapshot contributing to their overall learning, acknowledging their year-long hard work.

In Literacy, we delved into Narratives, Recounts, and Guided Reading groups. Collaborating with educators: Simon McCullough and Trish Pfeiffer, students exhibited excitement and organisation during morning group transitions. In my literacy group, students enthusiastically read aloud during Guided Reading rotations, focusing on oral language, comprehension strategies, and reading/writing techniques. Utilising surface devices for learning, they demonstrated independence and confidence. Their enthusiasm for social play scripts shines as well, which was executed in small groups based on literacy levels, showcased confidence and teamwork. Digital tools were used to record performances, enhancing their learning. Exploring the topic of endangered Australian native animals, students conducted online research before designing group posters. The focus on persuasive texts addressed grammar, spelling, reading, oral language, and comprehension skills through targeted literacy groups.

Numeracy focused on three groups exploring Addition, Place Value (up to ten-thousands), Number Patterns, Odd and Even numbers. Subtraction and Time will be the next areas of exploration. The students began exploring and engaging in number talks, enhancing number sense and critical thinking. Non-regrouping and regrouping of two-digit subtraction

were explored using diverse strategies. The introduction of Australian money was reinforced through role-playing activities, reinforcing understanding.

Celebrations included Saint Patrick's Day, St Joseph's Day, and anticipation for the Holy Week presentation, adding vibrancy to our term. I look forward to meeting more families during Parent Teacher Interviews. During National Reconciliation Week, collaborative artwork inspired by Indigenous culture adorned the school wall, fostering unity and appreciation. Conversations about the history of Aboriginal and Torres Strait Islander peoples spurred reflection and discussions on creating positive change within our generation.

Term 3

Since the last school board report, the Year 2/3C students have consistently demonstrated dedication to their studies. Notably, they exhibited heightened enthusiasm during STEM Open Day and Book Week in Week 5. STEM Open Day involved exploring and testing Bee Bots for the first time, engaging in coding, sequential coding, directional language, and creating Bee Bot floor maps in small groups. This collaborative effort culminated in a showcase during the whole-school Assembly in Week 6. Book Week witnessed active participation, with students dressing up as book characters and engaging in a buddy activity with Year 5/6 students after the Book Week Parade, enriching their overall learning experience.

In literacy, the focus continues the descriptive and report writing genre. Term 3 commenced with students using technology to research topics of interest through book makings. Efforts are directed toward enhancing comprehension and fluency skills, with targeted literacy groups actively addressing grammar, spelling, reading, oral language, and comprehension skills.

In numeracy, students are actively learning various strategies, including arrays, repeated addition, skip counting, and groupings in multiplication. They are concluding their multiplication unit and gearing up for the transition to division in the coming weeks. The students' keen interest in multiplication is evident as they actively learn and memorise multiplication facts using diverse strategies and educational math games. Measurement and money are additional focal points for this term.

In science, the exploration of lifecycles, animal classifications, and mung bean growth report writing has been ongoing. The focus will shift to the water cycle in the upcoming weeks. Students have also shown enthusiasm for exploring biological science, engaging in exciting experiments and hands-on experiences. Visits to the school garden have provided valuable learning opportunities, and the mung bean growing experiment has sparked curiosity, with students actively working on science reports aligned with the report writing genre explored this term.

Cindy Chong

Year 3/4H

FEBRUARY

Welcome to the 2023 school year and thank you for giving your time to be involved in the governance of our school. My Year 3 and Year 4 students have made an amazing start to the year. We have all moved into our new classroom and have set up great routines. Our literacy focus for this term will be narrative writing. We will be improving our reading comprehension using the Super Six Reading Skills. Our literacy groups will begin next week with the support of Ms Pfeiffer and Mr McCullough. We have completed a unit on Number and Place Value in math and have begun our investigation into fractions and decimals.

We welcome Abdallah Samaan to our class and school community. The students in the class have been amazing in making him feel welcomed and he has transitioned to our class seamlessly.

MARCH

The students in Year 3 have completed their first round of NAPLAN assessments over the past 2 weeks. While some found this form of assessment challenging, all students displayed fantastic perseverance in doing their best in the tasks. Ms Pfeiffer, Ms James and Ms Scheller supported the students.

Tri-skill sessions have begun again today under the watchful eye of Megan. Megan brings an abundance of energy to these sessions which flows through to the students as they try a variety of gymnastics skills. It was wonderful to see all the students supporting each other while they waited for their turn. These sessions will continue each Thursday until the end of term one.

The class has been working on their conversation skills as part of our literacy work this week. They have developed a better understanding of the importance of listening, questioning and taking turns when talking with others.

I look forward to meeting with the remaining families from 3/4H next week as we conclude our learning conversations. Our meetings have been extremely rewarding in setting our students up for success in 2023 and beyond.

MAY

In our Maths class this week we have been learning how to find unknown numbers in equations so that they balance. The class worked in small groups on a variety of hands on and online activities.

Our focus in writing this week has been to create a persuasive text using well-structured paragraphs. The students chose their favourite holiday spot and had to create a written text that encourages others to holiday there. We wrote on a range of holiday destinations from Semaphore Beach and Second Valley to Karachi and Krakow. This class is full of frequent flyers!

It was great to see the class's engagement on Sports Day last week. It was a pleasure to work with them as they 'competed' in a variety of athletic events and fun games. We had Mrs. James supporting us, and she was amazed at the organization and getting-along skills displayed by all in the class.

JUNE

The focus of our writing this term is Persuasive texts. The students have built upon their prior understanding and have been supported in extending their writing skills in this genre. We have looked at including high modality words in their writing and structuring their text so that it is easier for the reader to comprehend their viewpoint. The two topics we have written on have been "What is the best season?" and "Our Favourite Places to Holiday."

The class conducted a science investigation using a variety of balls. The students conducted a test to ascertain which was the bounciest and rank them in order. To achieve this, they had to work in small groups and ensure that they conducted the experiment while controlling all variables.

In Week 7, we will begin preparing our class liturgy that we will celebrate in Week 8. The theme for our liturgy will be, "We Have the Ability to Choose What is Right and Wrong." This liturgy will be prepared by the 3/4 and 2/3 teachers with Miss Chong's class celebrating with us.

AUGUST

Ms. Pfeiffer has joined our literacy lessons this term. We are working together on developing the students' understanding of functional grammar. Our focus for the first two weeks of term have been "action verbs" and "circumstances of place."

Our Religion lessons this week have been exploring the idea that Jesus was born into a Jewish family, lived as a Jewish and took part in Jewish traditions. This concept has been quite challenging for some of the students as they thought Jesus must have been a Christian.

We continue to make Social Emotion Learning focus using the Smiling Mind website. Our focus this week was our "Strengths." The students were challenged to think about their own strengths and be proud of these. They were also asked to appreciate the strengths of others.

SEPTEMBER

Our school highlighted STEM week in Week 5. The students had a chance to engage in a variety of STEM based activities throughout the school. The 3/4H class were set several Cup Stack Challenges that they needed to complete in small teams. This task was designed to simulate the placement of larger concrete blocks that will form our new administration building at school. All students were engaged and showed great "getting along" and "persistence" skills in completing the challenges.

Thank you to the school's parents for dressing the students for Book Week. I am sure it is one of the highlights of the year for the students, but we do recognize and appreciate the stress a simple costume can cause for some families. Thank you.

Ms. Pfeiffer is leading the class in the writing of information reports. The students are in the middle of researching and organizing their facts on dingoes. In the weeks ahead, we will create our texts using appropriate language features and technical terms.

OCTOBER

The 3/4H class welcomed Mr. Jack Balkwill to our class in Week 1. Jack is a 2nd year Bachelor of Education student at UniSA. Jack has made a great start to his placement and has already formed great relationships with the students in the class.

Our writing focus this term is procedural writing. Ms. Pfeiffer is helping the students learn the language features of this text type. This genre is simple, so we are challenging the students to use more complex verbs and technical/topic specific language.

We are learning about seed germination in Science with Mr. Balkwill. The class will take part in a science investigation where they observe and record seed germination.

It was a pleasure to see the class take part in the Footsteps lesson this week. With the help of the amazing instructors, all students showed their skills in getting along and trying the new routine. These dances will be shared with families at our end of year celebration.

Ben Higgins

Years 4/5P & 5/6S

We had a great start to the year in 2023. We began the year by focusing on building relationships within our community. After an extensive selection process, we developed the following rules for our community.

SAFE	HAPPY	SUCCESSFUL
<ul style="list-style-type: none">Use appropriate language.Follow the Golden Rule.Keep your hands to yourself.	<ul style="list-style-type: none">Be helpful.Include others.Be respectful.	<ul style="list-style-type: none">Help others.Try your hardest and do the very best you can do.Never give up.

At the beginning of the year students from Years 2-6 democratically elected our school leaders for 2023. Congratulations to our school leaders and house captains:

SCHOOL LEADERS

Jessica & Karl



HOUSE CAPTAINS

MACKILLOP HOUSE

Karl, Sierra & Serah



KOLBE HOUSE

Ayliffe & Nhicole



JOSEPH HOUSE

Timmy & Savannah



TENISON-WOODS HOUSE

Tung & Jessica



Literacy groups started well with students working in targeted groups to build comprehension strategies and increase their ability to read more challenging texts. In addition to this our writing groups are a new implementation that we have started this year. We were happy with how these groups have started and the improvements the students have made in a short period of time. Having the capacity to work with a smaller group every day to work towards a set writing goal is very beneficial. We appreciated the help and support of Trish Pfeiffer as she took on Louise Moody's role in 2023. Our Co-Educators are also crucial to the success of our literacy program. Thank you to Sue Scheller, Kylie Zouroudis, Tran Dang, Alice Harding, Jodie Mannix, Maria Coleman for their support in both our Literacy and Numeracy programs.

Thank you also to Jan James for her student support work on Thursday afternoons. Our Mathematics program continued to work through number concepts, with students working on lots of different mathematical concepts. Some students were focusing on place value, others on addition or subtraction and some moving onto multiplication and problem-solving strategies. We learnt about the Solar System in Science this term then moved into Technologies, exploring algorithms and coding. We learnt about the migrant groups in HASS. Where they came from, why they came and how they contributed to the Australian Colonies

TERM 2

Our Religious Education program this term focused on the events that occurred after Easter with the Resurrection and the Journey to Emmaus. Our literacy program continued to run smoothly as our genre focus turned towards a Persuasive focus. We focused on increasing students' ability to brainstorm and mind map ideas. We continued with our targeted Literacy Groups within our 2-hour Literacy Block between Recess and Lunch. Within this time, we dedicated half an hour to Writing, Spelling, Reading and Oral Language activities. Within Numeracy lessons, we focused on Measurement. We began by exploring why we use standard units of measurement and the differences between the metric system and the imperial system. In the second half of this term, we celebrated Reconciliation Week with students from across the school adding their artworks to the Rainbow Serpent display in the front office/Library. The Serpent tells our students to "Be a Voice for Generations!" Our indigenous students, along with Ms. Smith and Mr. McCullough, spent a day at the "Thriving People Event" at Carclew House. The day was filled with fun activities, including Visual Arts, Dancing, Raps and Beats.

All students involved were great representatives of the school and supportive of each day. Some of the foci of our writing lessons have been on persuasive structure and persuasive devices. Persuasive devices include alliteration, rule of 3, rhetorical questions, repetition, and intentional use of personal pronouns. Within Numeracy lessons, we have been focused on Measurement. Students have been exploring the concepts of Area and Perimeter. It has been great to observe the progress and increase in understanding of students in these areas. The groups have been working well and have allowed for more targeted teaching of specific concepts.

In Science and Technologies, students have been algorithms and binary coding.

TERM 3

In term 3 we integrated our HASS, Science, Technologies, and Religion Curriculums into a unit of study on Climate Change and Sustainability. Students explored the difference between climate and weather and the natural greenhouse effect. Students were well engaged with this important topic and built a gradual understanding of some of the concepts we are exploring. We also had several exciting events take place within our school and classroom community. 26 students (including 16 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. 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. Also, a special congratulations to Amay Krishna (Year 5) who placed 2nd in his race. 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 on the theme of climate change. 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. After the parade was finished, classes joined with buddy classes to complete some book week activities with their buddies.

TERM 4

Term 4 is always a busy term and 2023 was no exception. We hit the ground running with what is usually the most memorable event in our students' time here at St Joseph's- CAMP! On the 22nd of October we set off for Mylor Adventure Camp for a three-day, two-night camp. In what was unseasonably cold weather, we arrived at Mylor mid-morning to begin our adventure. The students completed a series of fun activities that tested the resilience and endurance of our students. These activities included the giant swing, canoeing, challenge course, scavenger hunt, raft-making. All kids were fantastic and pushed themselves to participate in as many activities as possible. It was wonderful to see the students support each other and look after each other whilst away. Other important events from Term 4 included the Athletics carnival, St Joseph's Has Talent, Family Fun Night, and of course, Year 6 Graduation.

Matt Pick & Jane Smith

APRIM

Staff Reflection Day

Our staff reflection was facilitated by Fr Tom Gleeson at Kingston House, Seacliff. The day included a walk to the Tjilbruke Spring. Our focus was on love is at the heart of what we do. It was a wonderful day for all the staff.

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. Children from Year ½ to 5/6 attended parish masses throughout the year.

Liturgy and Mass

The school has taken every opportunity to celebrate Solemnity Masses and we 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 in commemoration of 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.

Sacrament Program

13 of our students celebrated the Sacraments of Reconciliation, Confirmation and First Communion. Thanks to Fr Marek, our staff, the children's parents and the parish for their support.

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.

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 we are looking for volunteers to continue the breakfast program in 2024.

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. The St Joseph's got talent afternoon raised funds for St Vincent De Paul. Thanks to Jane Smith for organising this.

Journey to Emmaus

As part of our Year 6 leadership program, we visited The Mary MacKillop Centre with students and staff from St Patrick's School. This was a good learning day along with a great opportunity to meet students from St Patrick's, many of whom will go onto secondary schooling with our students.

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 2024.

Inclusive Education

In 2023 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.

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 Literacy Intervention Program and working with Mia Villani who is our Catholic North West Community Speech Pathologist. 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 who monitor students' progress and adapt teaching to student needs.

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 new quiet start to the year, as its new home is within the Tenison woods hall as construction is underway for our exciting new build of Reception area and offices.

Not only did the Library have a new location, we also have a new Librarian (Miss Kylie) and a new Accessit Library Borrowing system, we farewelled and wished Mrs Tracey Bryant well, last year as she left on maternity leave.

The Library may be smaller but it is packed full with a selection of new books and genre, which was consistently added to during the year, with lots of students making requests for manga, graphic novels and special interest non-fiction. The Library was open Monday to Friday second half of recess, the students slowly becoming used to this new time. The new "Silent Library" has been popular with students coming in to borrow, chat and do some quiet reading, all children wanting to help out with sorting and shelving books and keeping the Library neat and Tidy.

The children have been doing well at keeping quiet whilst in the Library, due to Staff working hard in their offices and Reception close by, they are reminded to leave straight away if Miss Tanya or a teacher tells them to.

We have had a handful of new books donated to our library and the shelves are being updated daily from our beloved books from the old Library.

We have welcomed a handful of "new" students into the Library system and they have been excited to visit, help and chat to me in the Library and around the grounds.

We have had our first successful bookclub orders completed in the month of January with a colourful Book club magazine every Term.

Our Premier reading challenge started in February this year, reading for the challenge finished in September 2023, we had an exciting new 20 book Challenge this year (optional) for students to complete in the celebration of 20 years of Premier reading challenge, with 121 super readers, completing the challenge and receiving an extra special certificate with their medals.

In November, Term 4, these medals and awards were issued and presented within each class, all students participated this year and all discrepancies have been fully updated in the PRC system ready for an even smoother presentation next year.

Book Club provides families with an affordable and convenient way to bring children's Literature into the home, Scholastic gives back 20% of orders purchased in school or online, as school reward points.

We had accumulated approximately \$190 of rewards to spend on new book purchases for the Library this year. Planning for Book week started in Term 2, when CBCA 2023 shortlist was announced, we were able to purchase a large amount of Childrens books and young reader books.

Due to minimum room in the new Library to work on a large display, instead we completed a wall art display on the Library wall, with help from a selection of 4,5,6 students, with a theme this year on "Read, Grow Inspire"
We also utilised the out side area and picnic blankets to bring the Library outside, older students enjoyed laying on the blankets chatting and reading the new books to the younger students.

A book making competition and Bookmark colouring in competition was enjoyed by students with many participating, we utilised the table tennis table area for this activity.

The Book week Parade was on Wednesday 23rd August, the weather was kind to us, as it was held outside in the quadrangle, staff and students had a fantastic day, with many awards and prizes given out this year, not only to best dressed costume in each class, but also the book making and colouring competition, there were so many great entries, with many students receiving a special prize.

Looking forward for Book week 2024, as our new Reception/offices should be complete making our Tennison woods centre available to use for a special CBCA educational musical performance for our students and staff next year. It will be quite "magical".

Our first stocktake on the new system, will be completed this year in the Library as we sort and clean our shelves ready to welcome our new and old students back for the New Year that will be 2024.

Kylie Zouroudis

Literacy and EALD

This year I began in my role as Lead in Literacy and EAL/D teacher while Louise Moody was on maternity leave throughout 2023. I have been warmly welcomed to St Joseph's Ottoway community by the children, staff, and parents and have thoroughly enjoyed my first year here.

It was evident that the student's learning needs were met through targeted learning programs and ongoing assessments throughout the year. All assessments continually inform teachers, and the learning programs are created for students based on individual needs. 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 the lesson in Reception/One was to develop oral language skills and build vocabulary in the Oral language program. In the Year 1-6-year levels learning centered around comprehension of reading and the explicit teaching of genre and grammar skills.

In Term 2 the Language and Literacy Levelling Assessment for all EAL/D students was conducted. Two pieces of written work were provided by students, and these work samples were assessed according to English as Addition Language scaling systems The goal of this assessment is to track the language development of EAL/D students. The information is a detailed assessment providing information on how proficiently each child can use language and grammar to successfully engage with texts. The results of this assessment are sent to the Catholic Education Office and inform the EAL/D funding structure for 2024.

Following this assessment classroom teachers receive a Language and Literacy Level for each of their EAL /D students which is tracked and monitored. I was also able to provide a key learning focus for each of our EAL students so that teachers can effectively respond to their learning needs.

This year in August the Yr.3 and Yr.5 students sat the NAPLAN tests. The students performed well, especially in the area of writing, All results and data have informed the students' learning program for the remainder of the year. The excellent results reflect the work put in by teachers and ESOs through the targeted Literacy groups. Several support programs have run throughout the year including The Listening 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-educator Sue Scheller who dedicates many hours each week to monitoring students' progress and working in conjunction with Duncan Kilburn and I to track results on our comprehensive database which ensures that each child is targeted for further support when required, Sue has also worked closely with Jan James in our Early Years setting to support teachers with Reading and Literacy intervention groups along with Mandy who has supported our 3rd term Intake receptions and in the Early Years classrooms. Vi, Tran, and Kylie have worked tirelessly to implement additional programs to support students with additional needs and who work alongside our teachers. We are supported by a Speech pathologist Mia and Mandy and Jan have worked alongside Mia and with Melissa Strudwick in supporting the Dyslexia Program Kylie Zouroudis has been instrumental in ensuring that our students have access to Library borrowing each week and has worked closely with me to ensure the Book week celebrations were a highlight and a success. Kylie also ran our Premiers Reading Challenge and has been a great supporter of Reading and Literacy in our School.

We have been blessed with our new Education support staff Jade, Caitlyn Ruby, and Katherine all of whom support our students and teachers to adapt and teach modified teaching programmes to meet student needs. Our new ESO staff are all studying teaching and bring their skills and vitality to ensure our students are achieving at their highest level.

Trish Pfeiffer

Speech Therapy

In January 2022, Speech Pathology support commenced by Speech Pathologist, Jessica Curnow. In 2023, the support continued across five schools within the north-west region in Catholic Education through the Partners in Inclusive Practice (PIP) project funding. In Term 2 of this year, Speech Pathologist, Mia Villani joined the role in collaboration with Jessica Curnow. As Jess concluded her role during the year, Mia fulfilled the position.

Throughout the year, Mia's visits in weeks 1 and 10 of each school term have been integral to the ongoing development of this capacity-building project. The project initiative aims to enhance the knowledge and practices of school teams

and families in identifying and supporting children with speech, language, and communication needs. This continuous effort has resulted in a progressive and sustained growth in understanding and capabilities within the school community.

At the start of each visit at St Joseph's School, Ottoway, planning, and review meetings occurred with leadership to discuss weekly intentions. These intentions were achieved by the end of the week and facilitated building teacher and ESO capacity within the school.

The speech pathology support received at St Joseph's School, Ottoway in 2023 has primarily included:

- Coaching ESOs in individualised evidence-based interventions tailored to individual speech, language, and communication needs. Parents interested in supporting their child's speech skills within the home context were upskilled to implement their child's intervention program for the home setting.
- Providing teachers with specific classroom language strategies based upon student/s functional communication needs at the time.
- Student/s speech, language, and communication needs were identified through formal assessment results, classroom observations, along with information and concerns gathered from teachers and parents.
- Completing monitoring review sessions to track progress and update intervention goals.
- Ongoing discussions with families to feedback speech, language, and communication assessment results, provide recommendations, and discuss goals and achievements.
- Liaising with external providers for students receiving private speech pathology support to ensure intervention is consistent at school and supported within the classroom setting.
- Assisting families with the National Disability Insurance Scheme (NDIS) process and making onward referrals to NDIS and Child Development Unit.

Further, two professional development training sessions were delivered for teachers at St Joseph's School Ottoway staff meetings this year. The below objectives were covered:

- Gaining insight into the speech pathologist's role in schools and in the Partners in the Inclusive Practice (PIP) project.
- Understanding the difference between speech and oral language and the expected speech and language development.
- Recognising the importance of speech and language skills and the impact speech and language difficulties can have on a student.
- Developing an awareness of the characteristics of speech and language difficulties
- Signs to look out for in the classroom for students at-risk and experiencing speech and language difficulties.
- Gaining a strong understanding of the referral process.
- Practical strategies and resources to implement within the classroom to support speech and language development.
- The power of visual supports to enhance students comprehension and language learning
- Ways to enhance teachers' language to make language learning accessible to all students and creating an inclusive learning environment.

A major highlight this year has been seeing the dedication of St Joseph's Ottoway ESOs in implementing individual speech intervention programs which has led to notable improvements in ESOs knowledge, skills, and confidence. Thanks to effective speech pathology support, a cluster of children not only have achieved their speech program goals, but also graduated from their program, and now present with age-appropriate speech skills and no longer require direct speech pathology input. This success emphasises the crucial role in supporting students with speech, language and communication needs, highlighting the collaborative teamwork among speech pathologists, ESOs, and teachers.

I am incredibly proud of the efforts from teachers, ESOs, parents, as well as the hard work from the students at St Joseph's School, Ottoway who have been involved in accessing direct speech pathology support through the project this year. Witnessing students benefiting from the specialised support and the positive impact this has had throughout the year has been such a reward. Well done all.

I hope you enjoy a well-earned break. I wish you all a joyful and blessed Christmas and New Year!

Mia Villani

Physical Education

The Physical Education program at St Joseph Ottoway in 2023 continued its tradition of promoting a well-rounded approach to sports education. A primary focus was the enjoyment and involvement of all students and focusing on developing areas of students' interest.

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 the Port Adelaide Athletics Club which was a great day filled with engaging activities for all our students. We look forward to continuing to grow this annual event and welcome all parents and families to our Sports Day next year.

Sporting School

Each year the school applies for funding that 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 opportunities.

Term 1 – TriSkills Gymnastics: Emphasized foundational movement skills, fostering agility and coordination among students.

Term 2 – T-Ball: Strengthened teamwork and coordination through engaging Tball sessions, promoting collaboration and sportsmanship.

Term 3 – Soccer: Centered on refining soccer techniques, strategies, and game understanding, encouraging a passion for the sport.

SACPSSA Carnivals

This year saw St Joseph participate in a few favourite carnivals. These carnivals are a 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.

- Touch Rugby: The participation in Touch Rugby showcased teamwork, tactical thinking, and adaptability among the students, highlighting their versatile sporting abilities.

- Cross Country Carnival: Students displayed endurance and determination in the Cross Country Carnival, competing fiercely and embodying resilience.

- Athletics Carnival: The students' athleticism shone brightly at the Athletics Carnivals, demonstrating prowess in track and field events, fostering healthy competition, and camaraderie among peers. A big congratulations to our Year 3 Girls who was awarded the Age Group Champion.

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.

Daniel Nguyen

French

In 2023, St Joseph's continued to teach French in its Languages program. All classes attended a 45 minute lesson 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...

- Life in France – students studied key elements of life in France, such as the weather, housing, school life and meals. They also spent time comparing these cultural elements with what they experience here in Australia.
- The FIFA Women's World Cup – students researched the players representing France and tracked France's results with interest.

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...

- animals, including farm animals and pets
- colours
- café foods
- counting (focusing on numbers up to 100)

Providing students with a range of learning experiences continued to be a priority in 2023. 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 2023. It has been a busy and productive year of French learning!

Janine Meyer

Music/Drama

I have enjoyed the year working with all classes. We have worked on social skills and wellbeing through music and drama throughout the year. It has been a good opportunity for students to explore building relationships, working with others and having fun with group games and singing. Our Year 5/6 students worked on learning about filming and editing including creating their graduation video. Duncan Kilburn was key to this program, bringing many experiences and opportunities for students to build their media skills.

Simon McCullough

Choir

As has become tradition, St Joseph's again had a choir participate in the 2023 Catholic Schools Music Festival. Choir was again a compulsory activity for all Year Five students. 33 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

Wednesday 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 Wednesday evening, 27th 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 2023.

Janine Meyer



Playgroup

2023 has been a busy year with new initiatives introduced.

We have taken part in the Paint Playgroups REaD Project. Paint Playgroups REaD's aim is to encourage parents to read with their children so they are ready to learn to read at school.

We introduced a Book Swap Box. Caregivers are encouraged to take a book home to read with their child and swap it the following week. We have had some parents kindly donate books to our swap box.

We also took part in the Egg and Mascot Project. Through the Egg and Mascot Project playgroup facilitators promote the importance of reading, talking, singing and rhyming with their child.

I have been introducing families to the 'Early Years SA' app. It has been created to provide South Australian families with trusted resources and information about early years learning, development, health and wellbeing and to connect with early years service providers.

We have been promoting the SA Dental Lift the Lip Program and forwarding information supplied by SA Dental to our families.

We took part in the Ready, Set, Progress Development Check Program to provide free developmental checks for children aged 12 months to 5 years. The checks provided an important opportunity to monitor each child's development, identify any concerns and celebrate milestones. The development check explored the following areas: communication, movement, problem solving and personal-social skills.

During 2023 we welcomed some new local families to playgroup, we look forward to the numbers continuing to grow in 2024.

Susan Scheller

Canteen

2023 has gone past quickly and I am grateful for another busy year. This year in the canteen I have been very busy. QKR has again 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. At the end of term 3 the old pie warmer broke and there was no hope for repair given the age of the machine. Given the pie warmer is of the utmost importance for the day-to-day workings of the canteen, I was able to source a replacement quickly which was a relief. The new pie warmer also gets to a higher temperature which is good for the new canteen requirements as I discuss below.

New legislative requirements have been passed by the requisite Government body which has placed higher food standards on all food operating business that accept any form of payment or serve vulnerable groups on more than a single one-time event. As a part of this new scheme, I was required to undergo a series of both online and in person training to ensure that I am properly equipped with the new regulations to run the canteen. It is also a requirement that

the school has a properly qualified on the grounds of the school for certain events and alike. I am thankful that I was allowed the time to undertake this training to ensure the canteen can continue to operate for the students without too much interruption. Please note these new requirements when considering any events or alike at the school and I am always happy to answer questions that may arise.

I was ever so grateful for Krystelle for her volunteering and assistance in the canteen throughout much of this year. Her assistance was very appreciated given the ever-increasing demand on the canteen. I congratulate Krystelle on her new job; however, I note her absence. I encourage all if anyone knows of anyone who may wish to assist in the canteen to please contact me.

Looking forward to a fresh start in the new year. With another great year ahead.

Rebecca Allen

Out of School Hours Care

During this year the OSHC children have been supported and encouraged to maintain a strong sense of identity, and are assisted to establish and maintain respectful, trusting relationships with each other and the educators.

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

SAPOL (SA Police) came to visit OSHC, discussing road safety with the children. The session included ; -playing in safe places, -stop, look, listen, think, - seatbelt safety, -wearing a safety helmet, -calling triple zero when there is an emergency.

Children continue to explore clothing design exploring fashion, dressing the mannequin with various shades and pieces of material. This expression in of imagination is explored by children each week with fabulous designs being created. Children participated in making wheat heads, (wheat, mixed with soil into old socks), then put in a cup to grow, add water. We also planted various succulent pieces in clay pots. All these plants successfully grew and then children took them home.

The children often discover insects or lizards in the garden. They enjoy identifying, catching and releasing them. This year we had 2 Stick Insects to look after, learning about them and caring for them.

The school celebrated multicultural day, with children and families dressing in cultural clothing, watching dances be performed and sharing donated foods. Culture is a fundamental part of identity and shapes who we are. The way we look, think, communicate, behave, celebrate holidays and even what we eat is tied in with our cultural backgrounds. By ensuring there is a focus on cultural inclusion in early learning, we can help to ensure that children grow up with a sense of belonging for themselves and a belief that everyone belongs. We create opportunities for children to feel they are connected and contribute to their world. This year we have explored this with 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.

Children continue adding ideas to our weekly menu, and for some children exploring new food tastes. We create opportunities for children to feel they are connected and contribute to their world. This year we have explored this with 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.

Mieke Vanden Bos

School Chaplain

During 2023, my work-day remained on the Thursday.

As of Monday May 24th 2023, the National Schools Chaplaincy Program (NSCP) officially changed its name to the National Student Wellbeing Program (NSWP). However, Catholic schools have the option of retaining the title of 'Chaplain' as part of this federally funded program.

In Terms 1 & 2, I assisted with the running of a Lego Club for 4 Year 4 girls. These girls were always keen to participate in this program.

Term 3 saw the mindfulness program Peaceful Kids introduced to St Joseph's. This is a highly recommended program in assisting children regulate their stress and anxiety levels. I completed the online training course prior to implementing this program.

Seasons for Growth was once again held in Term 3 alongside the Peaceful Kids program in the Paish Hall.

Throughout Terms 3 & 4, I have continued to assist with School Band rehearsals afterschool on the Thursday. The focus of band rehearsals was the participation in the annual Semaphore Street Fair held on Sunday 26th November this year.

Student Wellbeing Officers employed in Catholic schools have had the opportunity to attend several professional development sessions throughout the year. The first professional development day was held on Friday 12th May at the CEO. There were a few guest speakers present with the keynote speaker talking on Indigenous related issues – including the significance of a RAP (Reconciliation Action Plan), the importance of place, history and story, the Uluru Statement of the Heart, cultural sensitivity and awareness. Another participant from Stella Maris Parish School spoke about the secondary transition program she oversees at her school. As per the National Student Wellbeing Program requirements,

Student Wellbeing Officers are expected every two years to complete a mandatory two-hour professional learning in online safety through the eSafety Commissioner. This training was completed on Thursday 22nd June. On Saturday 2nd September, CESA funded attendance at the Resilient Kids Conference at the Clovercrest Baptist Church, Modbury North. There were 4 interstate guest speakers, one of the key presenters being Dr Justin Coulson, the parenting expert from Channel 9's Parental Guidance tv show. He was both entertaining and knowledgeable on contemporary issues facing families today, providing many practical parenting tips as part of his presentation. In Term 4, on Friday 3rd November, a retreat day was held at the Bethany Centre at the Mary MacKillop Precinct. After first attending Mass at St Joseph's Parish Tranmere, this day was facilitated by Angela Jolly with the focus being on 'Unlocking your calling'.

Regular activities, such as gardening, social groups, individual student support, art and craft lunchtime activities, are usually held on a weekly basis.

I continue to enjoy my time and involvement with the St Joseph's Catholic School community and look forward to how this role will continue to evolve, especially with the completion of the new Administration Centre in early 2024.

Michelle Dinning

Student Data, Media and Music

Media

The 10-week media course (covering the many aspects of filmmaking) was completed in term 3, and the Year 6 graduation video in term 4 despite the difficulties associated with the building renovation project. The movable green screen purchased to provide the flexibility we needed as the Tenison Woods Hall was not available (including the green wall has been a great help as has the cooperation and understanding of Preschool and OSHC as we shared space throughout 2023).

Data Collection and Assessment

Development continued on the school database application, adding a range of new data types and changes to the representation of NAPLAN bands. The software now manages the Tutor Block system and will continue in 2024.

Music

We have added guitar to the instrumental program, and we are grateful for the services of our tutor, Gianni, and his flexibility in being able to continue teaching, especially drums, during this construction phase.

The school band has had great success this year with an outstanding performance at the Semaphore Street Fair. The Parish has been very generous in providing access to the Parish Hall and this has allowed the program to continue. However, we were not able to take part in The Battle of The Rock Band, although Duncan was a judge on the event, which may give us an edge next year.

Work Health and Safety

Date of Board Meeting		January 2024		
Report Period		1 May – 12 December 2023		
Incident Reports				
Incident / Near Miss / Hazards	Number	Description		
Accidents / Incidents*	12	8 x Excessive jackhammering, staff being verbally and physically attacked by students, throat injury		
Near misses	nil			
Hazards	27	Large rocks found in playground soft fall, Pergola wood in nature play area needs to be stained, jammed door repaired, repair door lock, repair damaged chairs, doorknob fell off, replace missing fire extinguisher sign, excessive noise from jackhammering, bees		
First aid only	nil			
Lost time injuries	nil			
New Work Injury Claims	nil			
Bullying Complaint investigations	nil			
Student Related Incidents	6	Slipping on floor, fall from monkey bars, hair entanglement injured playing with rocks, student hitting staff X 2		
Student First Aid	184	Scratches, bruises, falls, knocks, asthma, administer medication		
OSHC First Aid	105	Scratches, bruises, falls, knocks		
SafeWork SA				
Date of Incident / complaint	Incident ID #	Incident Details	Actions from SafeWorkSA (e.g. SWSA Action Letter, Prohibition / Improvement Notice)	Date of Notice Sign Off

Correspondence Received		
Title of document	Author	Date presented to staff/actioned
<i>Safety Bulletin / Hazard Alerts / Coordinator meeting notes</i>	CSaIM	2023
Policy / Procedure		
Title of policy / procedure		Date presented to staff
<i>12 of the 31 procedures were updated</i>		2023
Audits		
Type of Audit	Corrective Actions Identified	
<i>Nil</i>		
Training		
Title	Provider	Date completed
<i>Salt on-line Privacy for Schools and Cybersecurity</i>	CEO	2023
<i>Supervisor Food Handling</i>	SA gov	November
WHS Activities Completed		
Activity		Date completed
<i>Maintenance repairs conducted / Maintenance Schedule updated / Annual Task schedule updated / Emergency drill conducted / workplace Inspections conducted Incident and Hazard review / First Aid checklist conducted / Preventative Maintenance schedule / Emergency Drill conducted / Risk Assessments completed & reviewed / RCD testing / Registers updated / Essential Safety Provisions checked / Asbestos register reviewed</i>		2023
Other Issues		
<p><i>As part of the changes brought about by Catholic Church Insurance (CCI) not managing injury management and claims. The Catholic Safety Health & Welfare SA Team will now be known as Catholic Safety & Injury Management SA (CSaIM).</i></p> <p><i>Student first aid information not available for 6 weeks due to CESIS outage.</i></p> <p><i>This report does not include term one due to WHS Coordinator being on Long service Leave.</i></p>		
Report prepared by	<i>Michael Higgle</i>	

Michael Higgle WHS Coordinator

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