



AGM Report 2024 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 2024 school year was 97.43% Our teachers took sick leave, carer's leave and bereavement leave, as is their industrial entitlement.

2. Staff Retention

In Term 1, 2024, 99.91% of our FTE teaching staff (90% 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 (Literacy & Inclusive Education), Sarah Lawson (JP Coordinator), Tom Gilligan (Middle School), Charlotte Heinjus (Numeracy) 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 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
- 'Real Schools' Student Behaviour PD
- Quicksmart – numeracy intervention
- Assessment design
- Inclusive Education Reviews and network meetings
- Adaptive Education training/workshops
- Leader of Learning (Michelle Edmondson/Charlotte Heinjus)
- WHS – ongoing adherence to requirements
- Program Achieve – You Can Do It
- Indigenous Ed activity for Reconciliation Week
- RE Conference, courses and study
- Graduate Certificate in RE
- Traffic Management – Pedestrian Crossing / Road Safety
- First Years at School Assessments
- Religious Education – PRIMA and SRELA (Helen Hay)
- Religious Education – Crossways Curriculum
- Police Clearance
- Finance/Admin workshops – Civica training, HR, employee relations
- Enterprise Agreement workshop
- SASVI training (Vision impairment) – Curriculum/Music/Sport
- Wellbeing
- MITIOG
- ICT
- Return to Work
- CSMF Trainer Workshop
- Backflips against Bullying
- Headspace
- NSCP – Chaplaincy
- Lenten program
- Seasons for Growth
- Counselling
- Autism SA/Downs Syndrome
- Literacy/Numeracy workshops
- STEM workshops
- NAPLAN – online training
- RHANN-EC
- Braille workshop
- Protective behaviours / child protection
- NCCD- training
- Sounds-Write literacy program
- PAT workshop
- Lumination (VR) training
- Fire Warden training
- CESA Performance Standards
- Writing Revolution
- Ag in schools

In 2024 \$7336.05 was spent per full-time teacher on professional learning. This figure is inclusive of the costs involved in pupil free days and represents a decrease of \$2462.56 per full-time teacher on 2023 expenditure. (This decrease is predominantly due to the large investment seen in staff training in 2023 in the SoundsWrite program, in support of our R-3 literacy strategy.)

This figure would be 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 2024 year we employed 42 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	2	14	20.97
Non-Teaching Staff	0	0	0	11	7.76
TOTALS	4	9	2	25	29.73

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. Community Satisfaction

In 2024 we surveyed our graduating Year 9 families to inform our goal of best practice, in line with our ongoing commitment to continual improvement.

We also conducted our annual Living, Leading, Learning survey which has been developed to support schools in rating their performance and progress towards meeting the intent of the Living Learning Leading Framework. All responses are confidential and are used for school improvement purposes. Completion of the survey is voluntary, and 33 parents participated. Overall, our school rated well:

LLL Component	LLL Construct	School Score (Max = 6.0)
Catholic Identity	Catholic Education	5.02
Learning & Wellbeing - Curriculum and Co-Constructed Learning and Assessment Design	Learning Support	5.32
Learning & Wellbeing - Student Agency, Identity, Learning & Leadership	Enjoyment of School	4.77
	Autonomy & Independence	4.79
Resourcing	Infrastructure	5.63
Community	Welcoming School	5.37
	Parent-School Partnerships	4.95
	Safe School	5.02

The Living Learning Leading Framework gives us a foundation for understanding what we do in Catholic Education – who we are, what we value and how we partner with our families to ensure our students thrive. At the heart of our framework is our commitment to our students and our understanding of all people – we see them as ‘thriving people, capable learners, leaders for the world God desires.’

School Finances 2024

Please Note: These are pre-audited figures:

Net recurrent income 2024	\$	\$ Per Student
Income		
Australian Government grant funding	\$4,004,292	\$12474
State/Territory Government recurrent funding	\$1,175,664	\$3662
Fees, charges and parent contributions	\$963,053	\$3000
Other Private Sources	\$303,343	\$945
Total gross income	\$6,446,354	\$20,082
Deductions		
Income allocated to current capital projects	\$111,804	\$348
Total net recurrent income	\$6,334,550	\$19,733
Capital Expenditure 2024	\$1,036,443	\$3228

Key Student Outcomes

1. Student Attendance

The average student attendance rate for our school in 2024 was 90.89%, a 0.89% decrease compared to 2023, and attributed to the increase in families taking holidays during term time. Attendance by year level is detailed below:

Year Level	Attendance Rate 2024	Attendance Rate 2023
Reception	89.06%	87.50%
Year 1	92.64%	91.64%
Year 2	90.73%	93.18%
Year 3	92.36%	92.01%
Year 4	90.34%	94.00%
Year 5	93.43%	92.05%
Year 6	91.04%	92.78%
Year 7	91.67%	91.96%
Year 8	89.58%	90.97%
Year 9	88.08%	91.68%

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

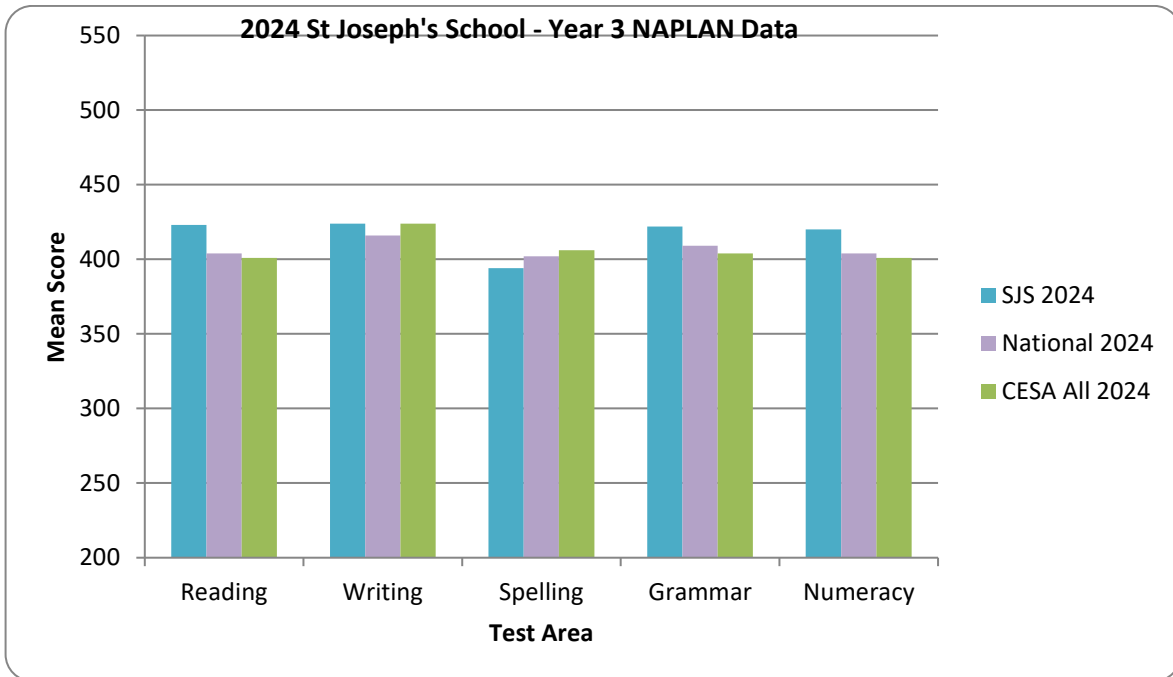
In 2024 there were significant changes to the delivery and administration of the NAPLAN data results. This resulted in the advice **not** to compare to previous year's data. Another change relates to the data comparing results across Australian states.

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. The data we receive is presented in 5 categories.

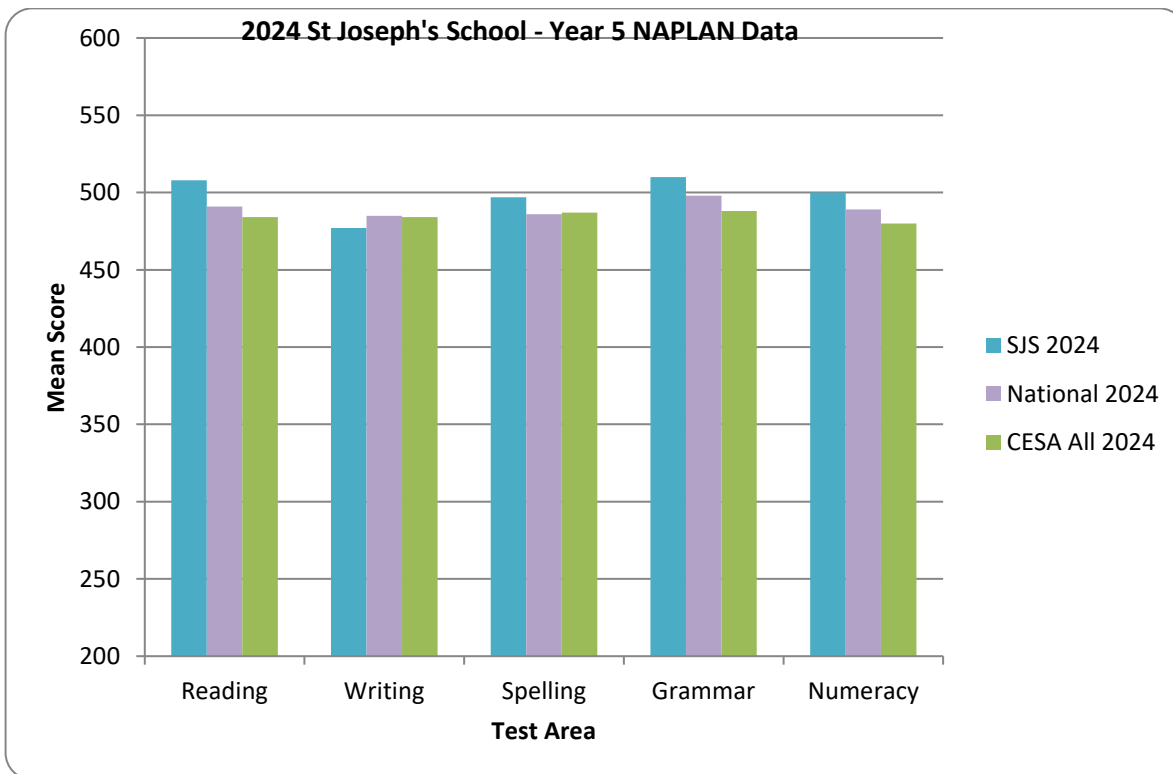
2024 Year 3 NAPLAN DATA

Year 3	St Joseph's School	National	All CESA Schools
Reading	423	404	401
Writing	424	416	424
Spelling	394	402	406
Grammar	422	409	404
Numeracy	420	404	401



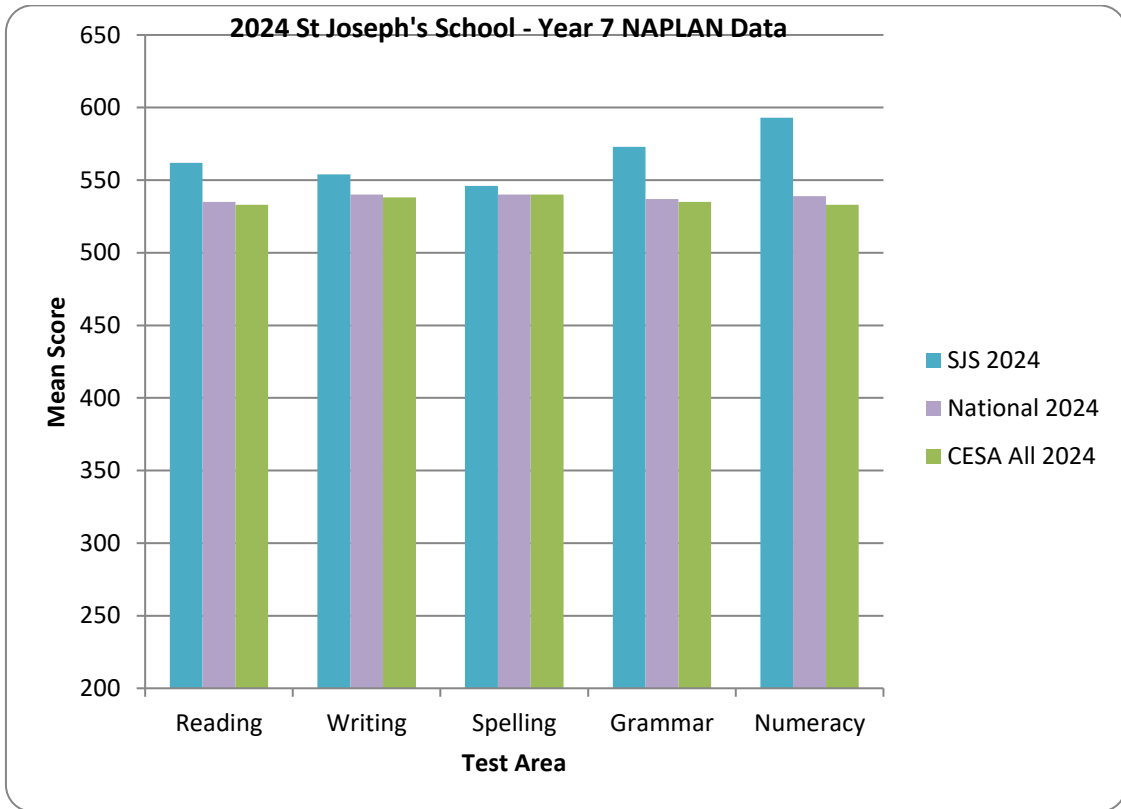
2024 Year 5 NAPLAN DATA

Year 5	St Joseph's School	National	All CESA Schools
Reading	508	491	484
Writing	477	485	484
Spelling	497	486	487
Grammar	510	498	488
Numeracy	500	489	480



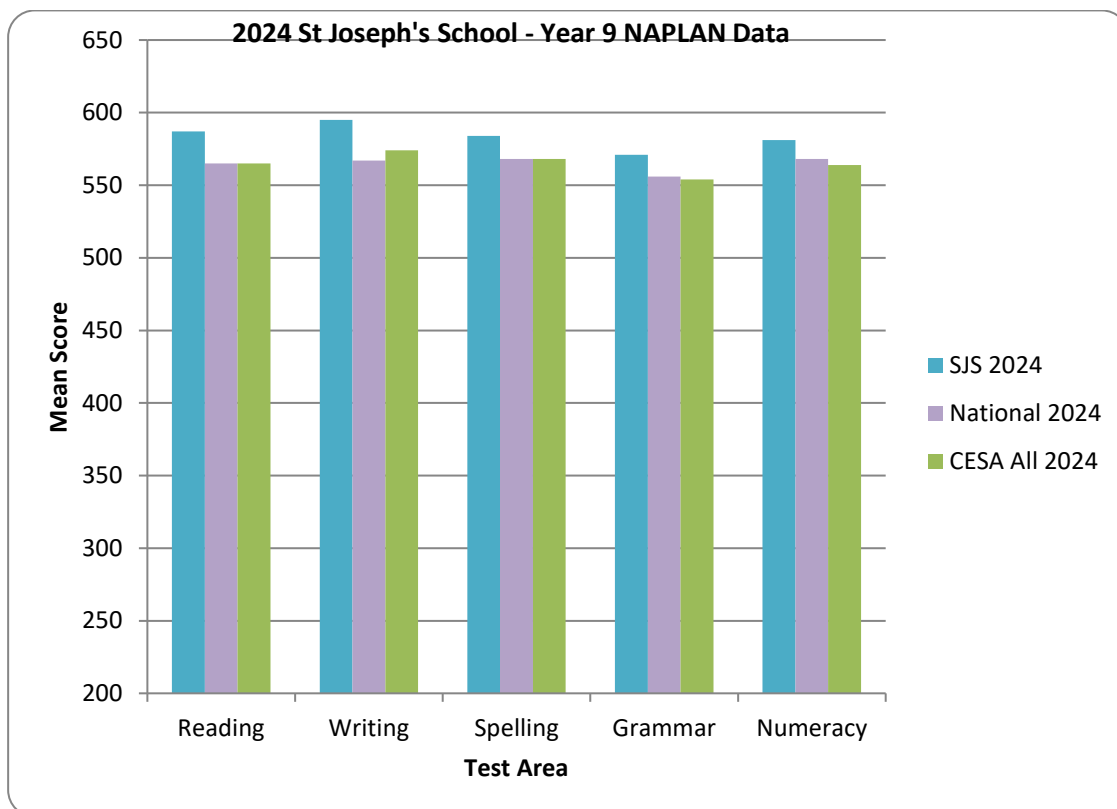
2024 Year 7 NAPLAN DATA

Year 7	St Joseph's School	National	All CESA Schools
Reading	562	535	533
Writing	554	540	538
Spelling	546	540	540
Grammar	573	537	535
Numeracy	593	539	533



2024 Year 9 NAPLAN DATA

Year 9	St Joseph's School	National	All CESA Schools
Reading	612	565	564
Writing	602	573	581
Spelling	576	567	566
Grammar	587	556	554
Literacy	595	566	560



Of particular note in this data is the exceptional growth our Year 9's and middle school students experienced. This is testament to the breadth of work all our teachers have undertaken throughout the years, in particular our programs, structures and teaching pedagogy in our Middle School.

4. Post School Destinations

Our 2024 cohort of Year 9s continued their senior secondary schooling at the following schools:

Clare High School	6
Horizon Christian School	2
Immanuel College	2
Rostrevor College	3
Prince Alfred College	1
Xavier College	2
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. Curricula Enrichment
5. Facilities
6. Learning Programs
7. Other

1. Programmes

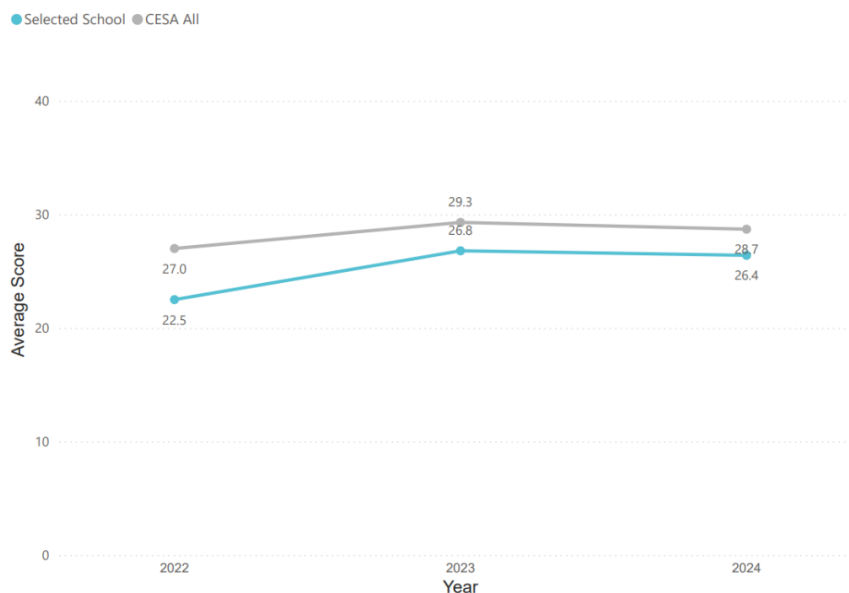
FYOSA (First Years of School Assessments) have undergone a review by CESA, resulting in a change in the way we screen/test and report.

Phonics Screening Check

The Phonics Screen Check (PSC) 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 undertake Tier 2 or 3 intervention, diagnostic testing where applicable, and progress monitoring to identify and track student growth.

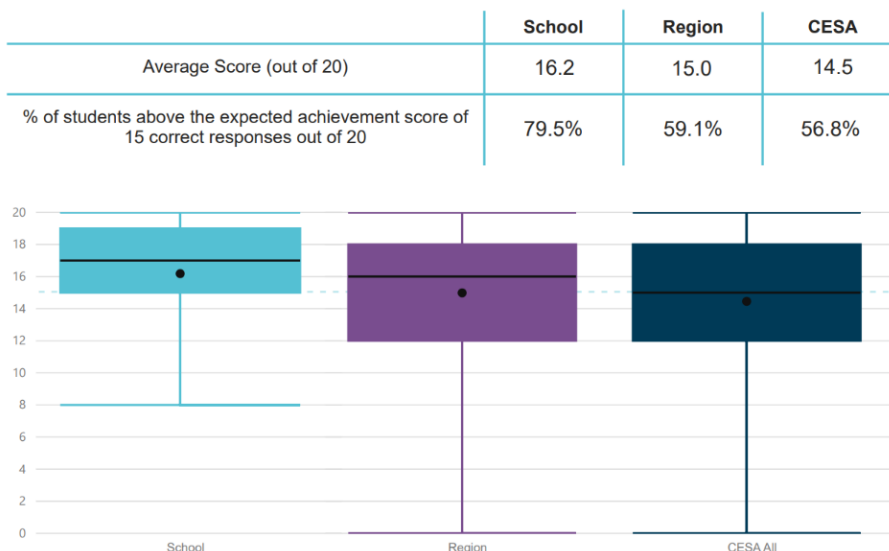
Longitudinal Data SJS, Clare 2022-2024

Phonics Screening Check - Longitudinal Trend



Year 1 Number Check

SJS Clare participated in First Years of Schooling Number Assessment (FYOSNA) for the first time in 2024. The Year 1 Number Check, conducted towards the end of Term 2, assesses students' understanding of basic numeracy concepts, including numeral identification, number sequences, and basic arithmetic, through a 20-question test. Data gathered informs our Multi-Tiered System of Support for students who perform well below or well above benchmarks.



Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening for Reception to Year 6 students

- Standardised Curriculum-based measurement to assess reading skills and accuracy.
- 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 through Progress Monitoring, and to provide minimum levels of performance for all students to be considered on track for becoming a reader through benchmark goals and timelines.

2024 results show:

- Increase in phonological awareness, decoding skills and oral reading fluency right across Reception to Year 3 in 2024. 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.
- Now tracking oral reading fluency in Years 4-8 to identify students at risk and students reaching/exceeding benchmarks.

ACER General Abilities Test (AGAT)

The AGAT was conducted from Year 2 - 9 for the first time in 2024 to assist with identification of students with advanced reasoning abilities. These tests are designed to measure the general reasoning ability of students through demonstrating an ability to identify relationships, process information and solve problems. These tests, along with other assessments, allow us to identify students who could be selected for Gifted and Talented programs that may span across curriculum areas and year levels. This year identified students participated in a Makers Empire competition and the ACER Advance Awards.

2024 Intervention & Support Programs

In our School Strategic Plan, we have several 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 continue to use a “response to intervention” model for early identification and support of students with needs, allowing us to provide a multi-tiered system of support (MTSS) for all students.

Ongoing intervention and support programs include:

- Sounds-Write - systematic phonics-based reading/spelling intervention R-4
- Reading Comprehension – phonics-based comprehension instruction for years 5-6
- QuickSmart - Numeracy intervention for years 5-7
- QuickNumber - Number automaticity for years R-6, designed to free up working memory
- Seasons for Growth – support program for those undergoing change, loss and grief.
- Wrap around support meetings with families & Allied Health personnel
- Wellbeing activities – including the CESA initiative, “Pulse Survey”
- Be You – wellbeing
- Social Skills programs – support to develop social and emotional intelligence

Delvene Mathie, Wellbeing Leader, worked with small groups of students across the school to develop social skills and learn about emotional intelligence. She also conducted wellbeing sessions both 1-1 and with student groups to encourage healthy relationships, build resilience and self-esteem, and to learn strategies to carry forward in their life. Delvene also led our staff in professional development sessions around wellbeing and bullying.

Michelle Edmondson has continued in the role of Literacy & Inclusive Education Leader, supporting teaching staff in data analysis to inform teaching practice, use of NCCD data and coordinating support and adjustments for students with a disability.

Our Education Support Officers – Frankie Sandow, Helen Smith, Sheridan Laws, Nicola McMurray, Vicky Smith, Ellie Redden, Rachel Strong, Molly Ross, Emily Elsworthy, Carly Allen & Abbie Brereton (AFL Traineeship) – 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 Pastoral Council
- Children’s Liturgy Committee
- Shared School/Parish Sacrament Program
- 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:

- Sharing our Catholic Identity through story
- Celebrate special feast days
- Welcome to School Mass
- Welcome to School/Parish dinner (Cocktail Event)
- Raise money for Catholic Charities
- School Masses and Liturgies
- Staff Prayer
- Prayer at the beginning of all School Gatherings
- Made in the Image of God (MITIOG)
- Preparation for Easter & Christmas– plays, presentations
- Mary MacKillop Service Week
- Year 8 Retreat
- PRIMA – Professional association for Primary APRIMs
- SRELA- Professional association for Secondary 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 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

In 2024, 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
- Workshop & concert with Adelaide Uni Big Band

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. Curricula Enrichment

In 2024, our participation in the Catholic Education Australia STEM Make A Difference design thinking challenge continued. Over the past 3 years our students have entered this competition with great success. This year, our students earned a place at the national finals in Brisbane by finishing second at the State competition. This opportunity allowed them to engage with like-minded students, present their work to a range of industry experts and to learn from other people who have made a difference in the community.

We also participated in a new STEM competition that allowed for the collaboration between Year 5 to 7 students who achieved particularly high results in their AGAT test. We entered 2 teams into the Makers Empire, Naturally Brave competition where students designed ways of preventing and recovering from natural disasters. One of our teams won the event with a frost prevention system for vineyards.

24 of our students participated in the ACER Advance Awards, with 2 distinctions, 5 credits & 3 merits awarded.

Our students took on the challenge at the Royal Adelaide Show, of the *Science Investigation Awards* organised by the 'The Educating Kids about Agriculture Team. Students were asked to design and conduct an experiment, then present their findings. One group of students designed an experiment to test if people could taste the difference between beef and meat-free burgers. These students finished third.

Curriculum extension goes beyond the academic, and into the sporting domain. While the size of our school provides some challenges for participating in the full range of sports offered to secondary students, our students certainly do not miss out. We entered teams in athletics, swimming, netball, basketball, football, squash and volleyball. Our students took part in training for their Royal Life Saving Society Bronze medallion. Our Year 8 and 9 football players took part in a Football immersion day at West Lakes and Norwood ovals where the students participated in training sessions using GPS technology and worked with sports scientists to analyse their results. They also got to hear what a day in the life of an AFL player is like, touring around the training facilities with an AFLW player.

Our long-standing tradition of participating in Pedal Prix continued and expanded with 2 teams entering in the 6hr race at Tailem Bend. This year, we experienced the most success ever with our students achieving 4 podium finishes, a win in the Mixed category and the fastest lap of the day.

Highlights for 2024 include:

- Leadership speeches – for a range of positions / opportunities
- Incursions: Silly Scientist show, Patch Theatre, Taiko drumming, Backflips against bullying, Headspace, Poetry in Action, Adelaide Uni Health careers seminar, Abraham Institute, Optus Digi-thumbprint
- Run Club
- Mum's Day
- 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 Brekkie
- Girls Strikers Cricket
- Japanese – our students 'linked up' online with Japanese schools to undertake conversation and a class excursion (with Blyth Primary School) to Adelaide for a Japanese Quiz, competing alongside numerous other schools
- Great Book Swap (Indigenous Literacy Foundation)
- Clare High School & Trinity Gymkhana
- Crows Cup – Girls Football
- Speech/OT – hosting visiting specialists for parents to access ongoing allied health support for their child/ren. Outstandingly successful.
- Camps
 - Year 3 Zoo Snooze - environmental
 - Year 4 Glenhaven (Stockport) – high ropes, cooperation
 - Year 5 Victor Harbor - environmental
 - Year 6 Port Vincent - aquatics
 - Year 7 Canberra – Civics
 - Year 8 Deep Creek Conservation Park - outdoor education
 - Year 9 – Journey to the Heart
- Local excursions
- Scholastic Book Fair
- Academic competitions (Maths (x 2), Computing, Spelling, Science, English)

- ATSI events: Carclew visit, Sevenhill on country visits, incursions with Ngadjuri elders
- Parent Sessions
 - Real Schools
 - Parent Information Night
 - Transition meetings for new parents
 - SEQTA
 - Three-Way Interviews and Parent-Teacher Interviews
 - JP Literacy Sessions
 - New Parents induction/introduction to Canteen
 - QuickNumber Information Sessions
 - MITIOG
- Community Service Programs – An example of this is our Middle School students assisting with Legacy Badge sales, cooking/serving for Clare Valley Community Kitchen, packing Christmas hampers with CVCO, assisting with catering for Rural Women’s Gathering
- Healthy Mind Program
- Knockout Sports – increased participation
- Christmas Concert, Sevenhill
- Makers Empire competition – Winner, Industry Partner Award
- STEM MAD Adelaide + Brisbane
- Specific Middle School initiatives:
 - Field trips: Burra Merino Field Day, Hart Field Day, Princess Royal Feedlot, Show visit and Science poster competition, Waterwatch at Gleeson Wetlands, STEM Adelaide Uni, Feeding the Future at Waite Institute,
 - 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.

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.

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
- School Sports SA
 - Yr 5/6 Girls KO Basketball – Div 1 State Finalists
 - Yr 6 KO Basketball – Div 2 State Finalists
 - Yr 5/6 KO Cricket – State Champions – Div 1 Small Schools

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.

Our 2024 Pedal Prix teams did exceptionally well:

- 1st Place, Mixed Team (Matilda Kells, Maddison Wehr, Isla Manhood, Kelley Koch, Logan Ruffles
- 3rd Place, Boys Team (Codie Palmer, Hudson Ward, Dane Palmer, Matthew Bennett, Wesley Correa
- Logan Ruffles – Fastest Lap

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

- Hayley Bennett (Yr 6) – Special Olympics – 5 Gold Medals
- Bryce Correa (Yr 9) – State U17 Squash
- Bridget Slattery (Yr 8) – State U15 Cricket
- Macy Ackland (Yr 8) – Foundation Cup State Regional Finals
- Wesley Correa (Yr 6) – State U13 Squash
- Sophie Meaney (Yr 7) – 1st Working Show Hunter, 7th Overall, 2024 Australian Interschool National Equestrian Championships
- Ellie Meaney (Yr 4) – 9th overall, 2024 Australian Interschool National Equestrian Championships
- Matilda Ryan (Yr 7) – 3rd, U16 State Titles, Motocross
- Matilda Kells (Yr 9) & Millie Duncan (Yr 7) – Eagles U17 Talent Program

An incredible result.

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

- Industry Partner Award – Makers Empire Naturally Brave Competition – Eddie Davidson, Evie Tregilgas, Archi Lehmann, Percy Sherriff, Holdyn Strong, Caitlin Scott
- Second Place, State STEM MAD Competition – Alice Millington, Macy Ackland, Ella Coles
- Academic Competitions:
 - Mathematics – Distinction –Edward Davidson
 - Spelling Bee – Distinction – Collins Campbell
- Georgia Strong, haircut for Childhood Cancer
- ACER Advance Awards - 24 students participated, with 2 distinctions, 5 credits & 3 merits awarded.

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

In 2024 we commenced work on the redevelopment of the block at 21 Victoria Rd (purchased in 2022), into an active, outdoor learning space, catering for the needs of our students, particularly in relation to Agriculture and associated curriculum links. We are grateful to the many parents who gave of their time and skills to assist in developing this facility for our students.

Throughout 2024, the School Board worked with the Parish Finance Committee to finalise the plans for the refurbishment of St Michael's Hall, with building work commencing in October. The end result will provide specialised learning areas for our students; Maker Space (Science & Technology), Performing Arts facility, 3 private music tuition booths (one with green screen capability) and additional storage. In addition, our P&F will have a dedicated Uniform Shop and the Parish will have an onsite office and meeting room. I am grateful to the School Board for their stewardship across this process and also acknowledge the commitment and hard work of Tom Gilligan and Sarah Werfel on this project.

Our Multi-Purpose Hall was well used by students and community alike. We hosted 3 x Adelaide Fringe performances and several conferences/dinners for outside organisations. We again acknowledge the support of the P&F with catering for several of these functions, and our Middle School hospitality students who provided some food and also served at some events.

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.

6. Learning Programs

One of the highlights for 2024 was the way the Student 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, teacher of Indigenous Languages and Culture, continued working with ACARA to write the Australian Curriculum in this subject, ensuring our school is at the cutting edge of this curriculum nationally.

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
- Clare Valley Community Kitchen
- CVCO

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

Summary

2024 was a year of transition; we farewelled two long serving staff members at the end of the year,

- Deb Lemon, 22 years of teaching service in the Junior Primary classes as well as being Junior Primary Coordinator for a number of years, and
- Frankie Sandow, who has served the school community for 15 years as an ESO, also taking on lead roles in QuickSmart and WHS.

The school was able to celebrate their contribution and send them off in style.

A new Principal for 2025, Mr Joseph Hicks, was appointed in the latter half of 2024. Joe has held leadership roles at St Pauls, Nazareth and more recently, in Darwin. We need to acknowledge the role of Matt Butler and the School Board in the appointment of the new principal, evidence of the role parents play in the governance of our school.

During 2024, we were able to celebrate Mum's Day, allowing us to honour their contribution to our school community. The day provides an opportunity for mums to spend time during the school day with their children and witness them as school-based learners.

Lot 21, the Middle School agricultural block, burst into action with much development taking place. It is a facility to raise chickens, propagate plants, grow produce and undertake field trials; a great opportunity to link with our food technologies program. Meredith Crawford, Tom Gilligan and their team (including huge parental input), need to be congratulated on this amazing transformation.

The partnership between Parish and School has never been so evident as it has with the upgrade of St Michael's Hall. The refurbishment project has been 18-months in the planning, and work commenced in October. The completed project will result in:

- Parish conference / meeting room
- Parish Office
- 3 x Music Tuition booths, one with green room capability
- Performing Arts Centre
- Science & Technology Room (Maker Space)
- Science & Technology storage
- Uniform Shop
- Upgrade of toilet facilities
- Disabled/adult toilet

This upgraded facility will not only strengthen the Parish/School partnership but will provide our students and school community with state-of-the-art facilities.

Fr Kieran plays a pivotal role in the school-parish partnership. He looks for opportunities for both parties to work together, share resources and support each other. One of the highlights in 2024 was Fr Kieran, Helen Hay and John Grbin's initiative to invite parishioners to attend the first liturgy celebration of our new transition students, encapsulating what parish-school relationships should be. We look forward to further deepening and strengthening our working relationship with the shared use of St Michael's Hall.

Michelle Edmondson has continued to lead staff in her Inclusive Education role, particularly the introduction of identifying Gifted and Talented students. Staff have undertaken professional learning, and selected students have participated in a range of programs, such as ACER Advance Awards, and Makers Empire. This is an exciting new space for us to be working in, allowing us to provide further opportunities for students who excel in different curriculum areas.

Once again, the school / parent partnership has been actively on display. As President of the P&F, Sophie Millington has been involved in a myriad of activities, providing opportunities for parents and students, education, catering, community involvement and fundraising. Sincere thanks to Sophie and the P&F team.

In a similar vein, the School Board has continued to 'pitch in' wherever possible and, under the

leadership and guidance of Matt Butler, has navigated and excelled in governance. Much has been achieved throughout 2024 but, more importantly, a lot of vision, work and foresight has been underway for 2025 and beyond. Thanks Matt, and the School Board, for your contribution and diligence.

2024 was Peter Shearer's last year as Principal of St Joseph's School, Clare after 22 years in our service. Peter was a visionary leader, never resting on his laurels, always looking for ways to improve things, whether that be learning outcomes, resources and facilities, or relationships between the school and others. Students were at the heart of every decision Peter made, and our school is all the better for his energy, drive, vision, enthusiasm and sheer hard work. Thank you, Peter, for all you have done in building our community, and we wish you the very best as you take up new opportunities.

Peter Shearer
Principal (to Dec 2024)

Joseph Hicks
Principal (from Jan 2025)