



AGM Report 2022 School Performance Information

(Reporting against Compliance Manual - Schools Assistance Act 2013)
We continue to report against this Act as it is a requirement from CESA.

Professional Engagement

1. Staff Attendance

Teaching staff attendance for the 2022 school year was 96.67%. Our teachers took sick leave, carer's leave and bereavement leave, as is their industrial entitlement.

2. Staff Retention

In Term 1, 2022, 99.92% of our FTE teaching staff (92.59% of staff individuals) was retained from the beginning of the previous year.

3. Staff Qualification

Reflecting our school's Core Values of – Continuous Improvement and Lifelong Learning our staff value and role model the importance of continuous learning, formalising this by undertaking further studies. In our school we are fortunate to have a number of teachers with two or more qualifications in education; 11.1% Masters Degrees, 22.2% Post Graduate degrees, 55.6% Bachelor degrees, 14.8% Diplomas whilst a further 37% have completed or are currently studying Graduate Certificates in Religious Education.

Helen Hay, in her role as APRIM, supports teachers studying their Graduate Certificate in Religious Education. It is a requirement of CESA that all teachers commence this program within the first 5 years of working in a Catholic school. We also have staff interested in gaining HALT (Highly Accomplished and Lead Teacher) accreditation.

4. Expenditure & Teacher Participation in Professional Learning

We were extremely fortunate to be able to continue our Professional Development in 2022 – in fact, we accessed more than we had in previous years. This was due to CESA having the provision, ability and foresight to offer training opportunities via Teams. Whilst this wasn't the ideal delivery mode in many instances, it did allow our staff access to learning.

Our teachers need to be congratulated for their flexibility and skill levels in adapting to this delivery method. To be honest, on many occasions it improved the outcomes as staff didn't have to travel for their training. Delvene Mathie (Wellbeing), Michelle Edmondson (Inclusive/Adaptive Education), Sarah Lawson (JP Coordinator) and Helen Hay (Religious Education), continue to coordinate the specific areas of professional development, supporting and encouraging staff to access new learnings.

Due to less face-to-face Professional Development being offered as a result of Covid, staff continued to be adaptable and utilised online platforms (eg: Teams) to access programs and meetings. This was ably supported by Alex Roberts (school's ICT Coordinator) and Jason Caspers (CESA Regional ICT technician, based in Port Pirie).

Other specific PD training which was undertaken includes the following:

- Australian Curriculum – ongoing
- Quicksmart – numeracy intervention
- Reading Recovery (first half of year)
- Inclusive Education Reviews and network meetings
- Adaptive Education training/workshops
- WHS – ongoing adherence to requirements
- Physical Education workshops - ACHPER
- Program Achieve
- Indigenous Education – including T Packer leading the district schools through coordination of an ATSI Hub
- Indigenous Ed activity for Reconciliation Week
- RE Conference, courses and study
- Graduate Certificate in RE
- First Years at School (formerly Early Years) Assessment
- Religious Education – PRIMA (Helen Hay)
- Religious Education – Crossways Curriculum
- Police Clearance
- Finance/Admin workshops – Civica training
- Enterprise Agreement workshop
- SASVI training (Vision impairment) – Music / Sport
- Wellbeing – Pupil Free Day (conducted & presented by D Mathie as part of Be You – school-wide program)
- MITIOG
- ICT – Website development
- Behaviour Management Team
- Return to Work
- Mental Health First Aid (Be You)
- NSCP – Chaplaincy
- Lenten program
- Seasons for Growth
- Counselling
- Autism SA – Downs Syndrome
- Literacy/Numeracy workshops
- Pip project
- STEM workshops
- Employee Relations
- NAPLAN – online training
- RAN
- Literacy Network meetings
- Braille workshop
- Protective behaviours / child protection
- Learn Well workshop
- NCCD- training
- Seven Steps to Writing Success
- Sounds-Write literacy program
- Pedestrian Crossing / Road Safety
- PAT workshop
- Lumination (VR) training
- Fire Warden training
- CESA Performance Standards

In 2022 \$8265.71 was spent per full-time teacher on professional learning. This figure is inclusive of the costs involved in pupil free days and represents an increase of \$1538.28 per full-time teacher on 2021 expenditure. It also reflects the work being undertaken to prepare for changes to the R-3 literacy strategy.

5. *Workforce Composition*

During the 2022 year we employed 36 staff.

Staff	Full-Time		Part-Time		FTE
	Male	Female	Male	Female	
Principal	1	0	0	0	1.00
Teaching Staff (inc librarians)	3	5	2	16	18.85
Non-Teaching Staff	0	0	0	9	5.97
TOTALS	4	5	2	25	25.82

6. *Satisfaction Survey*

At the end of 2022 we sent out a Parent Satisfaction Survey to all 189 families in our school. This forms part of our reporting to Government and also informs our practices around student learning and well-being. 59 parents (31.2% of families) completed the survey and their responses are summarised over the page (by percentage).

PARENT SATISFACTION SURVEY 2022

ST JOSEPH'S SCHOOL, CLARE

At the end of 2022 we sent out a Parent Satisfaction Survey to all 189 families in our school. This forms part of our reporting to Government and also informs our practices around student learning and well-being. 59 parents (31.2% of families) completed the survey and their responses are summarised below (by percentage):

1. YEAR LEVEL OF CHILD CONSIDERED WHEN ANSWERING THE SURVEY (NUMBER OF RESPONSES)

Reception - 5	Year 5 - 6
Year 1 - 8	Year 6 - 12
Year 2 - 4	Year 7 - 14
Year 3 - 3	Year 8 - 3
Year 4 - 4	

2. TEACHERS AT THIS SCHOOL EXPECT STUDENTS TO DO THEIR BEST

Strongly Agree	60.87
Agree	36.96
Neither Agree nor Disagree	2.17
Disagree	0
Strongly Disagree	0
Not Applicable	0

3. TEACHERS AT THIS SCHOOL PROVIDE STUDENTS WITH USEFUL FEEDBACK ABOUT THEIR SCHOOL WORK

Strongly Agree	32.61
Agree	63.04
Neither Agree nor Disagree	2.17
Disagree	2.17
Strongly Disagree	0
Not Applicable	0

4. TEACHERS AT THIS SCHOOL PROVIDE STUDENTS WITH USEFUL FEEDBACK ABOUT THEIR SOCIAL/EMOTIONAL DEVELOPMENT

Strongly Agree	21.74
Agree	67.39
Neither Agree nor Disagree	8.70
Disagree	2.17
Strongly Disagree	0
Not Applicable	0

5. TEACHERS AT THIS SCHOOL TREAT STUDENTS FAIRLY

Strongly Agree	28.26
Agree	47.83
Neither Agree nor Disagree	23.91
Disagree	0
Strongly Disagree	0
Not Applicable	0

6. THE SCHOOL IS WELL MAINTAINED

Strongly Agree	78.26
Agree	21.74
Neither Agree nor Disagree	0
Disagree	0
Strongly Disagree	0
Not Applicable	0

7. STUDENTS FEEL SAFE AT THIS SCHOOL

Strongly Agree	60.87
Agree	36.96
Neither Agree nor Disagree	2.17
Disagree	0
Strongly Disagree	0
Not Applicable	0

8. STUDENTS AT ST JOSEPH'S CAN TALK TO THEIR TEACHERS ABOUT THEIR CONCERNS THROUGH THE VARIOUS AVENUES PROVIDED

Strongly Agree	45.65
Agree	50.00
Neither Agree nor Disagree	4.35
Disagree	0
Strongly Disagree	0
Not Applicable	0

9. PARENTS AT THIS SCHOOL CAN EASILY APPROACH TEACHERS ABOUT THEIR CONCERNS

Strongly Agree	50.00
Agree	47.83
Neither Agree nor Disagree	2.17
Disagree	0
Strongly Disagree	0
Not Applicable	0

10. STUDENT RESPONSIBILITY / BEHAVIOUR IS WELL SUPPORTED AT ST JOSEPH'S

Strongly Agree	41.30
Agree	52.17
Neither Agree nor Disagree	6.52
Disagree	0
Strongly Disagree	0
Not Applicable	0

11. STUDENTS LIKE BEING AT THIS SCHOOL

Strongly Agree	54.35
Agree	41.30
Neither Agree nor Disagree	4.35
Disagree	0
Strongly Disagree	0
Not Applicable	0

12. ST JOSEPH'S ACTIVELY DEMONSTRATES ITS GOAL OF CONTINUOUS IMPROVEMENT

Strongly Agree	54.35
Agree	41.30
Neither Agree nor Disagree	4.35
Disagree	0
Strongly Disagree	0
Not Applicable	0

PARENT SATISFACTION SURVEY 2020

ST JOSEPH'S SCHOOL, CLARE



13. TEACHERS AT ST JOSEPH'S MOTIVATE STUDENTS TO LEARN

Strongly Agree	39.13
Agree	54.35
Neither Agree nor Disagree	6.52
Disagree	0
Strongly Disagree	0
Not Applicable	0

14. ST JOSEPH'S WORKS WITH PARENTS TO SUPPORT STUDENT LEARNING

Strongly Agree	39.13
Agree	52.17
Neither Agree nor Disagree	8.70
Disagree	0
Strongly Disagree	0
Not Applicable	0

15. AS A PARENT, I FEEL MY CONTRIBUTION AT ST JOSEPH'S IS VALUED

Strongly Agree	36.96
Agree	47.83
Neither Agree nor Disagree	13.04
Disagree	0
Strongly Disagree	0
Not Applicable	2.17

16. ST JOSEPH'S SCHOOL COMMUNICATES EFFECTIVELY

Strongly Agree	36.96
Agree	52.17
Neither Agree nor Disagree	6.52
Disagree	4.35
Strongly Disagree	0
Not Applicable	0

17. THIS SCHOOL TAKES PARENTS' OPINIONS SERIOUSLY

Strongly Agree	30.43
Agree	54.35
Neither Agree nor Disagree	13.04
Disagree	0
Strongly Disagree	0
Not Applicable	2.17

18. MY CHILD IS MAKING THE PROGRESS WE EXPECT AT ST JOSEPH'S

Strongly Agree	45.65
Agree	41.30
Neither Agree nor Disagree	6.52
Disagree	6.52
Strongly Disagree	0
Not Applicable	0

19. MY CHILD'S LEARNING NEEDS ARE BEING SUPPORTED AT THIS SCHOOL

Strongly Agree	43.48
Agree	47.83
Neither Agree nor Disagree	6.52
Disagree	2.17
Strongly Disagree	0
Not Applicable	0

20. MY CHILD'S WELL-BEING IS SUITABLY SUPPORTED AT ST JOSEPH'S

Strongly Agree	36.96
Agree	58.70
Neither Agree nor Disagree	2.17
Disagree	2.17
Strongly Disagree	0
Not Applicable	0

21. ST JOSEPH'S WORKS IN PARTNERSHIP WITH ME TO SUPPORT MY CHILD'S LEARNING

Strongly Agree	34.78
Agree	60.87
Neither Agree nor Disagree	2.17
Disagree	2.17
Strongly Disagree	0
Not Applicable	0

22. I FEEL POSITIVELY INVOLVED IN MY CHILD'S LEARNING

Strongly Agree	23.91
Agree	65.22
Neither Agree nor Disagree	8.70
Disagree	2.17
Strongly Disagree	0
Not Applicable	0

THANK YOU TO ALL WHO COMPLETED THE SURVEY & MADE COMMENT. IT REALLY DOES ASSIST US IN OUR PLANNING.



School Finances 2022

Net recurrent income 2022	\$	\$ Per Student
Income		
Australian Government grant funding	\$3,548,727	\$11,411
State/Territory Government recurrent funding	\$1,011,531	\$3,253
Fees, charges and parent contributions	\$901,520	\$2,899
Other Private Sources	\$542,230	\$1,744
Total gross income	\$6,004,009	\$19,305
Deductions		
Income allocated to current capital projects	\$419,671	\$1,349
Total net recurrent income	\$5,584,338	\$17,956
Capital Expenditure 2021	\$9,973,979	\$32,071

Key Student Outcomes

1. Student Attendance

The average student attendance rate for our school in 2021 was 88.84%, a 4.98% decrease compared to 2021, and attributed to the impact of Covid-19 and the increase in families taking holidays during term time. Attendance by year level is detailed below:

Year Level	Attendance Rate 2022	Attendance Rate 2021
Reception	81.12%	91.21%
Year 1	88.93%	93.75%
Year 2	89.61%	94.91%
Year 3	90.80%	93.51%
Year 4	90.61%	94.74%
Year 5	90.98%	94.18%
Year 6	89.95%	94.03%
Year 7	87.57%	94.22%
Year 8	90.03%	

2. Benchmark Results

I would like to congratulate our students, staff and parents for once again gaining such high NAPLAN (Numeracy and Literacy) results. Our consistently high results are testament to our teaching and learning programs and our intervention initiatives.

3. Changes in Benchmark Results

Students in Yrs 3, 5 & 7 participated in Naplan online. The data we receive is presented in 5 categories.

The following benchmarks were achieved:

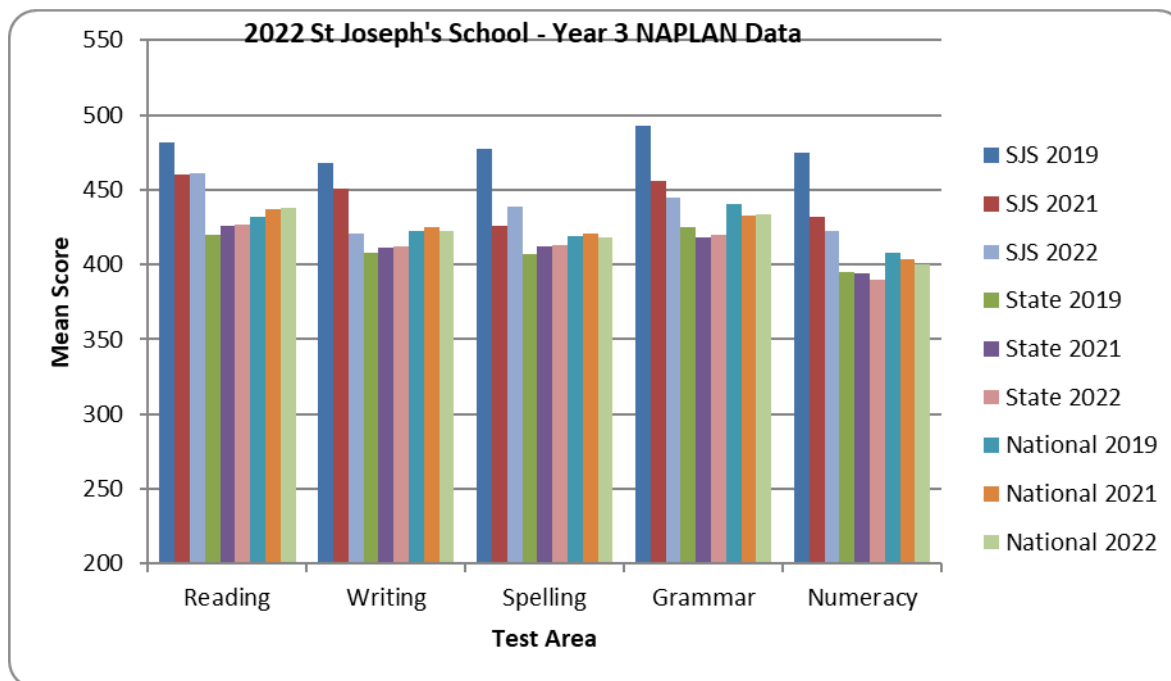
Percentage of Students who met National Benchmarks (2022)

	Year 3	Year 5	Year 7
Grammar & Punctuation Language	100%	100%	100%
Writing	96%	100%	94%
Reading	100%	100%	100%
Numeracy	100%	100%	100%
Spelling	93%	100%	97%

Average: 98.82% (2021: 99.53, 2020: no tests due to Covid, 2019: 99.66%, 2018: 99.17% 2017: 99.6%)

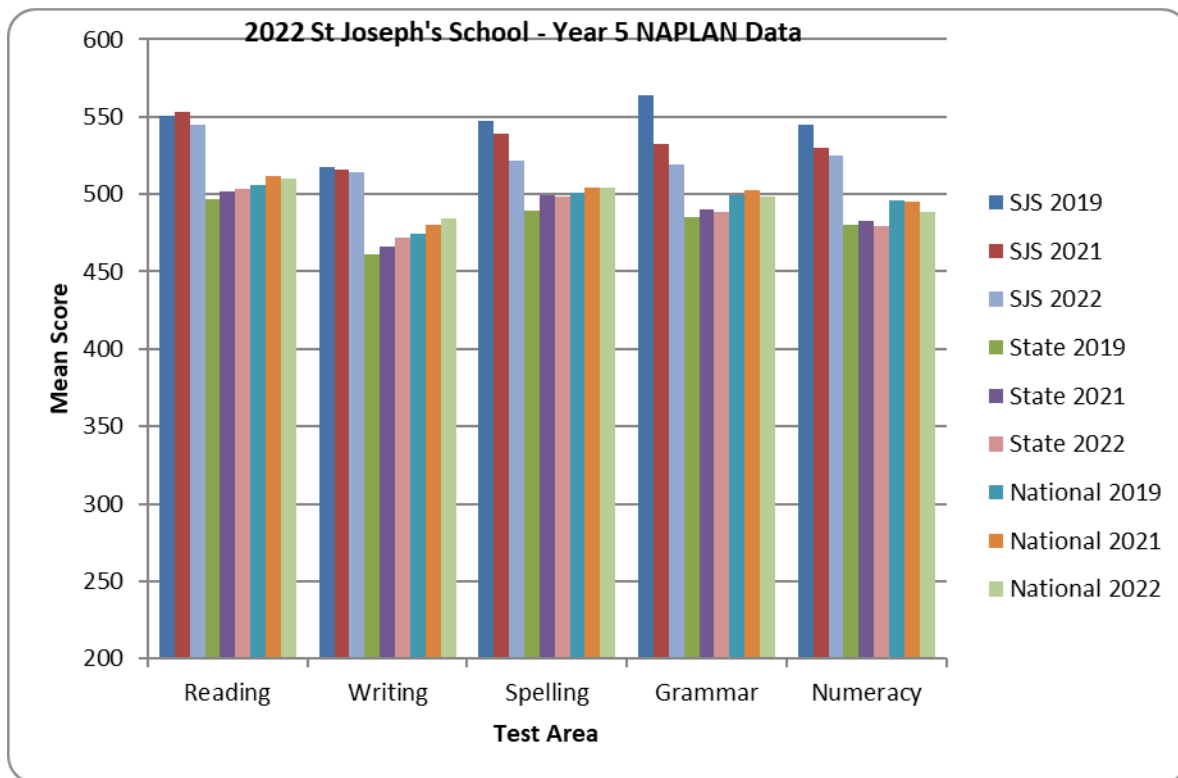
2022 Year 3 NAPLAN DATA (Comparison to 2019 and 2021 – no tests in 2020)

Year 3	St Joseph's School			State			National		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
Reading	481.9	460	461.1	419.6	426	426.7	432.2	437	437.8
Writing	467.7	451	420.4	408.1	411.5	412.4	422.5	425	422
Spelling	476.9	426	439.1	406.6	412	412.9	418.9	421	417.7
Grammar	492.8	456	444.9	425.3	418	420.2	440	433	433.2
Numeracy	475	432	422.7	394.7	393.8	389.4	408.1	403.4	399.8



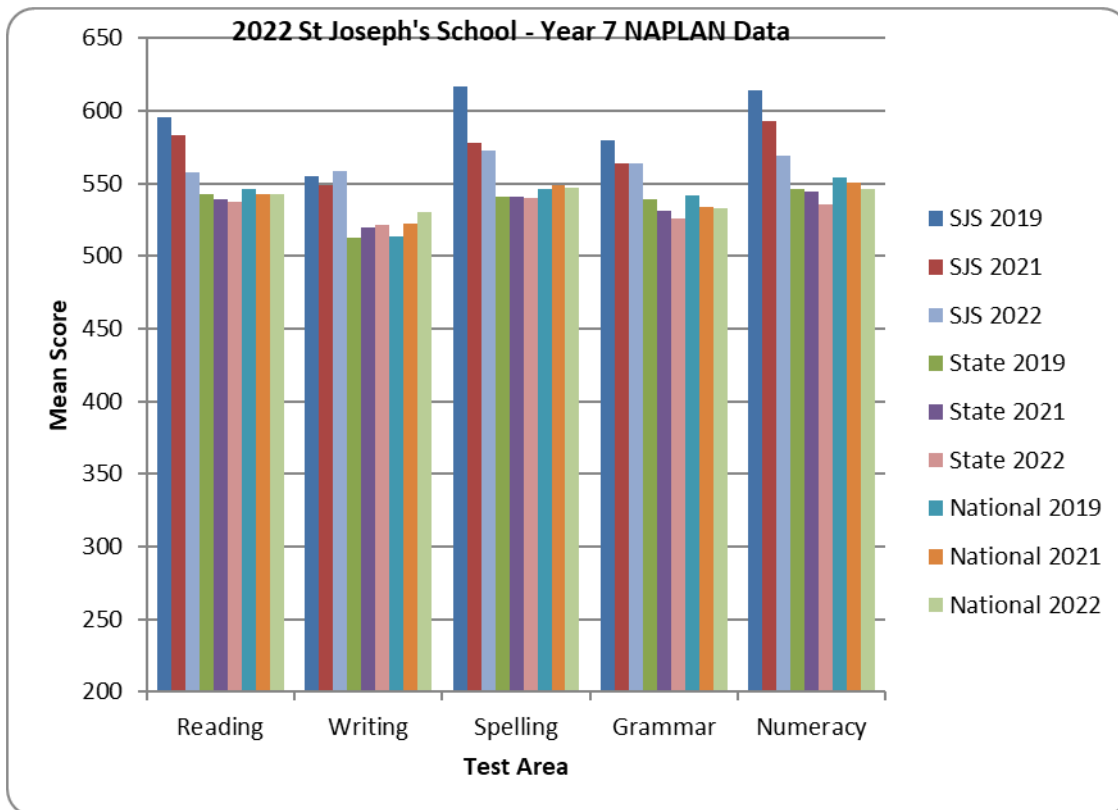
2022 Year 5 NAPLAN DATA (Comparison to 2019 and 2021 – no tests in 2020)

Year 5	St Joseph's School			State			National		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
Reading	550.9	553	544.4	496.7	501.4	503.6	506.1	511.6	509.7
Writing	517.6	516	514.2	461.3	466	471.5	474.1	480	484.3
Spelling	547.7	539.4	521.8	489.5	499	498.4	500.7	504.5	504.5
Grammar	563.7	532	518.9	484.8	490.5	488.6	499.1	502.8	498.8
Numeracy	544.4	530	525.1	479.9	482.4	479.1	495.9	495.2	488.3



2022 Year 7 NAPLAN DATA (Comparison to 2019 and 2021 – no tests in 2020)

Year 7	St Joseph's School			State			National		
	2019	2021	2022	2019	2021	2022	2019	2021	2022
Reading	595.6	583	557.5	542.9	538.8	537.2	546.3	542.4	542.6
Writing	555	549.1	558	512.6	519.3	521.3	513.2	522.2	529.8
Spelling	616.2	577.5	572.2	540.6	541	540.1	546.1	548.7	547.2
Grammar	579.8	563.9	563.3	539.4	530.9	525.7	541.7	533.4	533.2
Numeracy	613.7	592.7	569.4	546.3	544.3	535.3	554.4	550.6	546



4. Post School Destinations

Once again, this data reflects our transition into Middle School. Our “Graduation” point is now at the completion of Year 9. Therefore, we are not required to report on post-school destinations until our first cohort of Year 9s graduate in 2023.

It is worth noting that we significantly exceeded CESA’s modelled retention rate of Year 6 and Year 7 students.

VALUE ADDED

Since we have been using the Schools Assistance Act 2013 for reporting at the AGM, we have interpreted “Value Added” to mean “the extras” or “extra-curricular” activities, these being items which aren’t referenced in the Australian Curriculum but are offered as support to value add to student learning during or after school. These offerings are built on the following foundations:

- Smaller than funded class sizes (refer Treasurer’s Report)
- Extra intervention programs
- Strong partnerships with parents
- Support from parents and the wider community
- Dedication of staff
- Simple hard work and long hours
- Striving to provide the best outcomes for our students and school community.

Again, I will use a similar reporting system to capture the “value added” items offered:

1. Programmes
2. Catholic Culture
3. Arts
4. Extra-Curricular
5. Facilities
6. Learning Programs
7. Other

1. Programmes

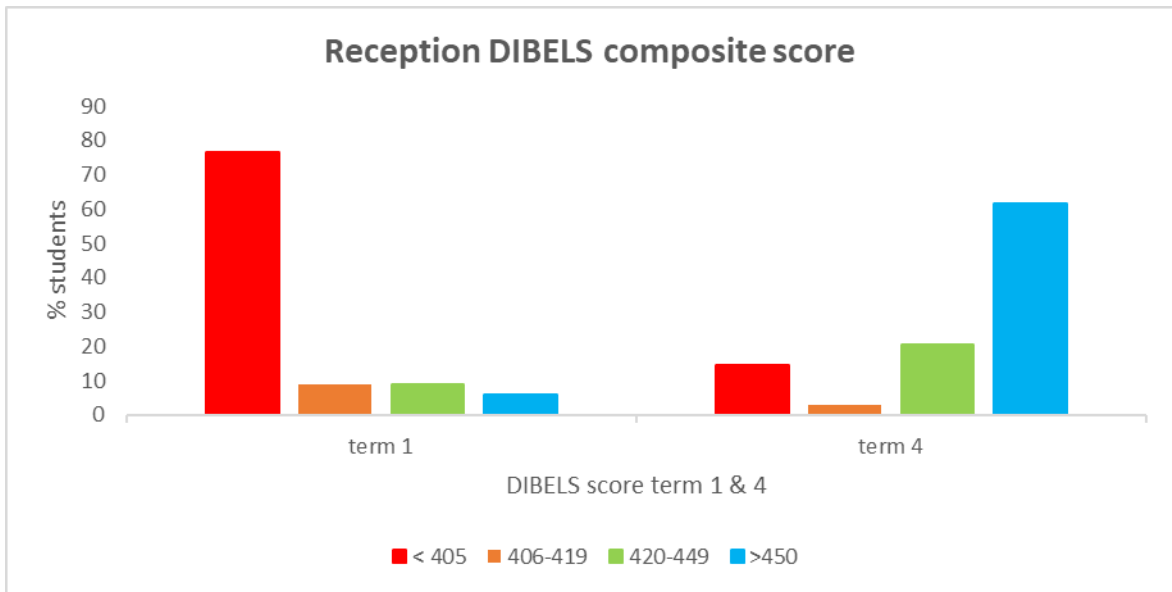
FYOSLA (First Years of School Literacy Assessment) has undergone a review by CESA, resulting in a change to the way we screen/test and report.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening for Reception to Year 3 students 2022

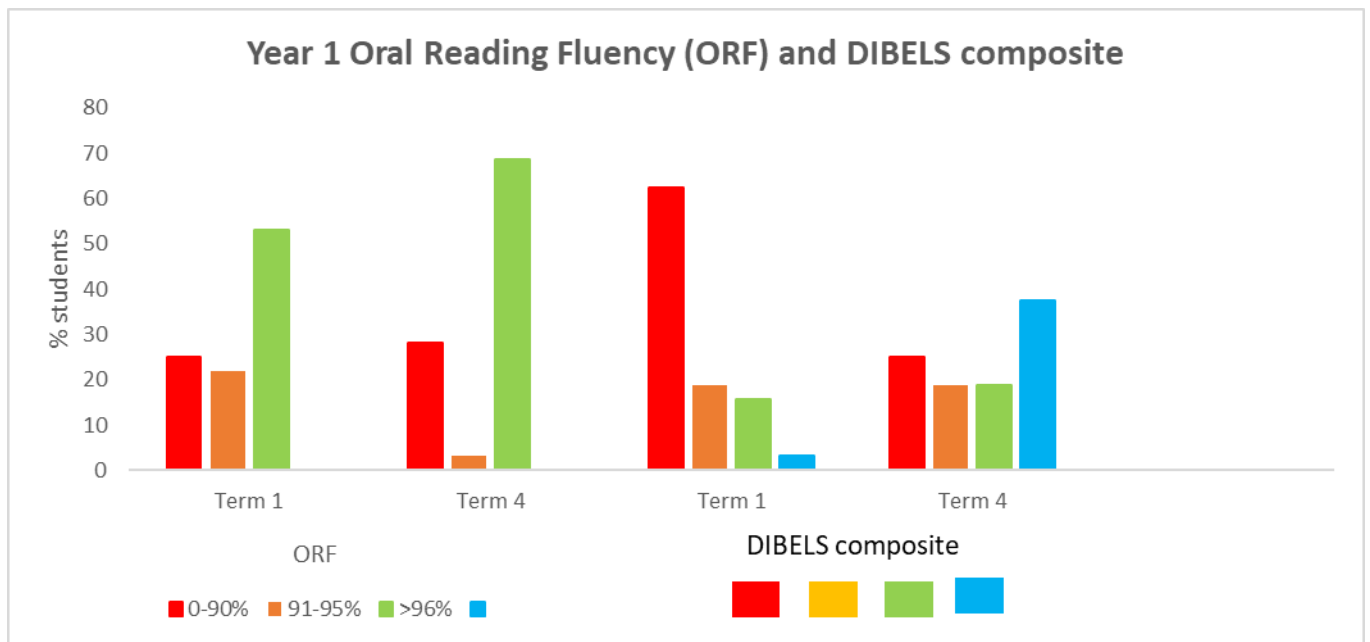
- Curriculum-based measurement approach to assessing reading.
- 6 subtests to assess component skills involved in reading (letter naming fluency, phonemic segmentation fluency, nonsense word fluency, word reading fluency, oral reading fluency and maze comprehension).
- All subtests except maze are standardised, individually-administered measures of various aspects of reading skills and accuracy. Maze subtest is a standardised group-administered measure of reading comprehension.
- Three principal uses: to identify students who may be at risk of reading difficulties by screening three times per year, to document students’ progress as a consequence of tier 2 intervention programs through progress monitoring, and to provide minimum levels of performance for all students to reach to be considered on track for becoming a reader through benchmark goals and timelines.
- First time we have done this type of universal screening on students, so no longitudinal data or comparisons to share.

2022 results show:

- Reception students come to school with little or no knowledge of letter names, sounds and how to blend or segment sounds in words.
- Blue band reflects students who are well above benchmark, green is at benchmark, orange is just below benchmark and red indicates students at risk.

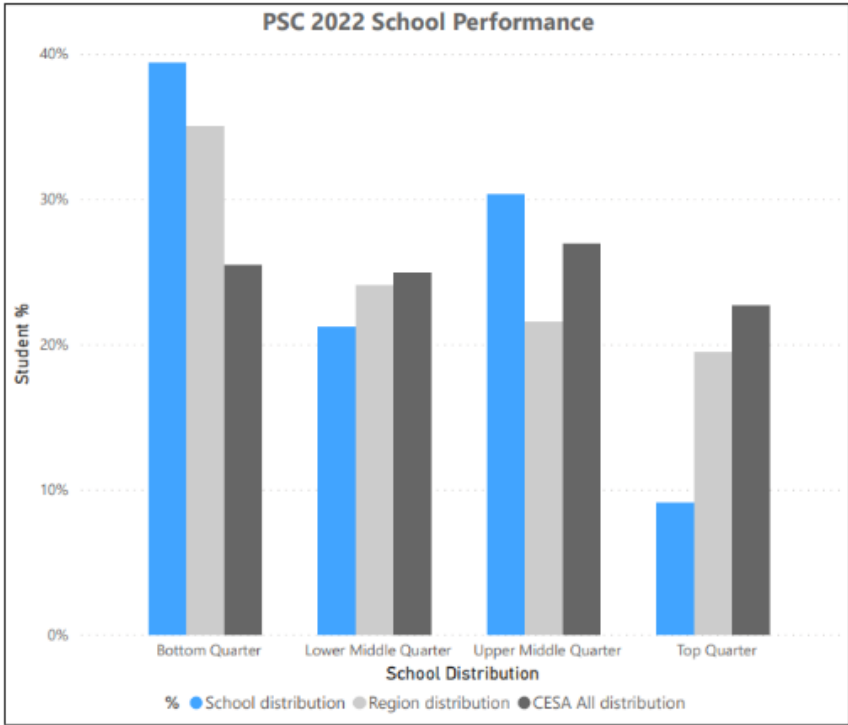


Year 1-3 results include Oral Reading Fluency (ORF) scores as well as DIBELS composite score. Oral Reading Fluency is one of the most reliable determinants of a student’s ability to comprehend text (often called the bridge between decoding and comprehension). Year 1 results show that as students become proficient in decoding words, their oral reading fluency also increases. There is a large component of this cohort that are at risk for reading difficulties. These students participated in Sounds-Write intervention in term 4.

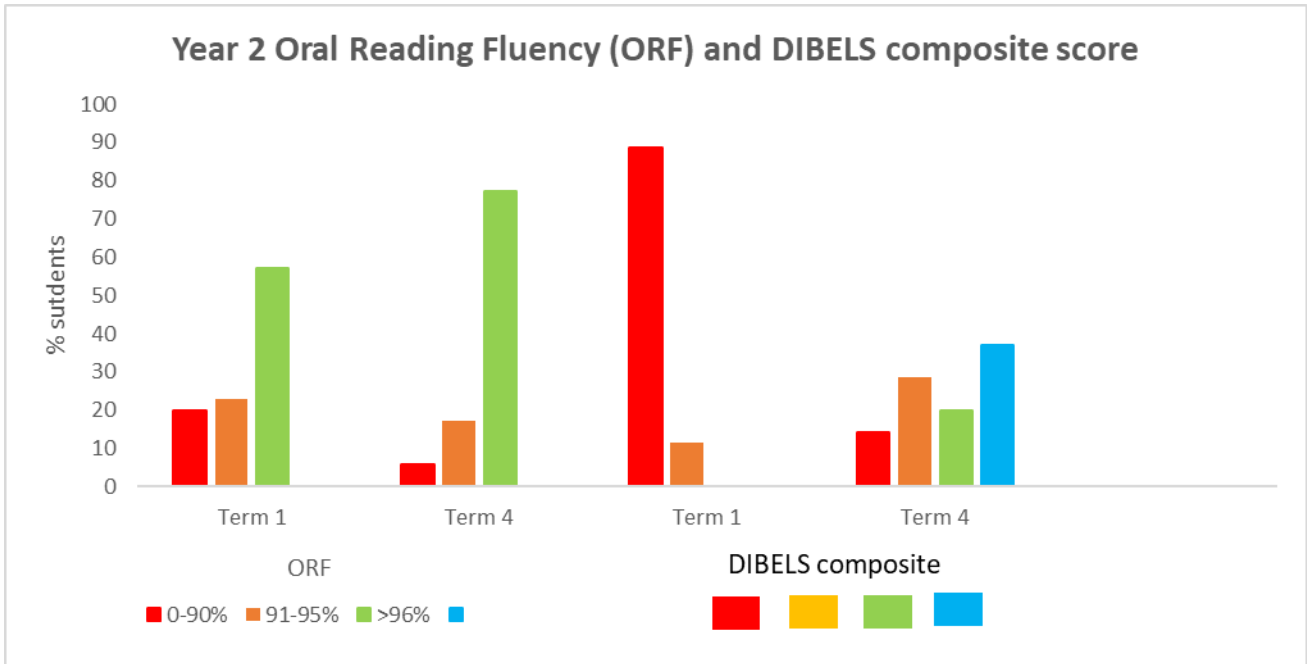


The Phonics Screen Check is a mandated screening test, conducted in term 3 for Year 1 students. The graph below compares SJS Clare results to the region and all CESA schools. As we are in a transition phase with our First Years of Schooling Literacy Assessment (FYOSLA), there is no longitudinal data to share.

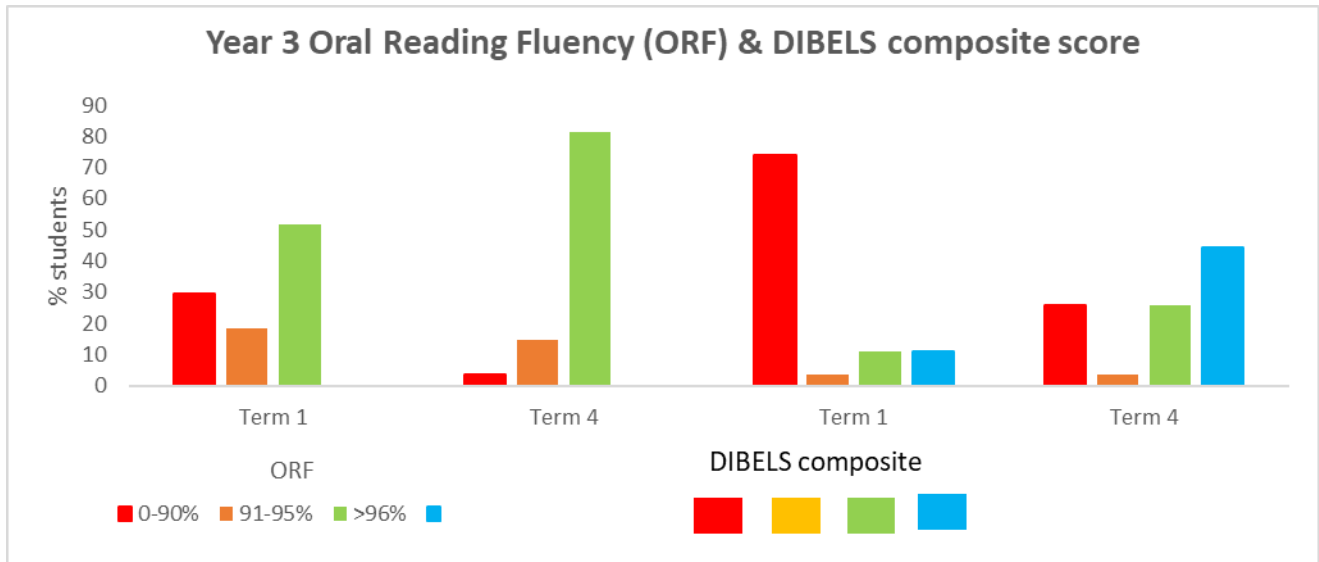
Data from the Phonics Screen Check and the DIBELS screener informed our response to early intervention. Students who are below benchmark have tier 2 intervention, further diagnostic testing where applicable and progress monitoring to identify student growth.



Year 2 DIBELS tests show a significant increase in overall DIBELS score from term 1 to term 4, with 37% of students well above benchmark. Also a significant increase in oral reading fluency.



Year 3 results reflect a similar increase in oral reading fluency. There is also a significant shift in student numbers from below benchmark to at or above benchmark in the composite score.



2022 Intervention & Support Programs

In our school Strategic Plan, we have a number of Core Values, which include:

- Continuous Improvement/Innovation
- Support
- Nurturing & Learning community
- Building Positive Partnerships

These form the overarching principles we use when reviewing and implementing intervention and support programs.

We have been undertaking a major review of our R-3 Literacy program. This has coincided with the resignation of our Reading Recovery tutor during 2022, the implementation of CESA's new FYOSLA and our involvement with the PiP project which involved a speech pathologist working on site 1 day per week for the past 18 months. This has enabled a deep analysis of how we can best cater for all our students' literacy needs. Whilst 80% of our students are flying, we have been concerned about how we assist the remaining 20% and what programs/adjustments can be made to ensure all students benefit from the changes.

I would like to highlight the following changes:

- Screening of all R-4 students using DIBELS
- "Response to intervention" model allowing early identification and support of students with learning needs
- Staff training in test administration, analysis, science of reading and Sounds-Write
- Introduction of Sounds-Write program as tier 2 intervention
- Review of R-3 literacy block to determine the most effective evidence-based practices are being used or can be introduced over the next year.

I would like to acknowledge CESA's support with funding of the PiP project, Michelle Edmondson and Sarah Lawson for their leadership, plus the openness of the JP staff to critique their current practices and their willingness to adopt the positive changes.

Other ongoing intervention and support programs include:

- QuickSmart - Numeracy intervention for years 5-9
- QuickNumber - Number automaticity for years R-6
- Reading Recovery - Year 1 based Reading/Literacy program (ceased end of Term 3, 2022)
- Sounds-Write - reading/spelling intervention R-4
- Seasons for Growth
- Wrap around support meeting with Allied Health and families
- FYSOLA – First Years at School assessments
- Wellbeing activities – including the new CESA initiative, “Pulse Survey”
- You Can Do It!
- Be You – wellbeing
- Sporting Schools

Our decision to refurbish the old Year 4/5 classroom in to the “Starfish Room” continues to pay dividends as it provides the space for visiting specialists such as speech pathologists, occupational therapists, and other specialist tutors.

In 2022, Michelle Edmondson has continued in the role of Literacy & Inclusive Education Coordinator. Michelle has led the school in the analysis of PAT and DIBELS data, use of NCCD data and coordination support for students with a disability, implementation of the Seven Steps to Writing Success program, coordination of the Pip project and led the changes to the review and implantation of the R-3 Literacy Review.

Our Education Support Officers – Frankie Sandow, Helen Smith, Sheridan Laws, Nicola McMurray, Emily Elsworthy and Molly Ross – have assisted in the areas of literacy & numeracy by supporting students in small groups or 1:1 where necessary. This tier 2 and 3 support is targeted to provide learning support to identified students to resolve learning gaps and monitor progress.

2. Catholic Culture

Whilst Covid restrictions were lifted part way through the year, the impact on Churches, Masses, Whole School Masses, Liturgies and gatherings has been ongoing. Over the years, one of the highlights for our students has been their participation in celebrating liturgies, services and visits with the residents of Carinya – unfortunately, these opportunities drastically reduced due to Covid. However, our staff and students have been extremely creative and came up with all sorts of ways to maintain this connection.

Our new APRIM, Helen Hay, was appointed at the end of Term 2, 2022. Julie Grover was kind enough to undertake some planning for the beginning of the year, whilst I was able to maintain some of the RE support to staff with the assistance of Fr Kieran. Helen has taught in a number of metropolitan and country schools. Her most recent appointment as APRIM at St Joseph’s, Hindmarsh.

Covid restrictions also limited our opportunities to engage with families and prepare candidates for Sacraments, as result we only celebrated the sacrament of Reconciliation in 2022.

Despite Covid, the school continued to work towards strengthening our Parish/School relationship with several of our staff serving and taking lead roles on numerous Parish Committees:

- Fete
- Parish Finance
- Parish Council
- Children’s Liturgy Committee
- Liturgy Team
- Parish Maintenance.

Other ways we continue to work towards enhancing our Catholic Culture include:

- Celebrate special feast days
- Welcome to School Mass
- Welcome to School/Parish dinner (Cocktail Event)
- Raise money for Catholic Charities
- Continue to celebrate class liturgies
- JP and MP/UP Primary Masses
- Buddy Class Masses
- School Masses
- Celebratory Masses
- Staff Prayer
- Made in the Image of God (MITIOG)
- Preparation for Easter – plays, presentations
- Mary MacKillop action day
- Year 8 Retreat
- PRIMA – Professional association for APRIMs
- Fr Kieran & Helen Hay held weekly meetings

Fr Kieran has had a great influence in promoting the partnership between school and parish, and is a regular presence on the school site, in the staff room and working with teachers. We are extremely fortunate to have such an engaging and involved Parish Priest.

3. Arts

We are fortunate to be able to utilise the expertise of Kate Mensforth in presenting her dance program for our students as part of their Arts curriculum. Other performances for student benefit included:

- Music is Fun (R-6)
- Poetry in Motion (7-8)

Once again, Covid protocols forced the cancellation of a couple of scheduled performance.

Over several years we have delivered specialist instrumental lessons for our Upper Primary students:

- Year 4 – Recorder
- Year 5 – Guitar
- Year 6 – Drums

We have extended our musical offerings to include Middle School Band and Choir, and Primary Band and Choir. One of the highlights of the year is watching these students perform at their end of year concert.

Mandy Bell extended her role as Arts Coordinator in 2022, teaching all year levels the Arts in a specially designed classroom. This enabled Mandy to not only provide a strong delivery of the Arts curriculum with her vast experience in this field, but also to build her teachings and the students' knowledge in a sequential manner for R-9. This, combined with our new facilities and resourcing, means the sky is the limit for performing arts opportunities at our school.

With the development of the new hall, we have been able to conduct performances using this great resource. We have worked hard to develop a brochure promoting this great facility. In 2022, we hosted the Clare Valley Wine & Grape Association for their annual awards lunch and also a Rubik's Cube competition. We used these events to 'test' our new facilities. Whilst they didn't have immediate benefits for the majority of our community, they did provide us with the scaffolding and feedback to confidently look forward to promoting our hall as a Community Arts destination point. Sincere thanks to Sarah Werfel for all her work in this area.

Kylie Smith managed to overcome any Covid issues and prepare students from Years 5-7 to perform in a mass choir at the Catholic Schools Music Festival. Once again, this was an outstanding event, with many staff attending the performance at the Festival Theatre. I would like to thank the choir for their dedication, and also Kylie for the work, effort and enthusiasm she put in to this event.

Our students also have access to two private music instructors who deliver instrumental and vocal lessons during school hours.

4. Extra Curricular

Once again, our students were provided with a variety of extracurricular activities. Even with Covid, our staff ensured students were not disadvantaged in any way. Many “extra” events were postponed, resulting in certain times of the year being extremely busy, however this did mean that students did not miss out on opportunities.

We commenced the year with a ‘virtual’ line-up, which meant that we were able to gather as a whole school, albeit in a different format.

Highlights for 2022 include:

- Leadership speeches – trialling new leadership model, introduction to Parliament
- Book Week Parade
- Sporting Schools (previously known as Active After School Sport). Huge support from our staff. Offering after school (and some in-school) activities for 3 age groups (R-3, 4-6, 7-8)
- R-4 Cricket Coaching
- Assemblies
- Fete
- Healthy Lunch with Buddies
- Walk Safely to School
- Bikes and Beat
- Girls Strikers Cricket
- Japanese – our students ‘linked up’ online with Japanese schools to undertake conversation
- Great Book Swap (Indigenous Literacy Foundation)
- Clare High School Gymkhana
- Crows Cup – Girls Football
- Speech/OT/Tutoring – hosting visiting specialists for parents to access ongoing allied health support for their child/ren. This has been supported by an ESO in sessions who provides ongoing support to students and teachers. Outstandingly successful.
- Camps
 - Zoo Snooze - environmental
 - Iron Knob – high ropes, cooperation
 - Victor Harbor - environmental
 - Port Vincent - aquatics
 - Canberra – our Yr 7s were able to visit Canberra for the first time in 2 years
 - Year 8 – outdoor education
- Local excursions
- Book Fair
- Academic competitions
 - Maths (x 2)
 - Computing
 - Spelling
 - Science
 - English
- Parent Sessions

- Parent Information Night
- Transition meetings for new parents
- Three-Way Interviews
- Parent-Teacher Interviews
- JP Literacy Evening
- New Parents induction/introduction to Canteen
- QuickNumber Information Night
- MITIOG
- Bike Education – a 6-day program, educating students to ride more safely
- Community Service Programs – Mini Vinnies cleaned War Memorial plaques in preparation for ANZAC day and assisted with Legacy Badge sales
- Healthy Mind Program
- Parliament Regional Education
- Ngadjuri Netball – participation in Indigenous Carnival
- Knockout Sports – increased participation
- Big Blue Beanie Day

Tim Packer and Tom Gilligan did a reconnaissance of the Iga Warta campsite in the Gammon Ranges to investigate future options for camps around Indigenous culture and experiences. We hope to develop a camp opportunity for Middle School students incorporating this campsite.

- Specific Middle School initiatives:
 - Yr 8 – Lumination VR workshops
 - Introduction of Podcasting
 - Field trip to Burra Merino Field Day
 - Microcredentialling – Food Handling, Barista course
- **Sapsasa** - Students represented the school and Mid North in: Soccer, Netball, Athletics, Swimming, Football, Hockey, Softball, Tennis, Cricket, Golf, Mountain Bike & Cross Country.

Students took part in a number of carnivals, including:

- Catholic Schools Carnivals
 - took part in Swimming Carnival in Adelaide (Div 2) – remaining the highest ranked country school
 - we hosted a “country” Catholic swimming carnival at Clare (winning team)
 - Athletics Carnival in Adelaide
 - Cross Country

Chris Slattery, Brooke Stockman, Kylie Murphy, Peter Shearer– all coach Sapsasa District sides. This demonstrates our staff’s commitment to Sapsasa in the Mid North District.

The introduction of Middle School provided the opportunity to be involved with new carnivals, Knockout sports events and School Sports SA programs. Leah Carling did an exceptional job leading the school into new territory.

It would be remiss of me not to mention Chris Slattery’s performance as State U12 Australian Rules Coach – a much-coveted role that he performed with distinction, coaching SA to victory, a task not achieved for several years.

Whilst our teams excelled in many sports – winning the District Athletics and Swimming carnivals – there were also some outstanding individual performances which need highlighting:

Madelon Camilleri (Yr 8) – State U14 Cricket
Ashia Scott (Yr 8) – State U14 Softball
Bryce Correa (Yr 7) – State U13 Squash
Tyson Schultz (Yr 7) – State U12 Australian Rules
Eli Mitchell (Yr 7) – State U12 Australian Rules
Bridget Slattery (Yr 6) – State U12 Cricket
Elouise Nordhausen-Bradley (Yr 8) – State U17 Netball Squad
Henry Fogden (Yr 8) – SACCA U15 Pathway

An incredible result.

Our students participated in activities and competitions across a range of fields, with outstanding success. Below is a sample:

- Future Innovators Award (Extended Reality) – Bridie Mitchell, Isabelle Masterman, Abby Lawson
- Finalists, National STEM MAD Competition – Mitchell Butler, Hamish Scott, Mason Baraglia, John Tilley
- Academic Competitions:
 - Mathematics – High Distinction – Wesley Correa, Tarq Liebelt-Seymon
 - Mathematics – Distinction – Edward Davidson
 - Science – Distinction – Rupert Millington
- State Finalists, Prime Minister’s Spelling Bee – Madeline Papps, Millie Hancock, Sam Hayes
- Finalist, Royal Academy of Dance – Edwina Callary

We are a school that often comes under focus for our academic and sporting achievements and successful community events, as evidenced by:

- Academic results
- High number of High Distinctions & Distinctions in national academic competitions
- Community involvement
- Attendance at school community events such as Book Week Parade and Concerts
- State selections in sporting teams
- Arguably the highest percentage of students representing their school in Sapsasa events
- Competing in Division Two of Catholic Schools Swimming Carnival

As mentioned above, we believe that these extra opportunities foster the individuality of each student, promote excellence and provide an opportunity to compete/experience a level that cannot be provided solely within the confines of St Joseph’s School, Clare.

We were particularly gratified in 2022 to receive a visit from Mr Denis Ralph, Chair of the SA Catholic Schools Commission, who was keen to observe our school in action having heard so many positive reports of our student learning outcomes over the years.

5. Facilities

Where do we start?!

During 2022, we opened our Middle School which included 4 general learning areas (classrooms), a green room/conference room, breakout learning spaces, Maker Space, Science Room, staffroom, 2 offices, sick room, and staff preparation area. We also built a food technology/kitchen area (canteen), multi-function hall, storage area, changerooms and foyer space. The preparation in the lead up to this resulted in designing and resourcing the rooms in a way that has exceeded our expectations.

We undertook the task of landscaping the new build site which included beautification of Victoria Rd,

3x3 Basketball courts and expansive lawns.

We continued to upgrade our ICT infrastructure and have now surpassed our goal of 1:1 devices across the school.

- We upgraded classroom boards
- We purchased a class set of drones
- We purchased VR headsets
- We introduced laser technologies

Other improvements included:

- Purchased and trained staff in the use of equipment required to teach Middle School Science and Design Technologies
- Furnished a room to teach “the Arts”
- Invested further in the development of St Joe’s Patch – this garden is going from strength to strength and being well utilised by staff for specific units of teaching and learning.

6. Learning Programs

The Learning Programs we run are not unlike other schools, however our outcomes are and the reasons for this are many. Our programs are underpinned by learning intentions and outcomes, are supported by parents, they engage students and most importantly, are valued by staff as evidenced by their hard work and dedication in support of these events.

- Leadership Program - School Captains
 - School Leaders
 - Introduction of Parliament
 - Integrity Badge
 - Sports Captains
 - L.E.A.D.
- Celebrated Book Week
- Celebrated Science Week
- Celebrated PE Week
- Celebrated NAIDOC Week
- Premier’s Reading Challenge
- School Concert
- Swimming Program
- Internet Safety
- Bike Education
- ACER scholarships

As part of our focus on continuous improvement, we undertook a Languages Review in 2022. This involved staff, students and parents. The review, which was conducted by the Education Advisor: Languages and Cross Curriculum Priorities (CESA), provided an in-depth summary and was accompanied by 22 recommendations, many of which we have implemented.

A new library operating program was installed at the end of 2022, which will improve our recording of borrowings and student reading habits.

Due to our extension to Middle School years, I became involved with the association for secondary schools in addition to my participation with the primary school’s association. This provides important information and networking opportunities, which ultimately assist in supporting staff and students in their teaching and learning journeys.

7. Community / Other

This area could be given any number of titles – connecting to community, social conscience, engaging in the wider community.

For many, many years we have had excellent support from the Parish, CGVC, CVCO, local community clubs, parents and the wider community. It is important that our students understand this, value it and appreciate it.

Our students have great models in their parents and can also see St Joseph's School staff front and centre at many community events – serving the community. For the first time in 2022, our students sold badges on Legacy Day. Below is a list of other ways in which our students engage with and serve the community:

- Clean Up Australia
- LEAD activities
- ANZAC Day –Dawn Service (this year, we also undertook the task of cleaning the plaques at the War Memorial in preparation for ANZAC Day)
- Remembrance Day
- Celebrated Catholic Education Week
- Several Old Scholars undertook work experience at the school
- Football clinic (R-4) (Chris Slattery, AFL Ambassador)

To assist with record retention and archiving, we embarked on a project to digitise student and staff records during 2022. A slow and laborious job, this will eventually alleviate the need to store paper records.

Summary

2022 will remain a memorable year for many years to come. Hopefully, it will be remembered as a turning point for the pandemic, a chance to learn from the experience, a strengthening of families learning to take time for themselves and reprioritise family time. On a selfish note, it was also a time to celebrate the re-introduction of Middle Schooling at St Joseph's School, Clare.

Throughout the year, we continued to offset the negative effects of COVID by implementing positive alternatives with the aim of ensuring relationships were established and nurtured and that students did not miss out on opportunities. It is hard to imagine/remember that we commenced the school year with only four year levels present. Our staff did a fantastic job of hosting Parent Information nights, Parent Teacher Conversations, and general meetings with parents online via Teams. I can only applaud their efforts.

Thankfully, restrictions eased as the year progressed, enabling events to proceed, in-person interactions to occur, support and physicality of connecting as a community to re-commence. A highlight was being able to celebrate key events and milestones – Year 7s visiting Canberra and the Year 7 parents organising the annual community dinner with only 6 weeks' notice.

What we did notice was an overcrowding of events as those that had been postponed were re-scheduled in to an already 'solid' timetable – whilst our students didn't miss out, I fear it was taxing for parents and staff.

Other important events in 2022 were the opening of our new facilities and holding our community dinner in our new hall. Unfortunately, our school community was unable to attend the opening of the Middle School facilities – instead, we used our creativity and held numerous "Drinks on the Deck" sessions in class groups. This provided the opportunity for families to gather, receive a tour of the new building from with our Middle School students as guides, dine on pizzas prepared, cooked and served by our Middle

School students, and meet with other parents – some for the first time due to the restrictions imposed by COVID. The fact that many parents hadn't gathered at a class or at school was highlighted when I became aware that many Year 2 families attended our School Concert for the first time in 2022.

In mid-2022 we appointed Helen Hay as APRIM at St Joseph's, Clare. Helen has taught in a number of metropolitan and country schools, and given her experience as APRIM at St Joseph's, Hindmarsh, growing up in the country and being educated at a small, rural, Catholic school, will be a great fit for our school.

Fr Kieran has been a welcome addition to our community, especially our school. He is very present, looking for ways to engage with the students, staff and parents. Whilst the timing of his arrival in Clare wasn't ideal (midst of COVID), he has worked diligently to get know everyone. His approachable nature, enthusiasm, flexibility and commitments has been a real asset to our school community.

At the end of 2022 we farewelled Amy Prokopec, Daniel Harding and Leanne Glascott. Whilst they hadn't been at our school for an extended period of time, we would like to thank them for their contribution and wish them well in their future endeavours. Kylie Smith resigned at the end of Term 3 to pursue other opportunities. We thank her for commitment over a long period of association with our school and wish her the very best.

I would like to acknowledge the efforts of one of our past teachers, Jenny Vine. Since retiring in 2019, Jen has taken on the coordination of St Jo's Patch. This has been a blessing for our school – engaging students during their break time, encouraging sustainability, providing the extra 'snack' now and then for her eager band of helpers, working in consultation with teachers to support classroom learning, and teaming up with Gabrielle Kitschke to provide the produce to match with recipes which are published in our fortnightly newsletters.

In our school's Parent Satisfaction Survey, the most concerning results were in the areas of:

- As a parent, I feel my contribution at St Joseph's is valued
- St Joseph's School communicates effectively
- This school takes parents' opinions seriously

Whilst the results in all three of these questions show 85% of families responding positively, it does still warrant further investigation. I have made reference to COVID many times in this report, but from a school's perspective it has had an enormous impact on the relationship between school and home. Re-engaging with parents will be a focus for us in 2023.

We would not have 85% of parents responding positively to a survey if it wasn't for the work of our numerous parents committees. Denika Koch took over the role of P&F President in Term 4 of 2021 and worked tirelessly to engage parents when we were clearly compromised in our ability to meet face-to-face. Denika and her committees did a tremendous job given the circumstances.

I mentioned in last year's report that adversity tests the mantle of organisations and I believe the last two years has certainly done this. What has been pleasing, however, is the way we have navigated our way through and progressed the school. This is due not only to the hard work and organisation of the P&F body, but also the leadership of the School Board. Morne Scheepers (Chair) and Matt Butler (Treasurer), ably assisted by Sarah Werfel (Bursar), have been crucial in providing support, direction, consultation and the foresight that has enable us to meet all challenges. Our students and staff have been extremely well supported and nurtured, our challenge now is to ensure we work towards engaging the small percentage of parents who have struggled through the past two years to feel more valued and connected to our school.

I would like to thank the staff, students, parents, committee members and wider community for their contribution and acknowledge their successes and achievements throughout 2022.

Peter Shearer
Principal
21/3/2023