



AGM Report 2023 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 2023 school year was 97.42%. Our teachers took sick leave, carer's leave and bereavement leave, as is their industrial entitlement.

2. Staff Retention

In Term 1, 2023, 99.84% of our FTE teaching staff (85.71% 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. This further prepares them to meet the needs of students, and also develops skills in areas of interest, potentially leading to leadership opportunities. In our school we are fortunate to have a number of teachers with two or more qualifications in education; 10.71% Masters Degrees, 21.42% Post Graduate degrees, 57.14% Bachelor degrees, 14.28% Diplomas whilst a further 42.86% 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. Delvene Mathie mentors and supports our Graduate teachers to move towards a Proficiency rating as their experience increases.

4. Expenditure & Teacher Participation in Professional Learning

Post COVID, we have seen a change in some of the delivery of professional learning – more is now available through online delivery. This has resulted in less time away from the school and the option for 'half-day' release for teachers, admin and leadership to attend training. Delvene Mathie (Wellbeing), Michelle Edmondson (Inclusive/Adaptive Education), Sarah Lawson (JP Coordinator), Tom Gilligan (Middle School) and Helen Hay (Religious Education), as well as subject specialists, continue to coordinate the specific areas of professional development, supporting and encouraging staff to access new learnings.

Staff continue to be adaptable and utilise 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 – particularly Version 9 - ongoing
- Quicksmart – numeracy intervention
- Inclusive Education Reviews and network meetings
- Adaptive Education training/workshops
- WHS – ongoing adherence to requirements
- Physical Education workshops - ACHPER
- Program Achieve – You Can Do It
- 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
- MITIOG
- ICT
- 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
- 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 2023 \$9798.61 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 \$1532.90 per full-time teacher on 2022 expenditure. It also reflects the work being undertaken in our R-3 literacy strategy.

This figure would be even higher if it wasn't for the generosity of staff undertaking after hours training, and also leadership "stepping in to the classroom" to release staff for short courses.

5. Workforce Composition

During the 2023 year we employed 38 staff.

Staff (Non-Indigenous)	Full-Time		Part-Time		FTE
	Male	Female	Male	Female	
Principal	1	0	0	0	1.00
Teaching Staff (inc librarians)	3	9	1	12	19.27
Non-Teaching Staff	0	0	0	10	7.12
TOTALS	4	9	2	23	27.39

Staff (Indigenous)	Full-Time		Part-Time		FTE
	Male	Female	Male	Female	
Principal	0	0	0	0	0
Teaching Staff (inc librarians)	0	0	1	1	1.0
Non-Teaching Staff	0	0	0	0	0
TOTALS	0	0	1	1	1.0

6. Satisfaction Survey

In 2023 we did not undertake a standardised "Parent Satisfaction Survey". Instead, we conducted 3 major surveys through the year to gather parent input and gauge satisfaction in particular focus areas:

- 1) Japanese Review
- 2) Semester Reports
- 3) Continuous Improvement (Middle School)

To do a fourth survey would potentially have resulted in 'survey fatigue'.

The results of the three surveys conducted were made available at the time and were used by leadership to enact change. All survey results are available upon request.

We are fortunate to have an above-average response to our surveys, reflecting parent engagement and ownership.

School Finances 2023

Net recurrent income 2023	\$	\$ Per Student
Income		
Australian Government grant funding	\$4,032,020	\$11,721
State/Territory Government recurrent funding	\$1,194,681	\$3,473
Fees, charges and parent contributions	\$1,015,367	\$2,951
Other Private Sources	\$245,851	\$714
Total gross income	\$6,487,919	\$18,860
Deductions		
Income allocated to current capital projects	\$129,567	\$376
Total net recurrent income	\$6,358,352	\$18,483
Capital Expenditure 2023	\$1,427,024	\$4,148

Key Student Outcomes

1. Student Attendance

The average student attendance rate for our school in 2023 was 91.78%, a 2.94% increase compared to 2022, and attributed to the lessening impact of Covid-19. We do note the increase in families taking holidays during term time. Attendance by year level is detailed below:

Year Level	Attendance Rate 2023	Attendance Rate 2022
Reception	87.50%	81.12%
Year 1	91.64%	88.93%
Year 2	93.18%	89.61%
Year 3	92.01%	90.80%
Year 4	94.00%	90.61%
Year 5	92.05%	90.98%
Year 6	92.78%	89.95%
Year 7	91.96%	87.57%
Year 8	90.97%	90.03%
Year 9	91.68%	N/A

The school follows up all 'unexplained' absences. If a child is identified as having frequent absences from school, the Principal makes contact with the family. We also use exemption forms to track attendance.

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

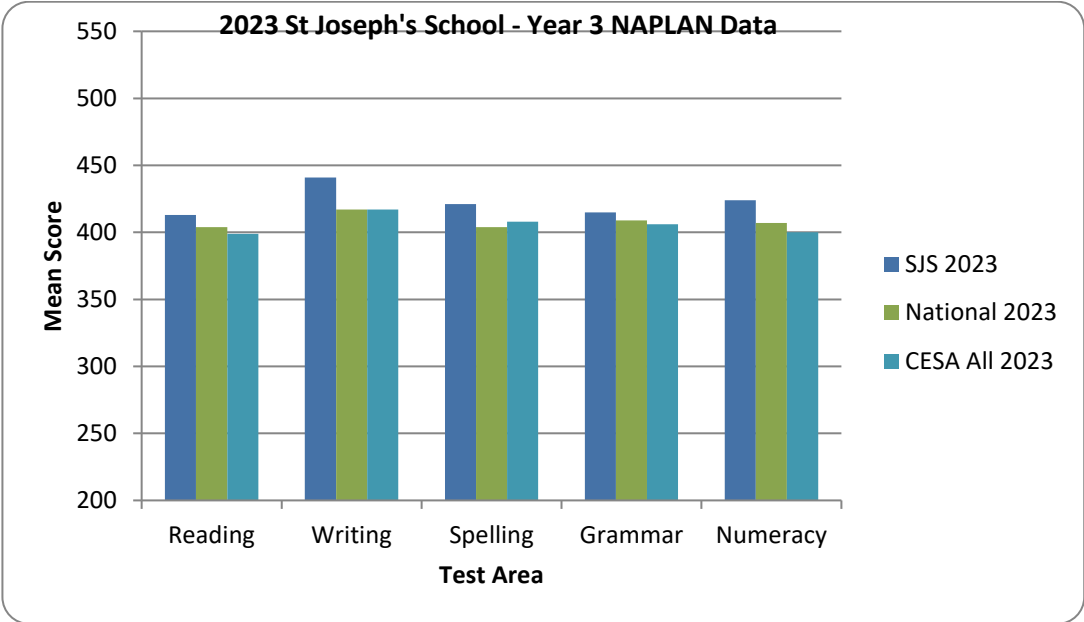
In 2023 there were significant changes to the delivery and administration of the Naplan data results. This resulted in the advice **not** to compare to previous year's data. Another change relates to the data comparing results across Australian states.

Our school is provided comparison data against National, Region (we are in the Eastern Region for CESA administration purposes therefore not relevant), plus a CESA comparison.

Students in Yrs 3, 5, 7 & 9 participated in Naplan online. Note, 2023 was the first year we had Year 9s sit Naplan tests. The data we receive is presented in 5 categories.

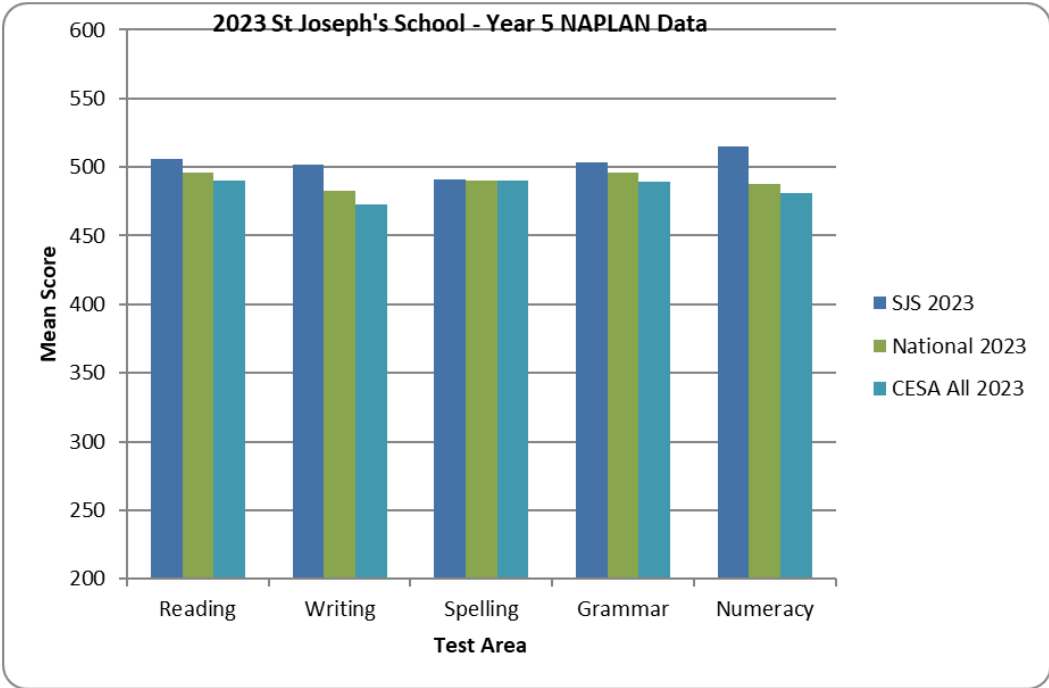
2023 Year 3 NAPLAN DATA

Year 3	St Joseph's School	National	All CESA Schools
Reading	413	404	399
Writing	441	417	417
Spelling	421	404	408
Grammar	415	409	406
Literacy	421	407	400



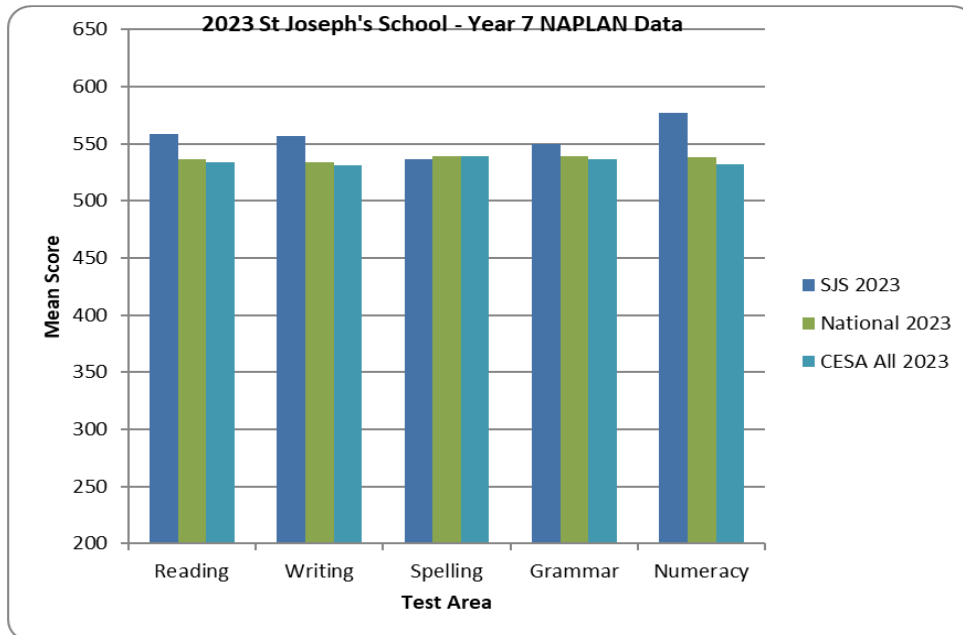
2023 Year 5 NAPLAN DATA

Year 5	St Joseph's School	National	All CESA Schools
Reading	506	496	490
Writing	502	483	473
Spelling	491	490	490
Grammar	503	496	489
Literacy	515	488	481



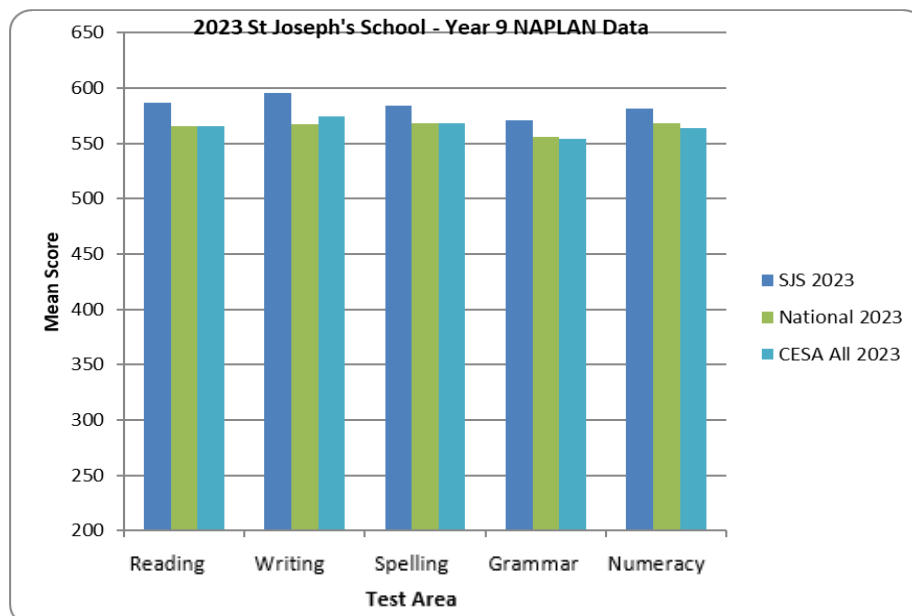
2023 Year 7 NAPLAN DATA

Year 7	St Joseph's School	National	All CESA Schools
Reading	558	536	534
Writing	557	534	531
Spelling	536	529	539
Grammar	550	529	536
Literacy	577	538	532



2023 Year 9 NAPLAN DATA

Year 9	St Joseph's School	National	All CESA Schools
Reading	587	565	565
Writing	595	567	574
Spelling	584	568	568
Grammar	571	556	554
Literacy	581	568	564



4. Post School Destinations

Our first cohort of Year 9s graduated in 2023, and continued their senior secondary schooling at the following schools:

Clare High School	11
Encounter Lutheran College	1
Horizon Christian School	1
Immanuel College	1
Loreto College	2
Prince Alfred College	2
Sacred Heart College	1
Seymour College	2
Trinity College	1
Wilderness	1

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)
- Early Response to Intervention – we now have 10 non-teaching staff assisting with student learning needs, plus we continue to introduce more targeted intervention programs (multi-tiered systems of support)
- 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
- Analysis of how & why we do things to ensure we are using best practice.

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

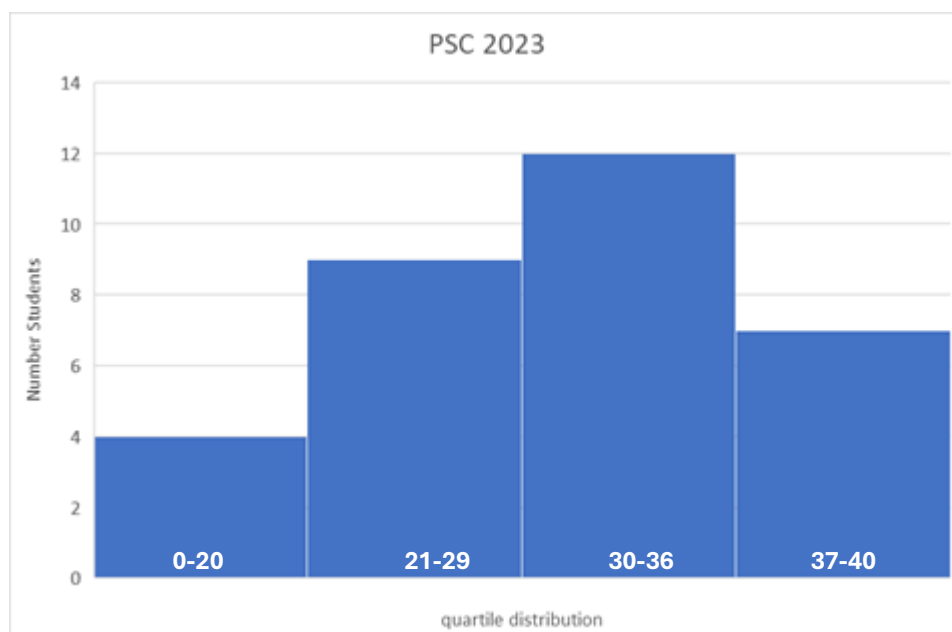
1. Programmes
2. Catholic Culture
3. Arts
4. Extra-Curricular
5. Facilities
6. Learning Programs
7. Other

1. Programmes

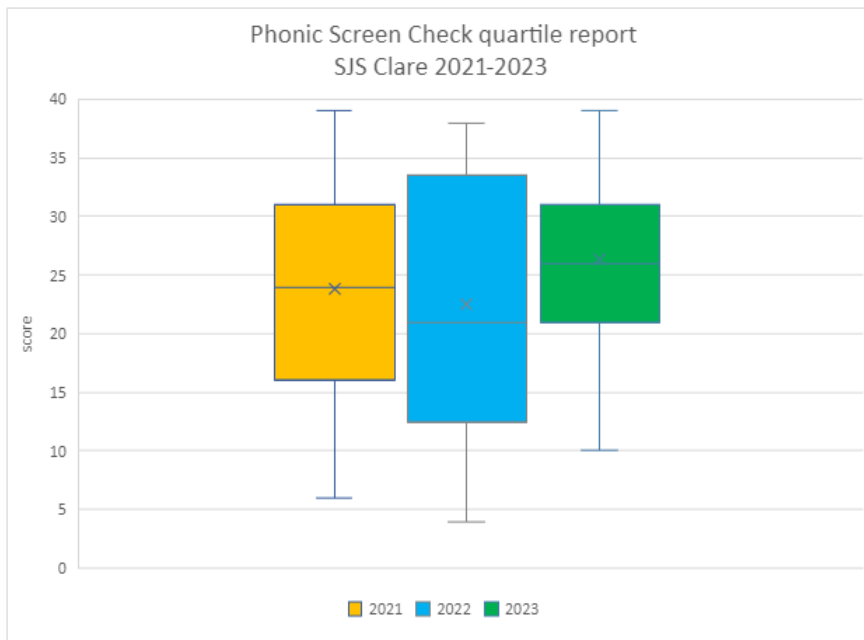
FYOSLA (First Years of School Literacy Assessment) has undergone a review by CESA, resulting in a change to the way we screen/test and report.

Phonics Screening Check

The Phonics Screen Check is a mandated screening test in SA, conducted in term 3, for Year 1 students. The expected achievement level of 28 out of 40 items correct does not represent a pass/fail mark, rather it is an indication of the score a child might achieve if their phonics learning is progressing as expected. Data from the PSC and the DIBELS screener informs our Multi-Tiered System of Support. Students who fall well below benchmark have Tier 2 or 3 intervention, further diagnostic testing where applicable, and progress monitoring to identify and track student growth.



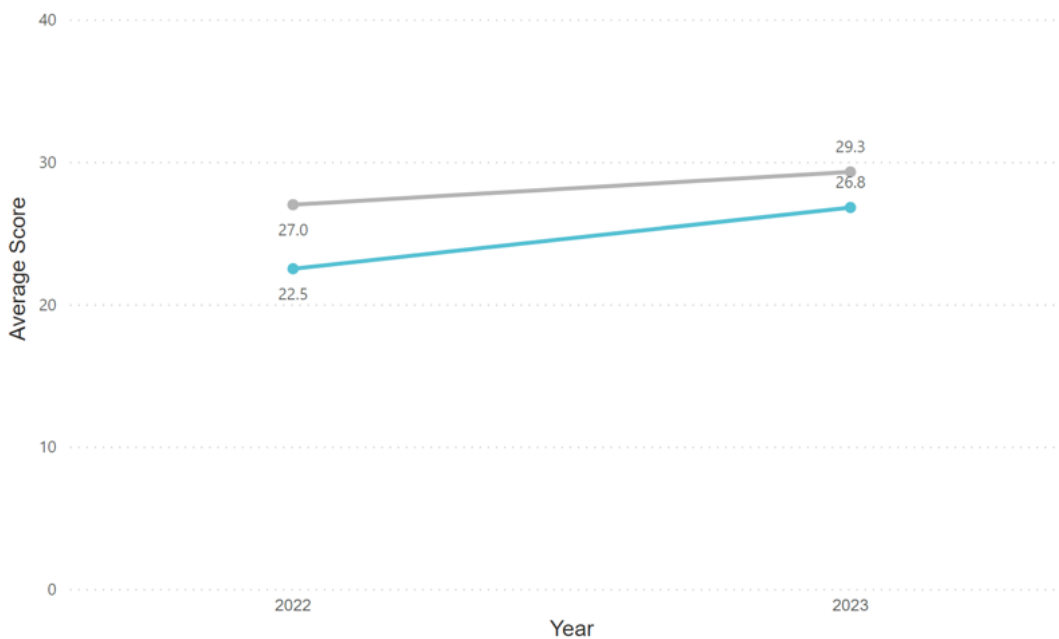
Longitudinal Data SJS Clare (2021-2023)



The graph below compares SJS Clare results to CESA schools 2022-2023.

Phonics Screening Check - Longitudinal Trend

● Selected School ● CESA All

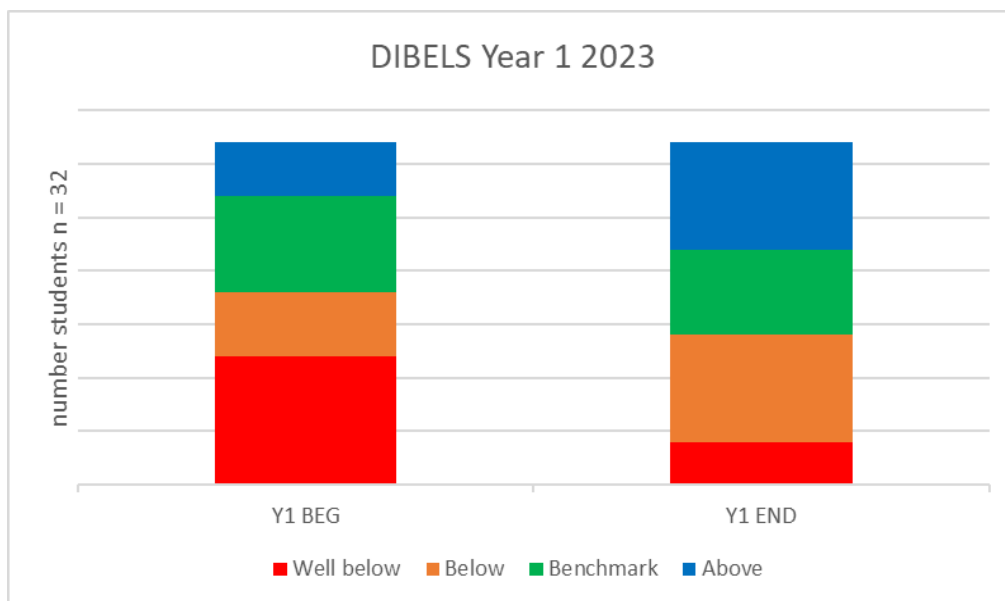
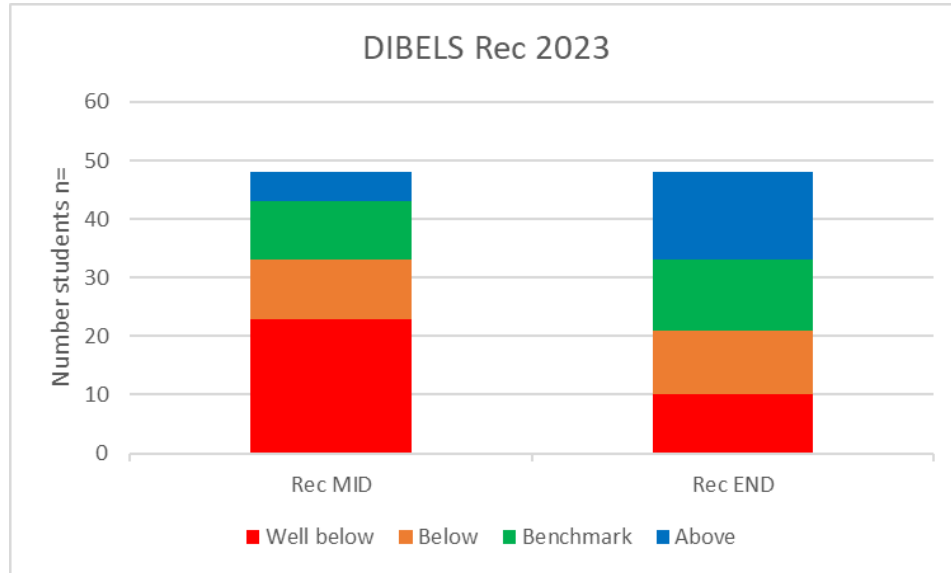


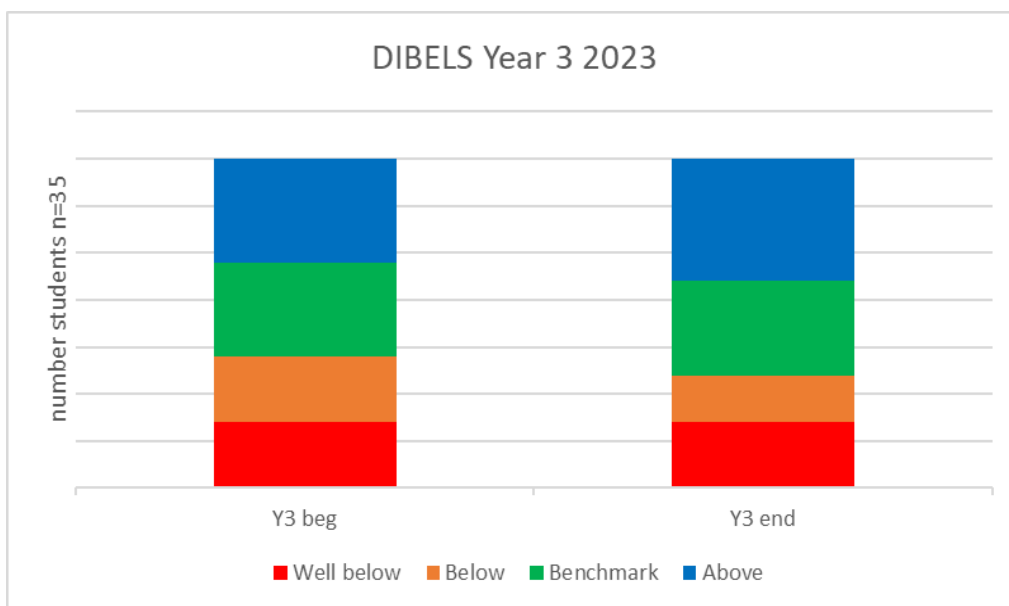
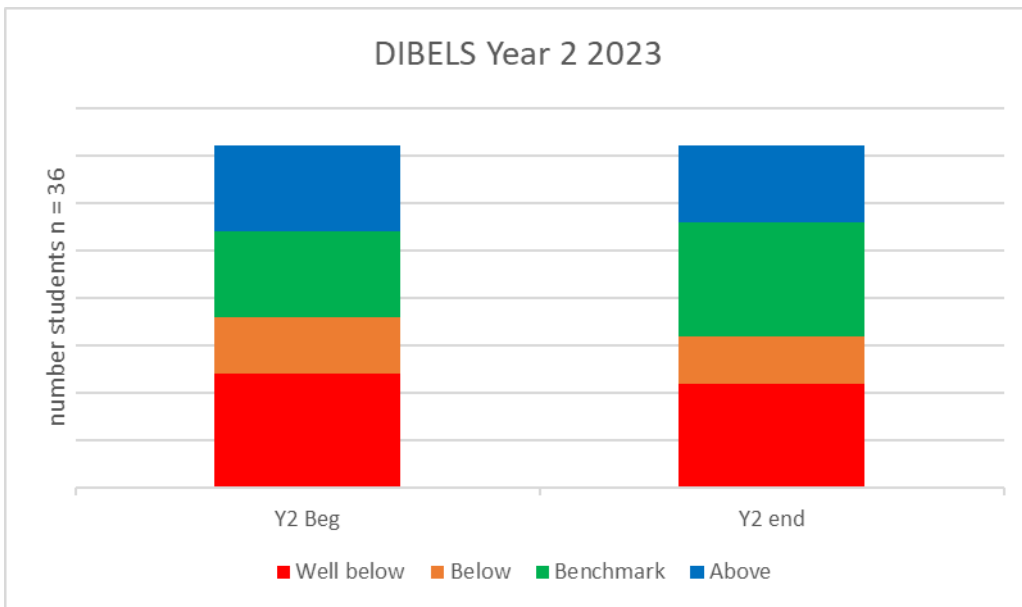
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening for Reception to Year 3 students

- Standardised Curriculum-based measurement approach to assessing reading.
- 6 subtests that are standardised, individually-administered measures of various aspects of reading skills and accuracy. One 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, document students' progress as a consequence of Tier 2 or 3 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.

2023 results show:

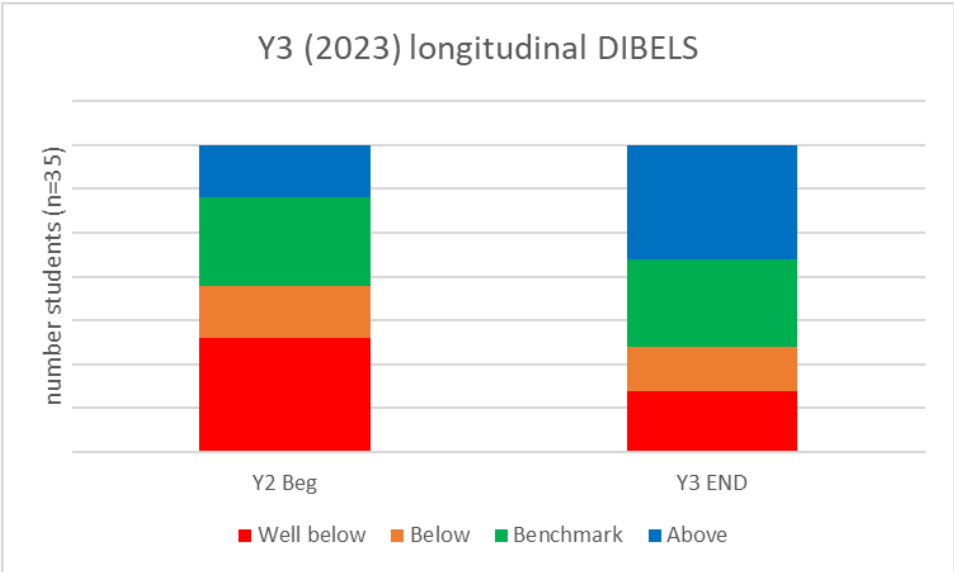
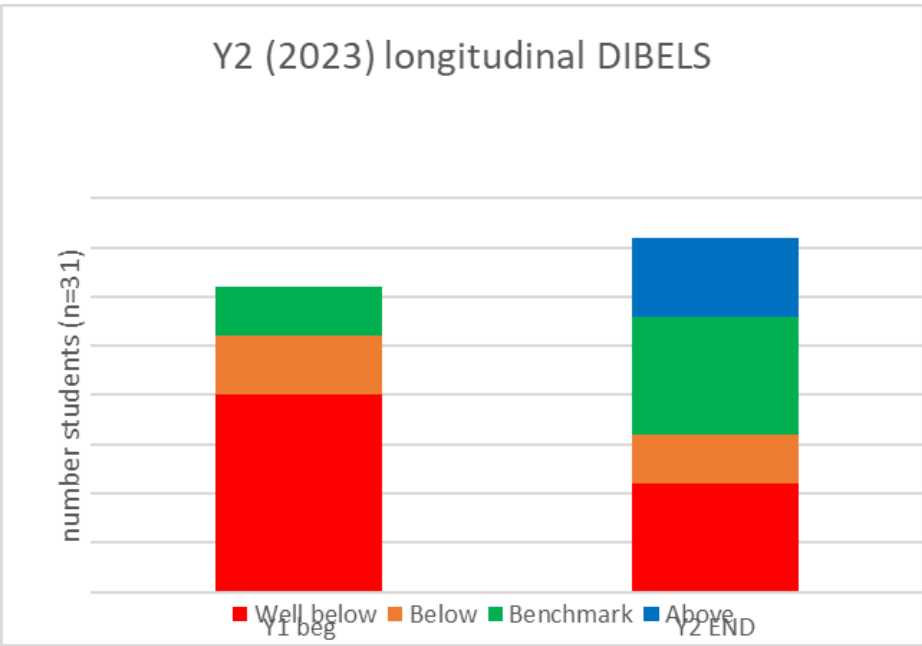
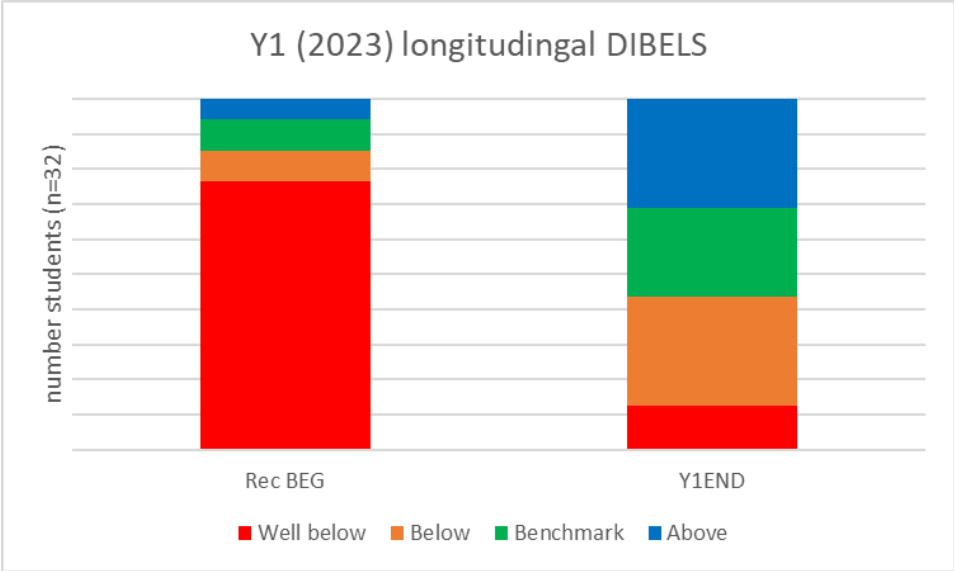
- Increase in phonological awareness and oral reading fluency right across Reception to Year 3 in 2023 (note Reception is mid-year to end of year while Y1-3 is beginning of year to end of year). This increase reflects the changes in our literacy program across our Junior Primary, in high quality evidence informed Tier 1 classroom teaching and Tier 2 & 3 intervention that is data informed and evidence based to provide targeted support.
- The blue band reflects students who are well above benchmark, green is at benchmark, orange is below benchmark and red indicates students at high risk as they are well below benchmark.





Longitudinal Results reflect (beginning 2022 to end 2023):

- Growth in both reading fluency and phonological awareness.
- The Year 1 and 2 students have had explicit Sounds-Write teaching at Tiers 1 and 2 level for at least 3 semesters.
- The Year 3 cohort has had some exposure to Science of Reading principles at Tier 1 level through our PIP project. Our Tier 2 students have received Sounds-Write instruction in both 2022 and 2023, having a big impact on reducing the number of students falling below or well below benchmark in DIBELS assessments.



2023 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 undertaken a major restructure of our R-2 Literacy program, supported by CESA PiP project that enabled us to have a speech pathologist on site on day per week. This facilitated a dep 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-6 students using DIBELS
- "Response to intervention" model for early identification and support of students with learning needs allows us to have a multi-tiered structured of support (MTSS)
- Staff training in test administration, analysis, science of reading and Sounds-Write
- Introduction of Sounds-Write program as Tier 1 classroom teaching Rec-Yr 2
- Refining of R-3 literacy block to ensure the most effective evidence-informed practices are being used. This restructure has begun to extend to the Yr 3-6 cohorts, with evidence-informed Tier 1 practices as the foundation for instruction. MTSS provides data-informed Tier 2 & 3 intervention.

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 and designed to free up working memory
- Sounds-Write - systematic phonics-based reading/spelling intervention R-4
- Reading Comprehension – phonics-based comprehension instruction for Yrs 5-6
- Seasons for Growth
- Wrap around support meeting with Allied Health and families
- FYSOLA – First Years at School assessments
- Wellbeing activities – including the CESA initiative, "Pulse Survey"
- You Can Do It!
- Be You – wellbeing
- Social Skills program
- 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 2023, 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, Vicky Smith, Ellie Redden, Rachel Strong, Carly McInerney 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

One of our goals has been to continue strengthening our Parish/School relationship which has seen staff continue to take on roles with:

- Parish Finance
- Parish Council
- Children's Liturgy Committee
- Liturgy Team
- Parish Maintenance

We also work with the parish on events such as the annual Fete, and our school continues to assist in preparing our students (and others within the Parish) to celebrate the Sacraments. These partnerships are evidence that we are successful in our goal of a strong Parish/School relationship.

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

A huge positive for our school has been the presence of Fr Kieran Gill within our school community, whether that be joining our staff at recess and/or lunch, weekly formal meetings with Helen Hay, visits to the classrooms or working with staff to presenting engaging Masses and Liturgies. His unwavering support and understanding of the work of our staff undertake is greatly appreciated. Fr Kieran has clearly made it a goal to know as many students and their families as possible.

3. Arts

Unfortunately, one of the legacies of COVID has been its impact on the Arts – cancellation of performances impacting on many of the offerings. In 2023, we were fortunate to re-engage with most Arts experiences for our students. Under the leadership of Mandy Bell, we achieved the following school-based programs:

- Dance (R-6)
- Year 4 Recorder
- Year 5 Guitar
- Year 6 Drums
- Catholic Schools' Music Festival (Choir)
- Middle School Band
- Middle School Choir
- Primary Band
- Primary Choir

Mandy continues to develop her role as Arts Coordinator (R-9), further expanding the students' involvement and opportunities in the Arts.

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

4. Extra Curricular

Throughout 2023, it was delightful to have no limitations placed on us, as had been the case over the last couple of years due to COVID. Apart from some postponements due to weather, 2023 saw the resumption of extensive offerings for our students. Again, I would like to acknowledge the generosity of the staff (in particular), and also the school and community members who provide and facilitate these marvellous opportunities.

A highlight for me this year, was the introduction of the *Journey to the Heart* Year 9 camp experience. The word 'camp' completely underestimates the journey our students took during this 10-day experience. [Journey to the Heart.pdf](#).



The goals for the journey were:

- This camp is a journey to the heart, a journey to the heart of our nation and a journey of self-reflection and discovery to the heart for each individual.
- This camp provides students with the opportunity to consolidate their learning in Indigenous languages and experience first-hand the culture, language, country and history of many First Nations groups.
- This camp encourages our students' independence, resilience and teamwork skills. They live as a small community and are challenged to become more aware of their responsibility and the need to effectively communicate.
- Students sleep under the stars in swags as we travel through the Flinders Ranges, where we visit significant sites for the Adnyamathanha and meet with Elders to hear stories and experience culture. We then head across the desert on the Oodnadatta track to Coober Pedy, before making our way into the Northern Territory, stopping at Kings Canyon, Kata Tjuta and finally, Uluru.

At the end of the trip, the students said that it was a transformative experience, it allowed them to culminate their time at school and prepare for the transition onto their next phase in education.

Sincere thanks to Tom Gilligan who planned this 'camp'. Tom was ably supported by Meredith Crawford, Damien Coulthard and Tim Packer. A big thank you also to the staff who committed a substantial amount of personal time to attend this camp – especially, Damien Coulthard, who participated for the full ten days.

According to the Year 9s, this camp was life changing. From my personal perspective, it was an experience I was honoured to share and will always remember.

Highlights for 2023 include:

- Leadership speeches – for a range of positions / opportunities
- Book Week Parade
- Sporting Schools (previously known as Active After School Sport). Huge support from our staff. Offering after school activities for 3 age groups (R-3, 4-6, 7-9)
- R-4 Cricket Coaching
- Assemblies
- Fete
- 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
 - Glenhaven (Stockport) – high ropes, cooperation
 - Victor Harbor - environmental
 - Port Vincent - aquatics
 - Canberra – Year 7
 - Year 8 – outdoor education
 - Year 9 – Journey to the Heart
- 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
- Community Service Programs – An example of this is our Middle School students assisting with Legacy Badge sales
- Healthy Mind Program
- Parliament Regional Education
- Knockout Sports – increased participation
- Specific Middle School initiatives:
 - Field trip to Burra Merino Field Day
 - Field trip to Hart Field Days
 - Micro-credentialling – Bronze Medallion, 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
 - 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 Middle School students were involved with Knockout sports events and School Sports SA programs. Leah Carling did an exceptional job coordinating this and providing our students with such great opportunities.

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 9) – State U16 Cricket
- Ashia Scott (Yr 9) – National Softball Championships
- Bryce Correa (Yr 8) – State U15 Squash
- Amelia Duncan (Yr 6) – State U12 Australian Rules
- Bridget Slattery (Yr 7) – State U12 Cricket – Bronze Medal
- Charlie Jones (Yr 3) – Karate, State Champion
- Emma Slattery (Yr 9) & Greta Pratt (Yr 9) – Thunderbirds Talent Development Squad

An incredible result.

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

- Second Place, National STEM MAD Competition – Bryce Correa, Lachlan Laws, Ben Weckert, Will Adams
- Finalist, National STEM MAD Competition – Tyson Schultz, Rupert Millington
- Academic Competitions:
 - Mathematics – Distinction – Wesley Correa, Edward Davidson
 - Writing – Distinction – Wesley Correa
 - English – Distinction – Mali Polden
- ANZAC Spirit Award – Emma Slattery
- NAIDOC Medal of Excellence – Kenny Arnold
- Patrick Tilley raised \$1640 for the Starlight Foundation

As mentioned above, we believe that these extra opportunities foster the individuality of each student, promote excellence and provide an opportunity to compete/experience at a level that cannot be provided solely within the confines of St Joseph’s School, Clare. Collectively having high aspirations for our students, and working together with parents around these opportunities, enables our students to achieve some great results.

5. Facilities

Apart from the extension to our Middle School, which now has provision for 6 general learning areas, an extra break-out space and the inclusion of a further greenroom/podcasting/conference room, 2023 was a year of consolidation.

We have researched, maintained and improved the quality of our ICT devices, ensuring that we continue to provide quality 1:1 devices for our students and meet the ever-changing needs and demands of online learning.

In 2023 we commenced work on 21 Victoria Rd (purchased in 2022), demolishing the existing building to make space to develop and cater for the needs of our students, particularly in relation to Agriculture and associated curriculum links.

A major task throughout 2023 was working through the ‘defect liability list/process’ for the Middle School build. Like any project, there are always a number of tasks to attend to however, when you

undertake three major builds – initial Middle School development, Hall and the extension to the second story at a combined cost of \$8million dollars, you can understand and appreciate that this has been a massive task. This was compounded by the fact that we were working with Adelaide-based builders and architect. I offer my sincere thanks to Tom Gilligan and Sarah Werfel for their persistence, time and energy – a massive task.

Throughout 2023, the School Board worked with the Parish Finance Committee to investigate future refurbishment and use of St Michael's Hall – another exciting development which we hope will further cater for the needs of our students and the Parish.

6. Learning Programs

One of the highlights for 2023 was the way the Leadership Program continued to evolve under the guidance of Delvene Mathie and Tom Gilligan.

Whilst leadership opportunities, and the promotion and support of leadership has always been a hallmark of St Joseph's, the process has been refined so that there is greater integration of the roles within the school, resulting in a deeper level of leadership – more tangible, active and real.

- Leadership Program - School Captains
 - School Leaders
 - Introduction of Parliament
 - Integrity Badge
 - Sports Captains
 - L.E.A.D.

We continue to focus on significant events and weeks, bringing these to life in an interactive and meaningful way:

- Celebrated Book Week
- Celebrated Science Week
- Celebrated PE Week
- Celebrated NAIDOC Week
- Premier's Reading Challenge
- School Concert
- Swimming Program
- Internet Safety
- ACER scholarships

Damien Coulthard's employment as teacher of Indigenous Languages and Culture resulted from a languages review conducted by students, parents and staff. Our school is one of the first to offer First Nations' Languages (Yrs 7-9 students) and Damien is working with ACARA to write the Australian Curriculum in this subject, ensuring our school is at the cutting edge of this curriculum nationally. We are extremely fortunate to have Damien on our staff.

During 2023, we also engaged the services of Beck Wundke to continue the delivery of Japanese (Rec-Yr 6). This has been received positively by our students and we look forward to supporting Beck as she builds on our rich history of Japanese at St Joseph's, further engaging with Clare & Gilbert Valleys Council's twin-city relationship.

7. Community / Other

Our students continue to receive the opportunity to engage in and support a number of activities which connect them to community, develop their social conscience and participate in events within the wider community. Some of these include:

- 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
- Legacy Badge Day

Developing a social conscience and linking with community is extremely important to our school and we continue to foster opportunities.

Summary

We continue to make history at St Joseph's School, Clare. 2023 was the first time since 1967 that we had Year 9s graduate from our school, and what a special and significant event that was. As we navigate our way through the Middle School journey, we have encountered many 'firsts'. This has resulted in lots of consultation – parents, students, staff and others' lived experience. Some Year 9s were uncertain about the breaking of tradition by not holding our Graduation Mass out at Sevenhill, however the success of the evening was evident through the family gatherings after the ceremony and the coming together of community to share a meal – the evening exceeded all my expectations.

The demography of our families has changed slightly. We have always had parents who are extremely active in many parts of our community. This commitment, combined with the increasing number of dual income families, means the time available to do voluntary work at school is limited. However, we have found that there is an increasing number of grandparents, or people from the wider community, who are retired from full-time work and who want to be involved in our school. We look forward to engaging with these people for mutual benefit.

During 2023 we purchased the property at 35 Victoria Rd. There were 3 main reasons for this:

- 1) Teacher housing
- 2) Secure our St Joseph's Patch
- 3) The purchase aligned with our Master Plan and the need to provide for future expansion.

Throughout 2023 we increased the use and functionality of our Middle School and Hall. Several community groups hired or made use of the facilities. A highlight was hosting and catering for the SA Rural Women's Gathering, which not only show-cased our venue to people from all over the state, but provided a setting which met their needs and linked in with our P&F who catered and made a substantial amount of money. We have had many community groups use the facility for meetings – CGVC, CVCO, Regional Catholic gathering. Sincere thanks to Sarah Werfel and Tom Gilligan who coordinate this process.

Whilst mentioning the showcasing of our school and engaging with community as we emerge from COVID, we held our extremely popular and well attended Grandparents' Day in 2023. Whilst there are multiple reasons to engage with grandparents, (most importantly, our students having quality time at school with a grandparent or 'significant other'), many grandparents were actually students themselves at St Joseph's – hosting them has great significance.

As we reflect on the successes of 2023, we also look forward to many new initiatives: building on the engagement of senior students through programs such as the Bronze Medallion, revamping our School Master Plan developing the next 3 years of our School Strategic Plan, working with the Parish, CESA and the Adelaide Archdiocese in planning for the proposed refurbishment of St Michael's Hall.

In 2023, we farewelled Alex Roberts and Marissa Lloyd, both teachers have made a significant contribution to our school, and we wish them well and acknowledge their skills and talents which helped shape our school.

Throughout the year, I have been delighted to work with Sophie Millington and the P&F. To have a small involvement with the P&F is an absolute honour, as this well-oiled machine caters, earns funds, builds community, supports community and staff and, most importantly, works in a myriad of ways to assist the students and families that attend St Joseph's School, Clare. Sincere thanks.

At the end of 2023, Morne Scheepers informed me that his family were taking a 12-month sabbatical to Coffs Harbour. This provided the Board with an opportunity to thank the Scheepers family and acknowledge Morne's 7 years of service on the Board – including 5 years as Chairperson. Thank you, Morne.

Morne has led an extremely supportive, hard working and committed School Board. During the last few years, we have seen massive expenditure and meticulous financial planning and modelling has had to take place. Our Board has been well informed and led through this process in a highly articulate manner thanks to Matt Butler and Sarah Werfel – sincere thanks to you both.

The combination of the School Board's leadership, P&F support, teacher dedication and parent investment through a variety of avenues, has ensured St Joseph's School not only meets student needs but has exceeded all expectations. Combine all this with the sincere, invested contribution of our Parish Priest, Fr Kieran Gill, and the support of the Parish and wider community, St Joseph's School continued to thrive in 2023.

Peter Shearer
Principal
19/3/2024