

# St Joseph's Parish School Gladstone School Performance Report 2023



Our School is committed to sharing aspects of our school performance with the parent/carer community. All Catholic Schools are required to prepare an Annual Report on school performance for their parents and the community each year as a requirement of the Schools Assistance Act 2008. This requirement is additional to the publication by ACARA of data on the MySchool website. With this in mind, and with our commitment to providing you with information about our school, we are pleased to present this report to you.

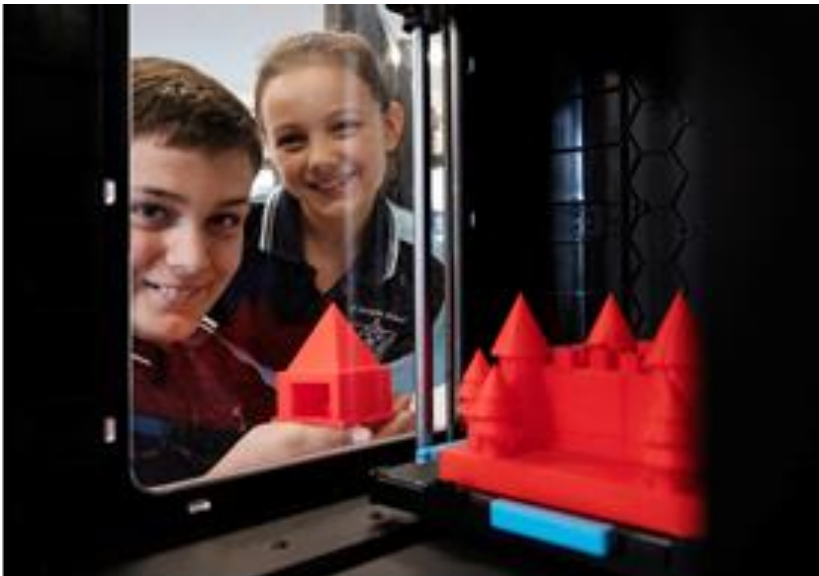
## **St Joseph's Parish School      Gladstone**

St Joseph's Parish School is located in the South Australian Mid-North town of Gladstone. St Joseph's was established in 1891 by the Sisters of St Joseph.

St Joseph's Parish School in Gladstone is committed to helping all children achieve their personal best by offering high quality, faith-centered education programs, with an array of resources, including modern technology and facilities for the arts and sports.

St Joseph's Parish School promotes the values and teachings of Jesus Christ when catering for the educational needs of all children from Reception to Year seven. The school promotes educational excellence and develops the whole child in a caring, safe and welcoming environment. Support is provided by a wide range of people who are enthusiastic about making a difference to the development of each individual student. We encourage the growth of responsible behaviour choices and develop a sense of belonging in our community based upon values of trust and mutual respect.

The school works in partnership with a School Board and Parents and Friends Committee to ensure that every student in our care is given the best possible opportunities to achieve in the future. There is a strong emphasis on Religious Education and while embracing the Catholic tradition, the school is respectful of the beliefs and needs of all students.



Our Vision Statement is:

*“Thriving People, Capable Learners, Leaders for the World God desires.”*



## School Context Information - 2023

<b>School Type</b>	<b>Primary</b>							
<b>School Sector</b>	<b>Catholic – Non-Government</b>							
<b>DMI</b>	<b>90</b>							
<b>ICESA Value</b>	<b>1012</b>							
<b>School Card</b>	<b>6</b>							
<b>2023 Enrolments by Year level</b>		<b>Rec</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>	<b>Yr. 6</b>
<b>Boys</b>		<b>5</b>	<b>5</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>
<b>Girls</b>		<b>2</b>	<b>7</b>	<b>11</b>	<b>2</b>	<b>8</b>	<b>3</b>	<b>5</b>
<b>Total</b>		<b>7</b>	<b>12</b>	<b>4</b>	<b>4</b>	<b>11</b>	<b>7</b>	<b>8</b>
<b>2023 Enrolments Catholic/Non-Catholic</b>	<b>Male Catholic</b>	<b>Male Non-Catholic</b>		<b>Female Catholic</b>		<b>Female non-Catholic</b>		
	<b>4</b>	<b>20</b>		<b>5</b>		<b>33</b>		
<b>FTE Enrolments</b>	<b>62</b>							
<b>% Indigenous enrolments</b>	<b>0</b>							
<b>%Students with disabilities (funded)</b>	<b>15 = 24.19%</b>							
<b>Staffing</b>	<b>Teaching</b>				<b>Non-Teaching</b>			
<b>Male</b>	<b>2 FTE</b>		<b>0 Part Time</b>		<b>0 FTE</b>		<b>2 Part Time</b>	
<b>Female</b>	<b>2 FTE</b>		<b>3 Part Time</b>		<b>0 FTE</b>		<b>7 Part Time</b>	

## Teacher Qualifications

<b>Bachelor</b>	<b>7</b>
<b>Graduate Certificate</b>	<b>3</b>
<b>Masters</b>	<b>1</b>

## Student Attendance

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	91.2%	88.4%	<b>89.2%</b>	94.6%	89.5%	<b>91.0%</b>	98.6%	92.9%	<b>94.5%</b>	94.2%	93.0%	<b>93.3%</b>	<b>91.9%</b>
01	90.4%	92.3%	<b>91.2%</b>	89.7%	89.3%	<b>89.6%</b>	90.8%	95.5%	<b>92.8%</b>	94.4%	90.6%	<b>92.8%</b>	<b>91.6%</b>
02	96.0%	71.4%	<b>91.2%</b>	89.6%	89.4%	<b>89.6%</b>	94.6%	90.3%	<b>93.9%</b>	95.1%	97.7%	<b>95.5%</b>	<b>92.4%</b>
03	94.0%	98.5%	<b>96.3%</b>	89.2%	95.7%	<b>92.5%</b>	91.4%	96.5%	<b>94.0%</b>	94.5%	95.0%	<b>94.8%</b>	<b>94.4%</b>
04	91.6%	96.2%	<b>92.9%</b>	82.2%	88.4%	<b>83.9%</b>	92.7%	89.9%	<b>91.9%</b>	90.2%	94.0%	<b>91.3%</b>	<b>90.1%</b>
05	91.5%	95.2%	<b>93.6%</b>	89.3%	87.1%	<b>88.0%</b>	90.7%	95.2%	<b>93.3%</b>	98.0%	99.4%	<b>98.8%</b>	<b>93.3%</b>
06	91.2%	85.0%	<b>88.9%</b>	89.0%	88.7%	<b>88.9%</b>	92.3%	85.2%	<b>89.7%</b>	91.0%	93.8%	<b>92.0%</b>	<b>89.8%</b>
<b>Total</b>	<b>92.7%</b>	<b>89.8%</b>	<b>91.6%</b>	<b>88.2%</b>	<b>89.3%</b>	<b>88.7%</b>	<b>92.9%</b>	<b>92.6%</b>	<b>92.8%</b>	<b>93.5%</b>	<b>94.3%</b>	<b>93.9%</b>	<b>91.7%</b>

## Managing Attendance

- Parents are requested to either contact the school via Seesaw or front office following a student's absence.
- The Office will notify the teacher of any telephone messages received from parents advising of a student's absence.
- If a teacher senses a student is absent for insufficient reason this should be discussed with the Principal.
- Absence notes are to be sent to the Office by the teacher to inform Administration and Principal.
- A note to the student's teacher on the day concerned suffices for doctor, dentist or other appointments when they cannot be made outside of school hours. Students must be collected from the classroom or teacher on duty, signed out as they leave, and signed back in when the child returns.
- Extra-ordinary absences - permission for absence for family holidays, sporting or club commitments should be discussed with the Principal.
- In 2019 we switched our student absentee management system to SEQTA. If students are late for school this is to be marked electronically on SEQTA by teachers and the Principal notified of any consistent lateness. A text message via SEQTA will be sent to parents if the school has not been informed as to why a child is absent..
- Arrival at school after 8.50am – parents to bring the student to the Office for signing in. If a student arrives after 9.30am they will be marked as ½ day absent.

## NAPLAN Results

Students in years 3 and 5 participated in the NAPLAN Testing. Due to our small numbers in each year level the results are not always indicative of major trends or patterns. The NAPLAN Test is one way of collecting data. We also use a variety of other ongoing assessment tools which provide us with relevant and meaningful data of student performance.

<b>YEAR 3</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar and Punctuation</b>	<b>Numeracy</b>
<b>St Joseph's Average</b>	<b>370</b>	<b>404</b>	<b>385</b>	<b>411</b>	<b>400</b>
<b>Region Average</b>	<b>373</b>	<b>391</b>	<b>381</b>	<b>379</b>	<b>383</b>
<b>National Average</b>	<b>404</b>	<b>417</b>	<b>404</b>	<b>409</b>	<b>407</b>
<b>YEAR 5</b>	<b>Reading</b>	<b>Writing</b>	<b>Spelling</b>	<b>Grammar and Punctuation</b>	<b>Numeracy</b>
<b>St Joseph's Average</b>	<b>487</b>	<b>477</b>	<b>465</b>	<b>507</b>	<b>541</b>
<b>Region Average</b>	<b>475</b>	<b>450</b>	<b>464</b>	<b>469</b>	<b>464</b>
<b>National Average</b>	<b>496</b>	<b>483</b>	<b>490</b>	<b>496</b>	<b>488</b>

## Parent Satisfaction

Scale:

Scale:

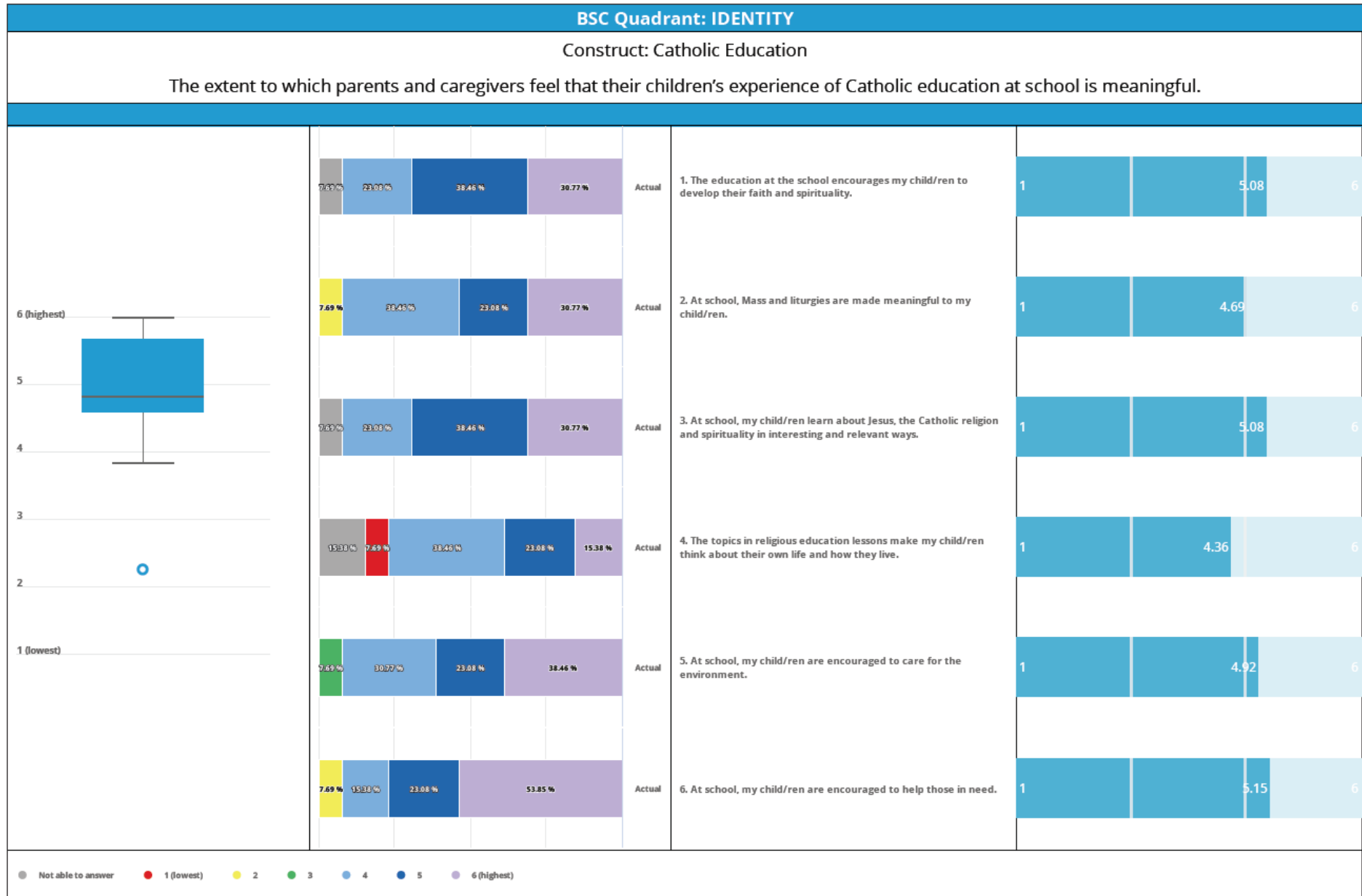
1 = lowest or worst rating

6 = highest or best rating

● Not able to answer   ● 1 (lowest)   ● 2   ● 3   ● 4   ● 5   ● 6 (highest)



## Parent & Caregiver Perceptions (Component 1: Catholic Identity)



## Parent & Caregiver Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

The extent to which parents and caregivers feel that their children's teachers support their learning, engage them in planning and self assessment and have high expectations for their success.





## Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Enjoyment of School

The extent to which parents and caregivers feel that their children enjoy school and find it interesting.

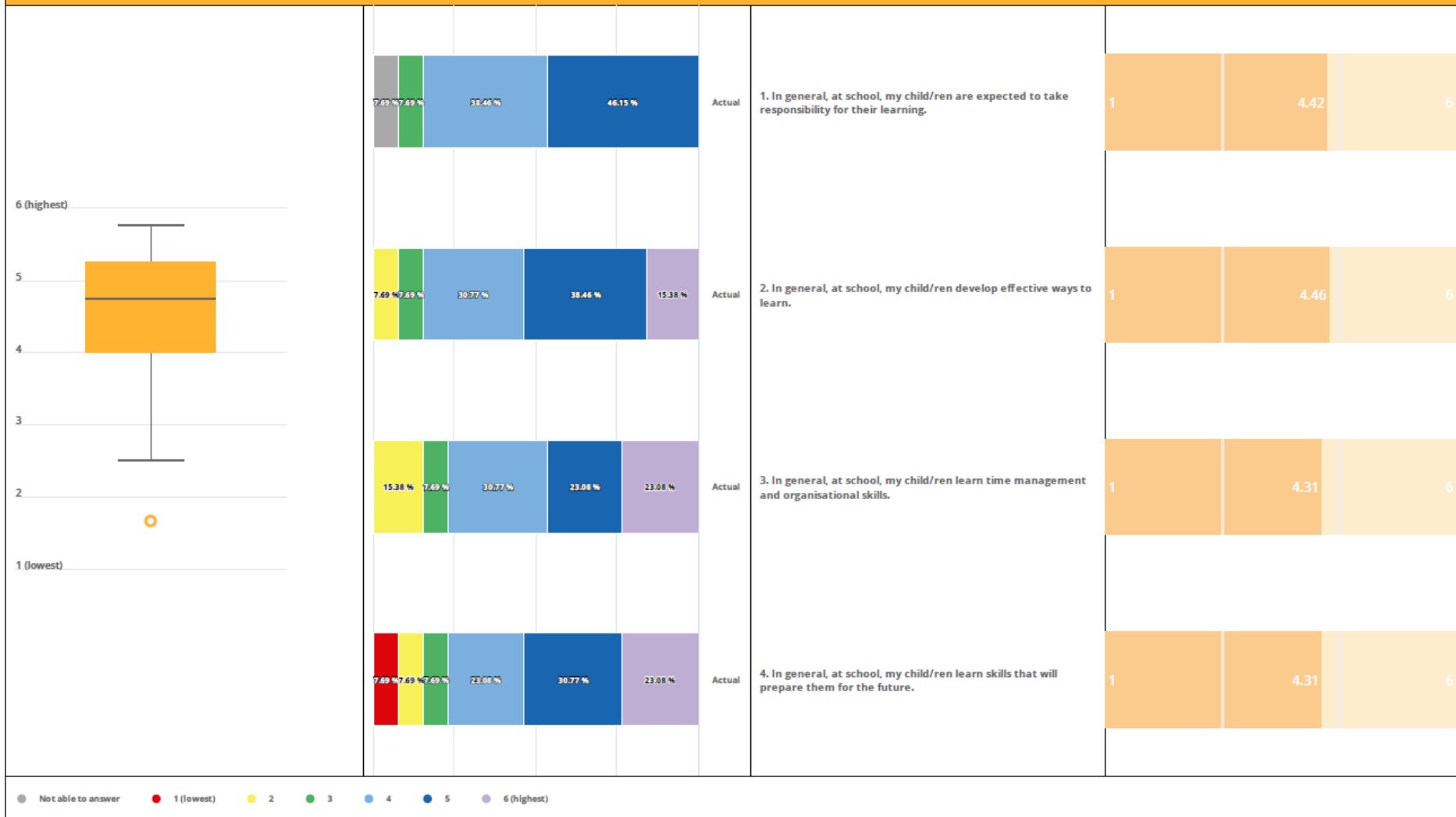


## Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

The extent to which parents and caregivers feel that their children are expected to take responsibility for their own learning and provided with the skills to work independently.



## Parent & Caregiver Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Welcoming School

The extent to which parents and caregivers feel that the culture of the school is welcoming and that they are respected when they are at school.

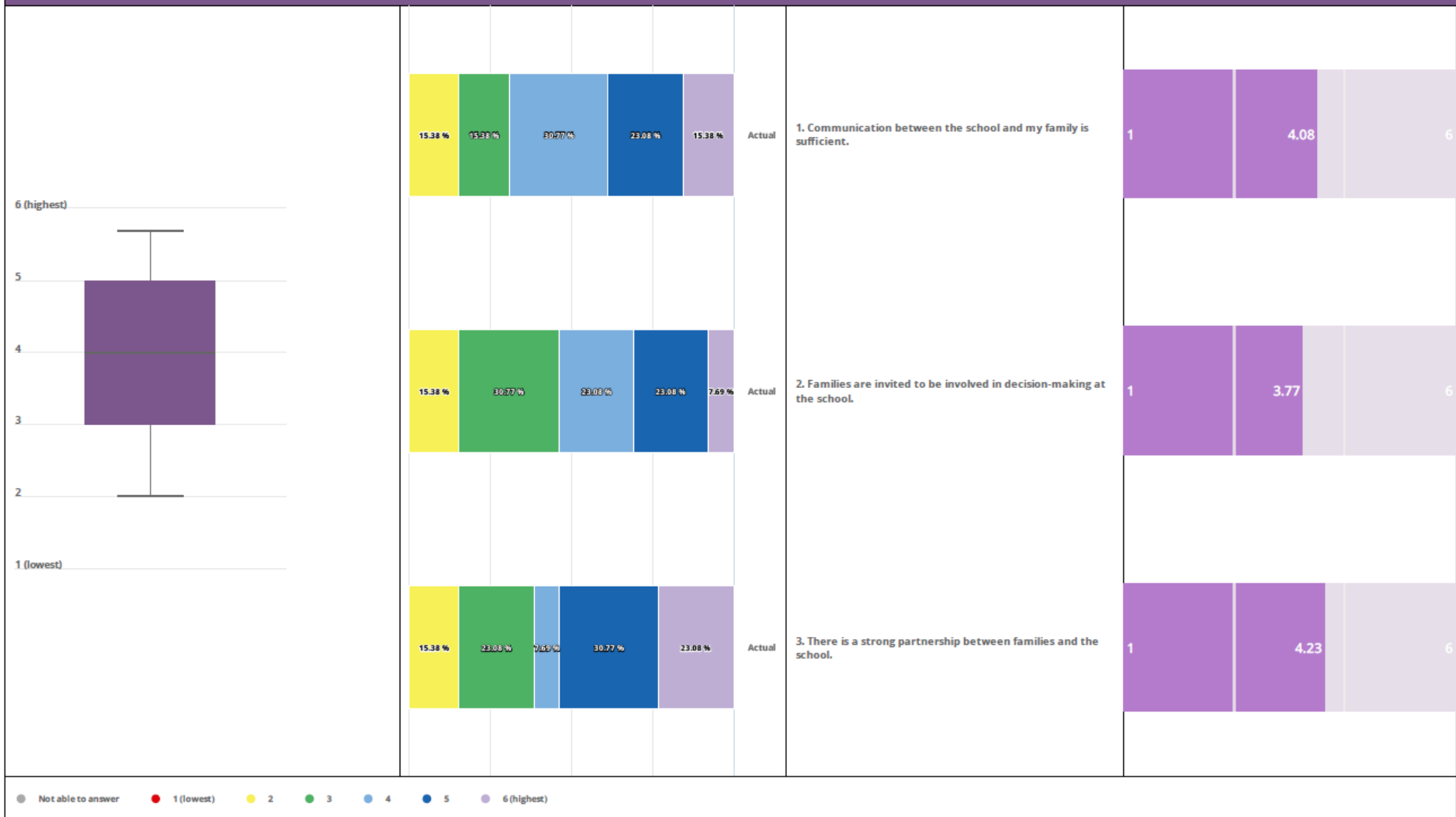


## Parent & Caregiver Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Parent-School Partnerships

The extent to which parents and caregivers feel that the communication between home and school is sufficient and there are partnerships between families and the school.





## Parent & Caregiver Perceptions (Safety)

### BSC Quadrant: COMMUNITY

#### Construct: Safe School

The extent to which parents and caregivers feel that the school provides a safe environment for their children.



## Parent & Caregiver Perceptions (Infrastructure)

### BSC Quadrant: RESOURCING

Construct: Infrastructure

The extent to which parents and caregivers feel positive about the school buildings and grounds.



## Student Satisfaction

Yr. 2-4

Scale:

1 = lowest or worst rating

5 = highest or best rating



1



2



3



4



5

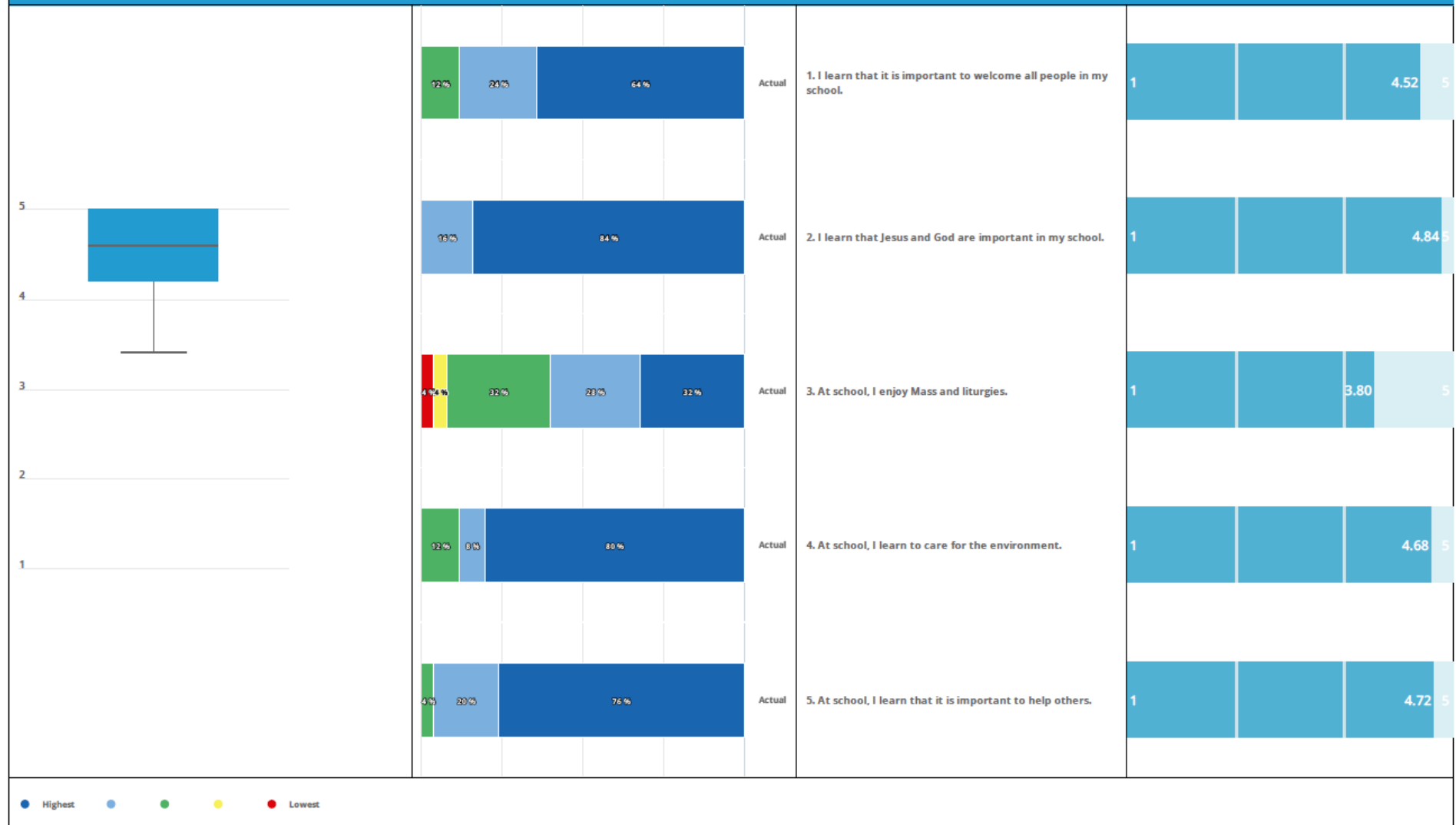


## Student Perceptions (Component 1: Catholic Identity)

### BSC Quadrant: IDENTITY

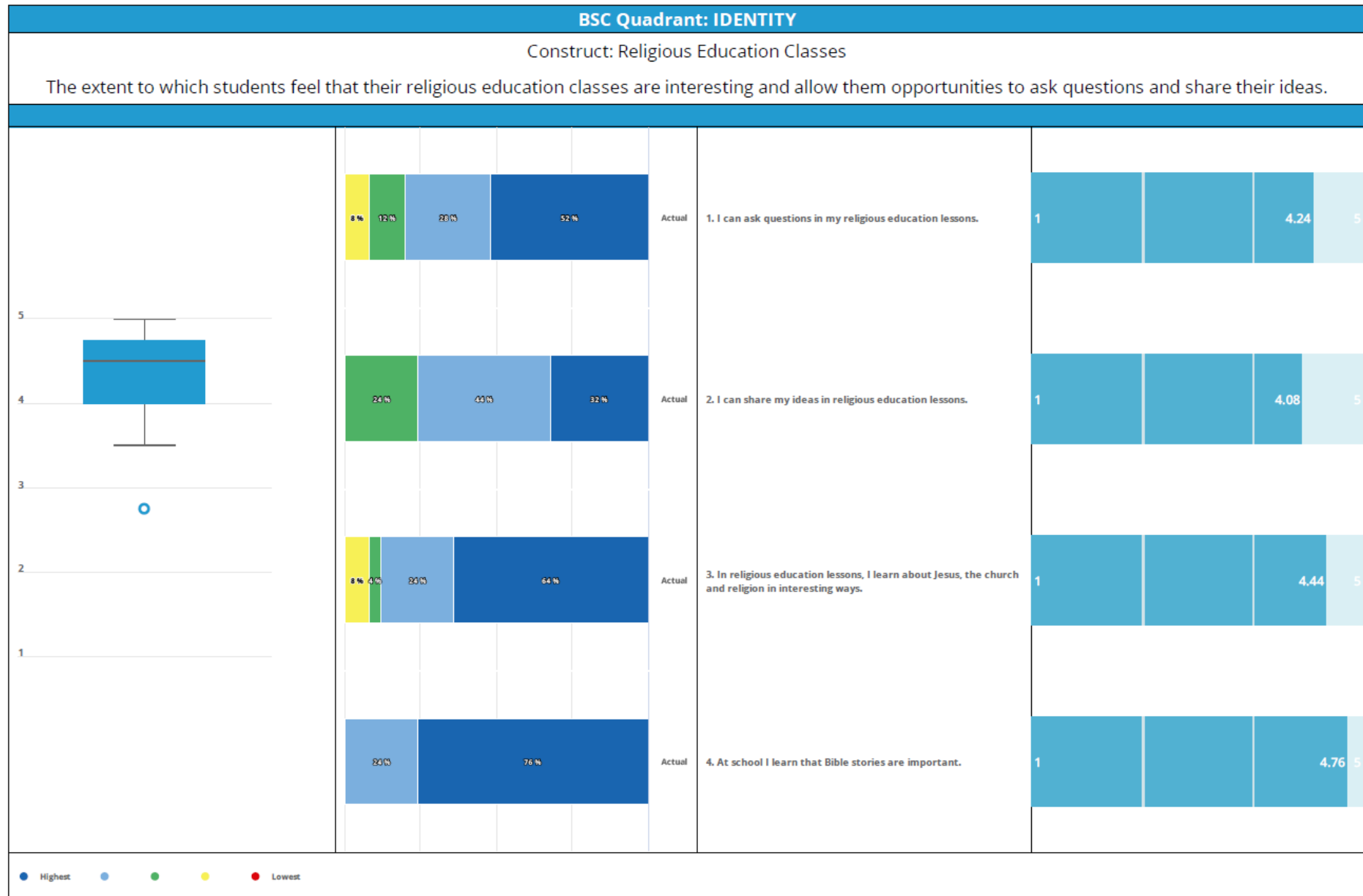
Construct: Catholic Education

The extent to which students feel that their experience of Catholic education at school is meaningful.





## Student Perceptions (Component 1: Catholic Identity)

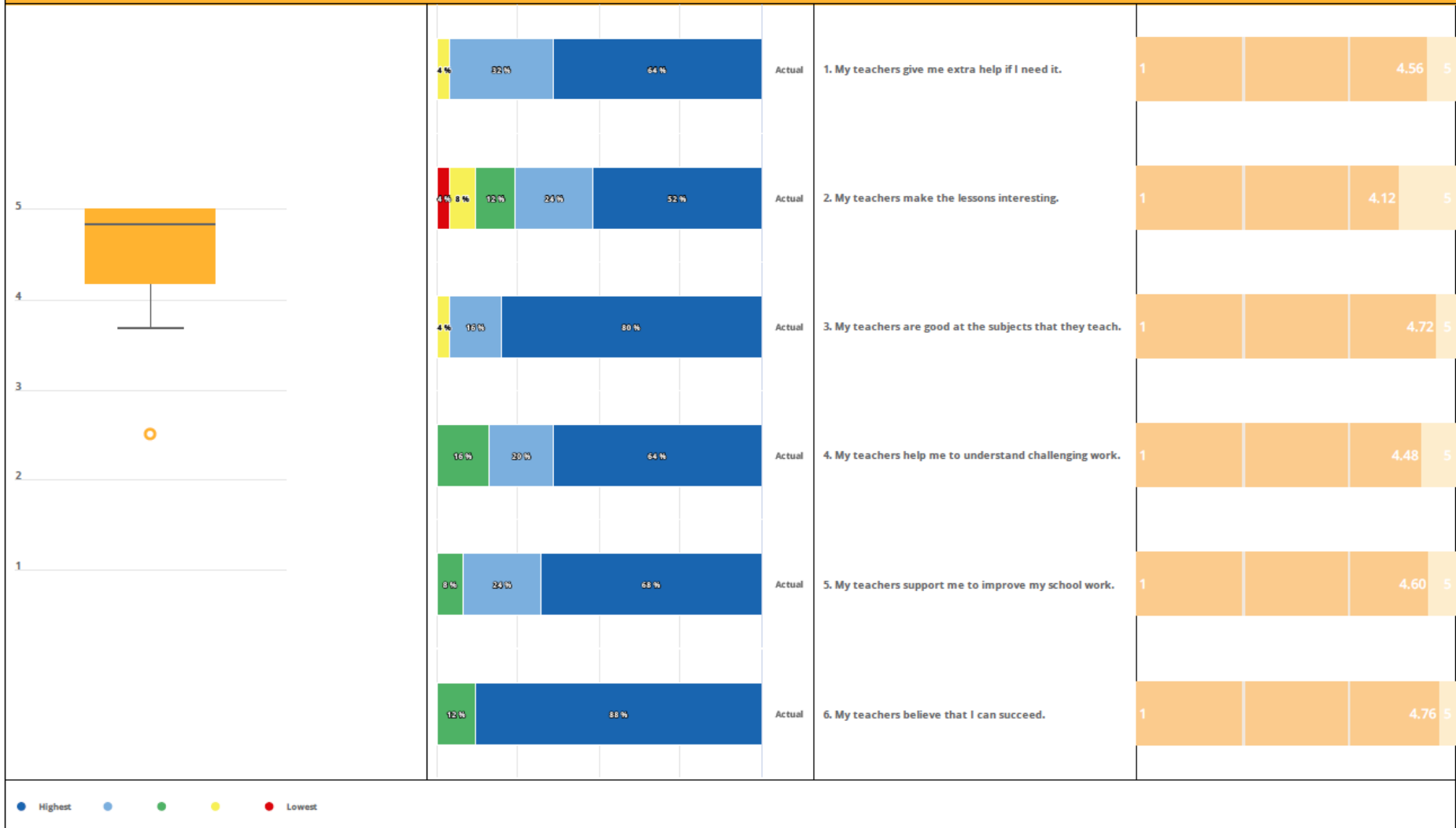


## Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

The extent to which students feel that their teachers support their learning.

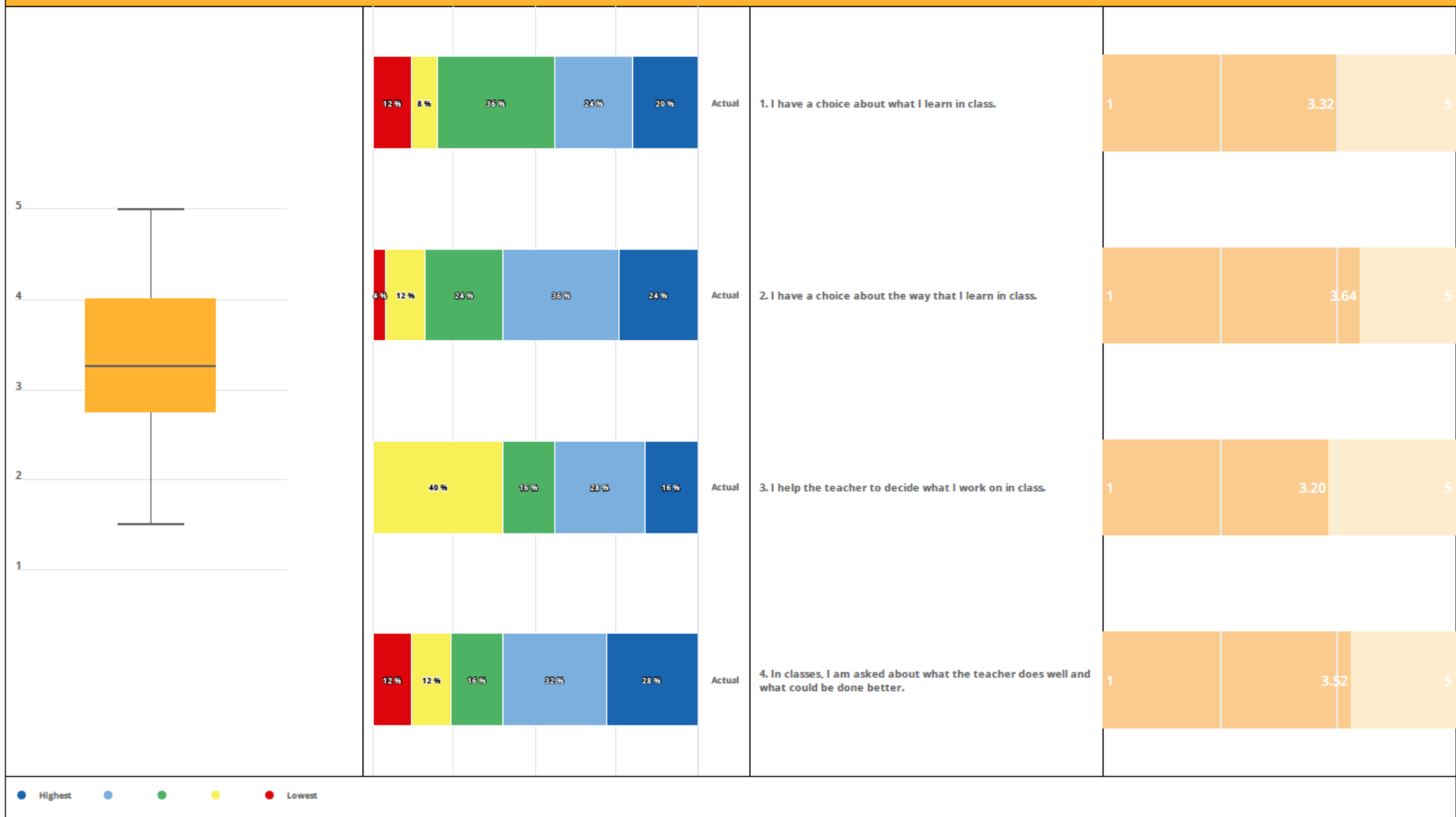


## Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

The extent to which students feel that there are opportunities for them to have a voice, choice and propensity to take action to influence and direct their own learning and assessment.

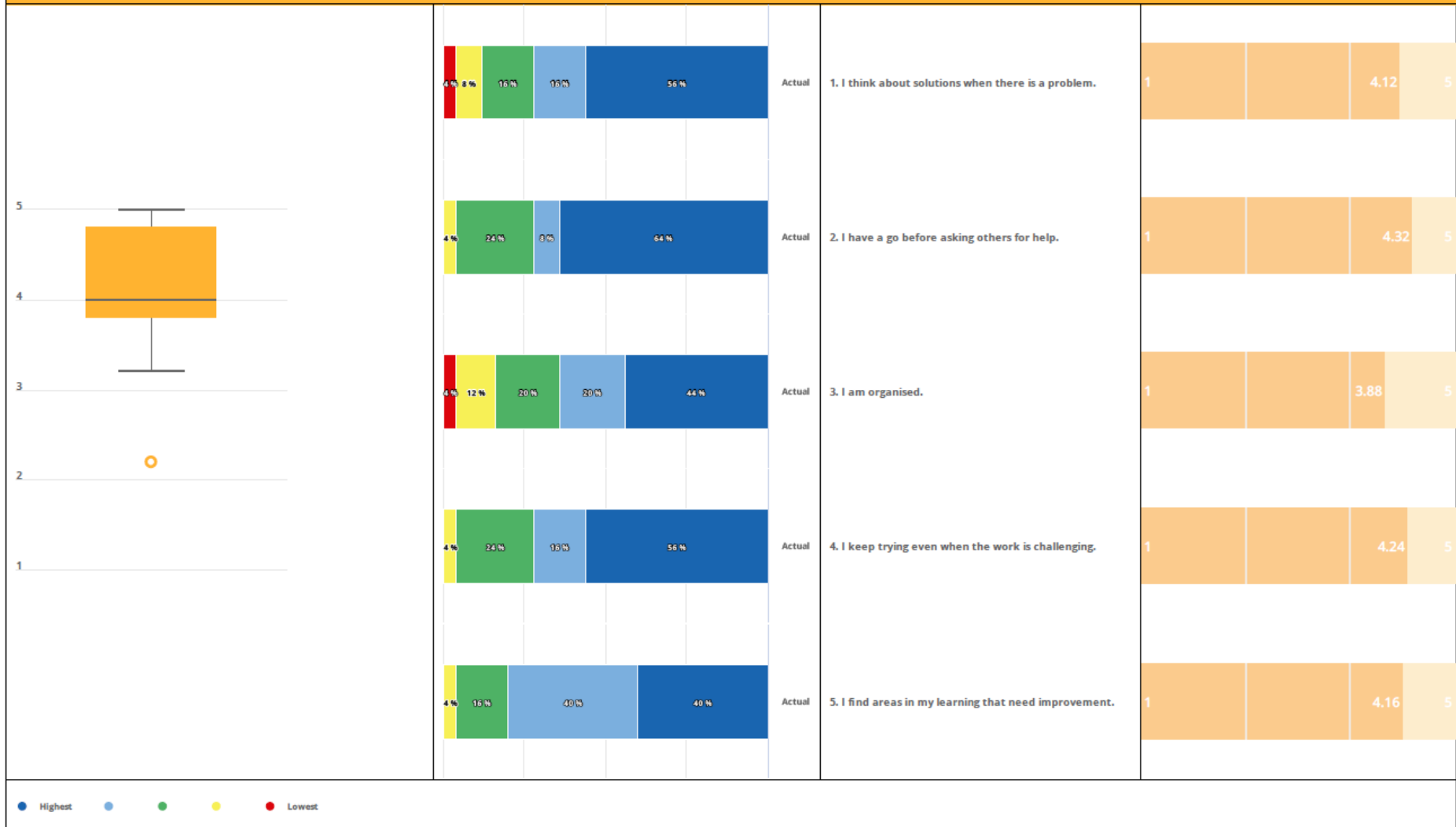


## Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

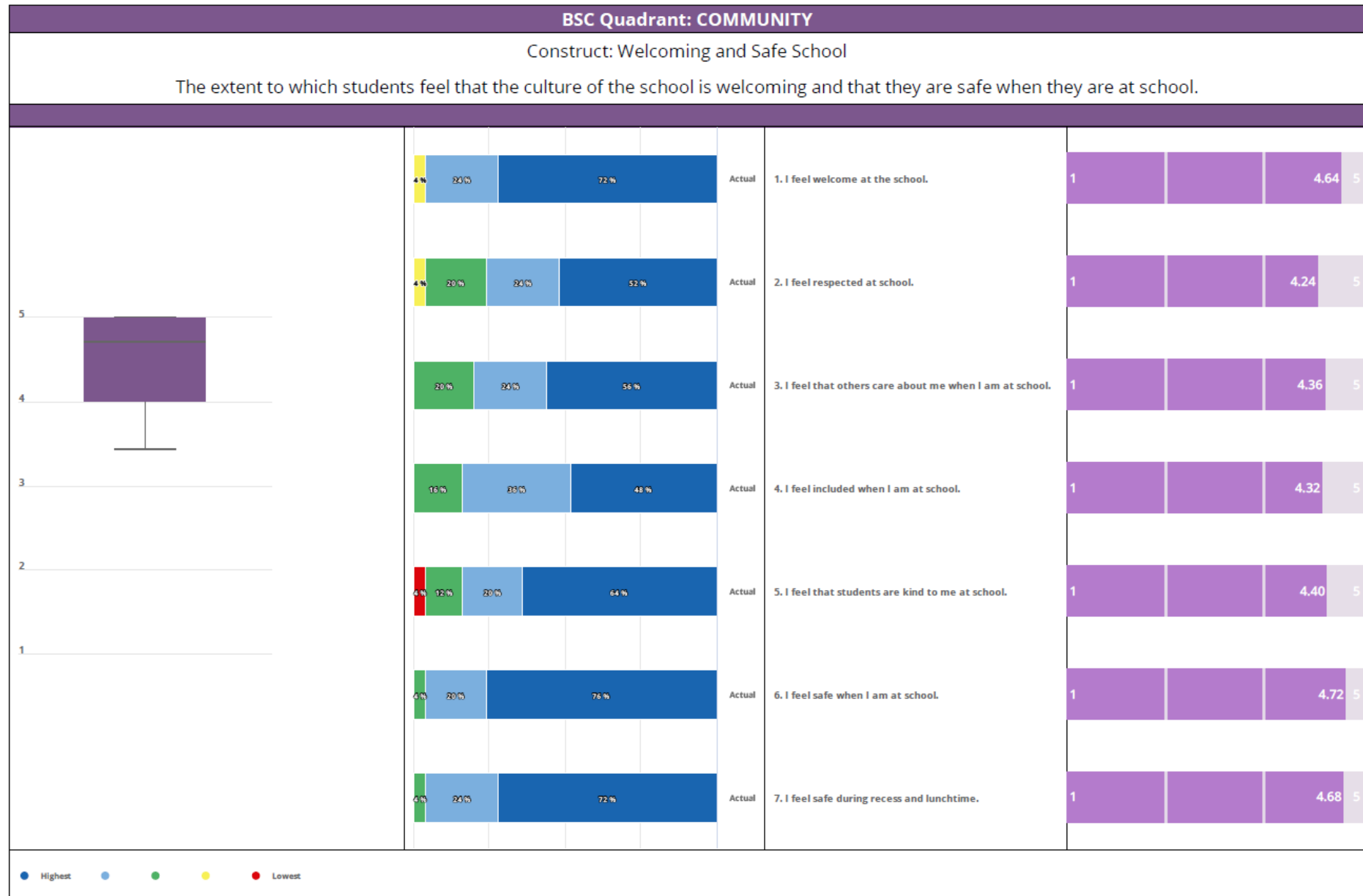
Construct: Autonomy and Independence

The extent to which students feel that they are expected to and provided opportunities to work independently.





## Student Perceptions (Component 4: Community Engagement)

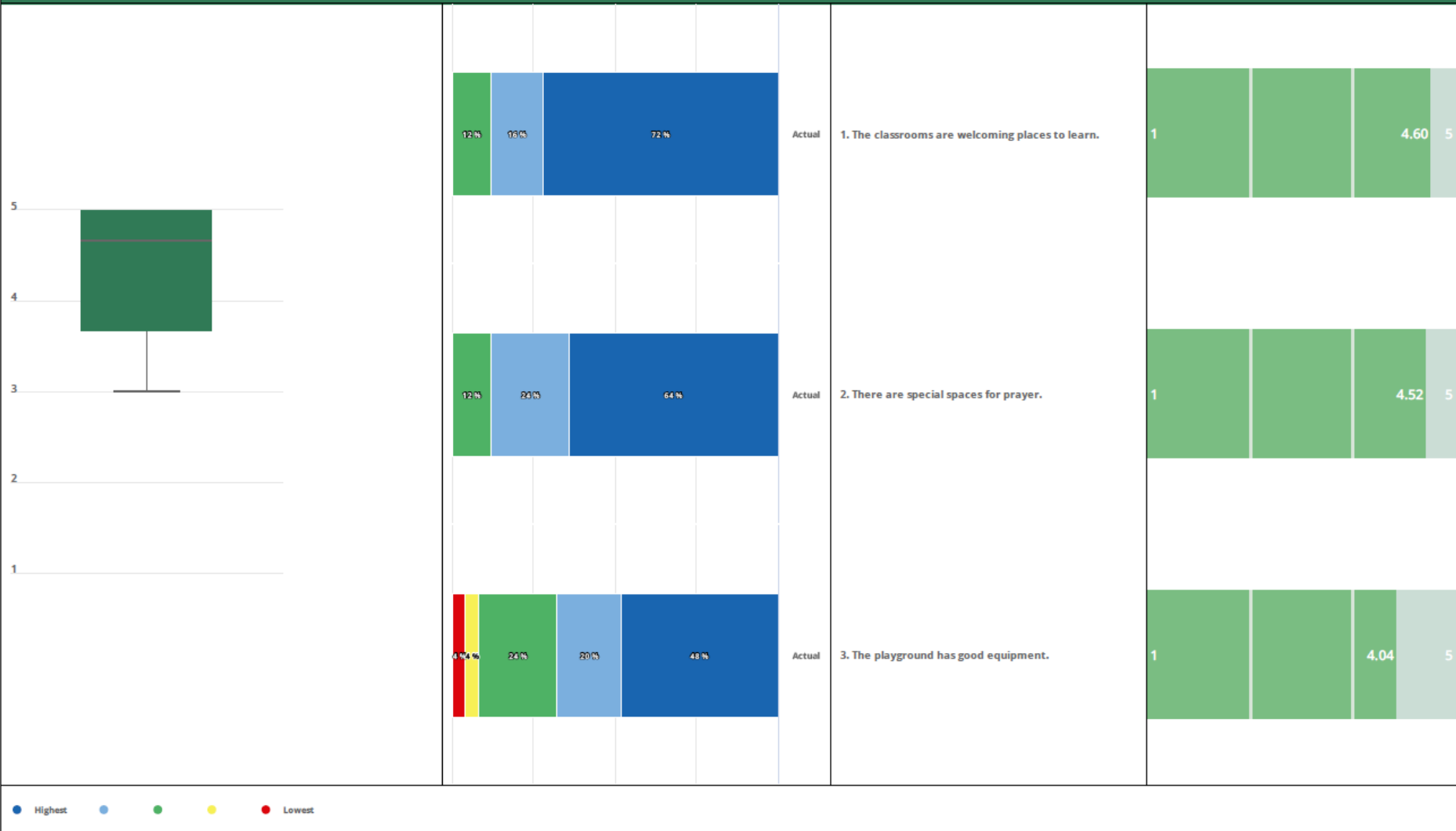


## Student Perceptions (Infrastructure)

### BSC Quadrant: RESOURCING

Construct: Infrastructure

The extent to which students feel positive about the school buildings and grounds.



## Student Satisfaction

Yr. 5-6

Scale:

1 = lowest or worst rating

5 = highest or best rating



1



2



3



4



5

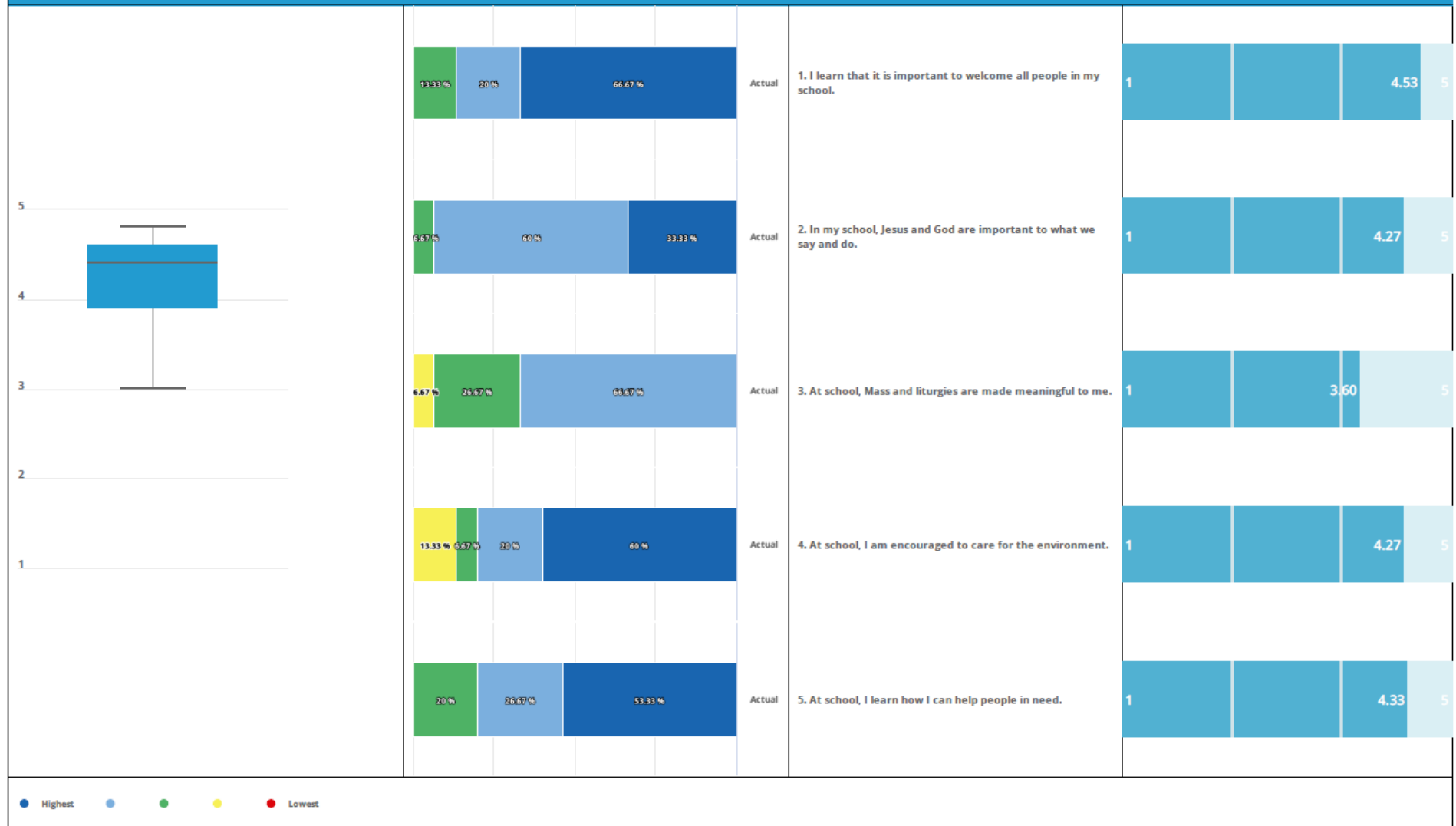


## Student Perceptions (Component 1: Catholic Identity)

### BSC Quadrant: IDENTITY

Construct: Catholic Education

The extent to which students feel that their experience of Catholic education at school is meaningful.



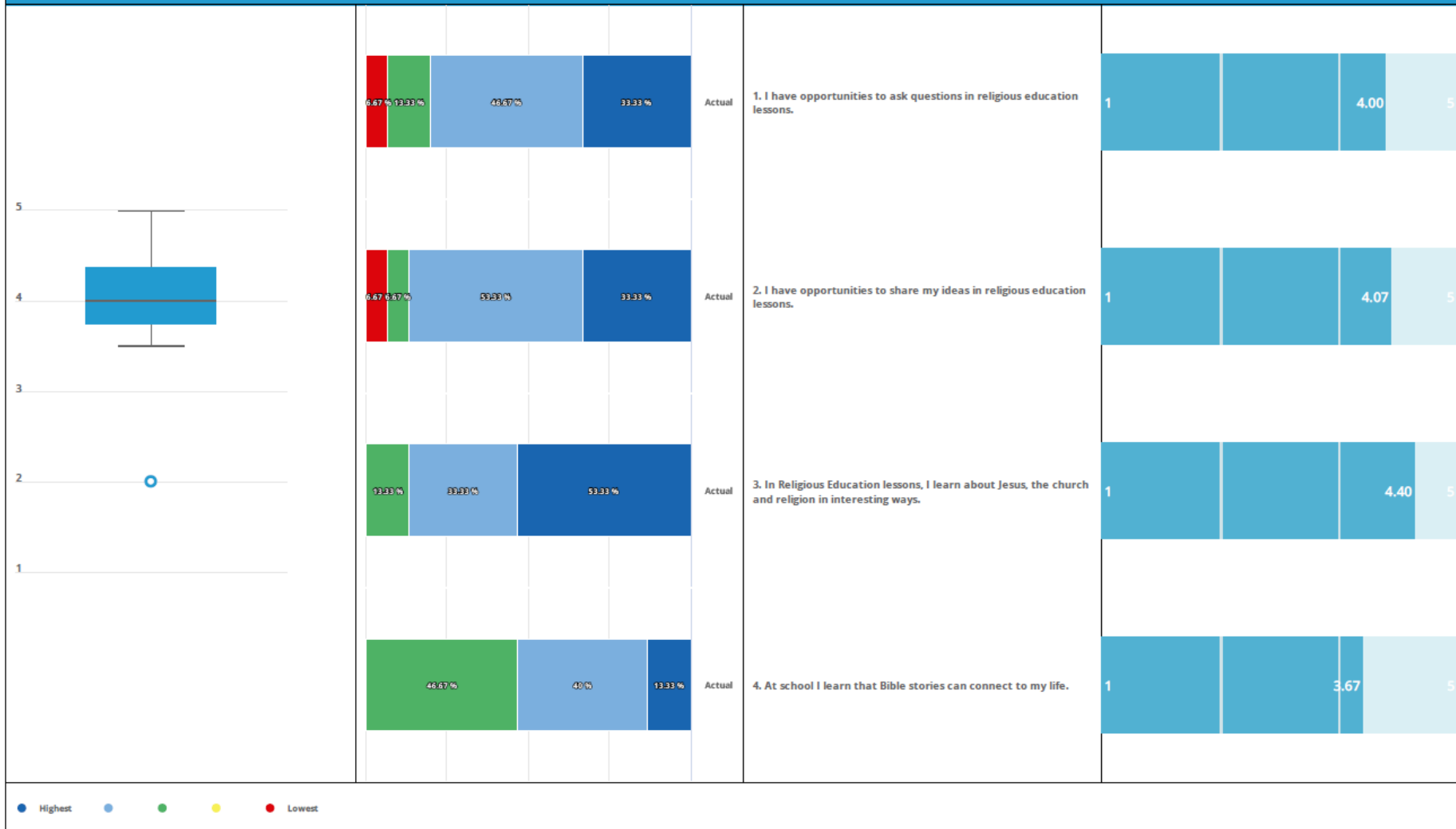


## Student Perceptions (Component 1: Catholic Identity)

### BSC Quadrant: IDENTITY

Construct: Religious Education Classes

The extent to which students feel that their religious education classes are interesting and allow them opportunities to ask questions and share their ideas.



## Student Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

The extent to which students feel that their teachers support their learning.

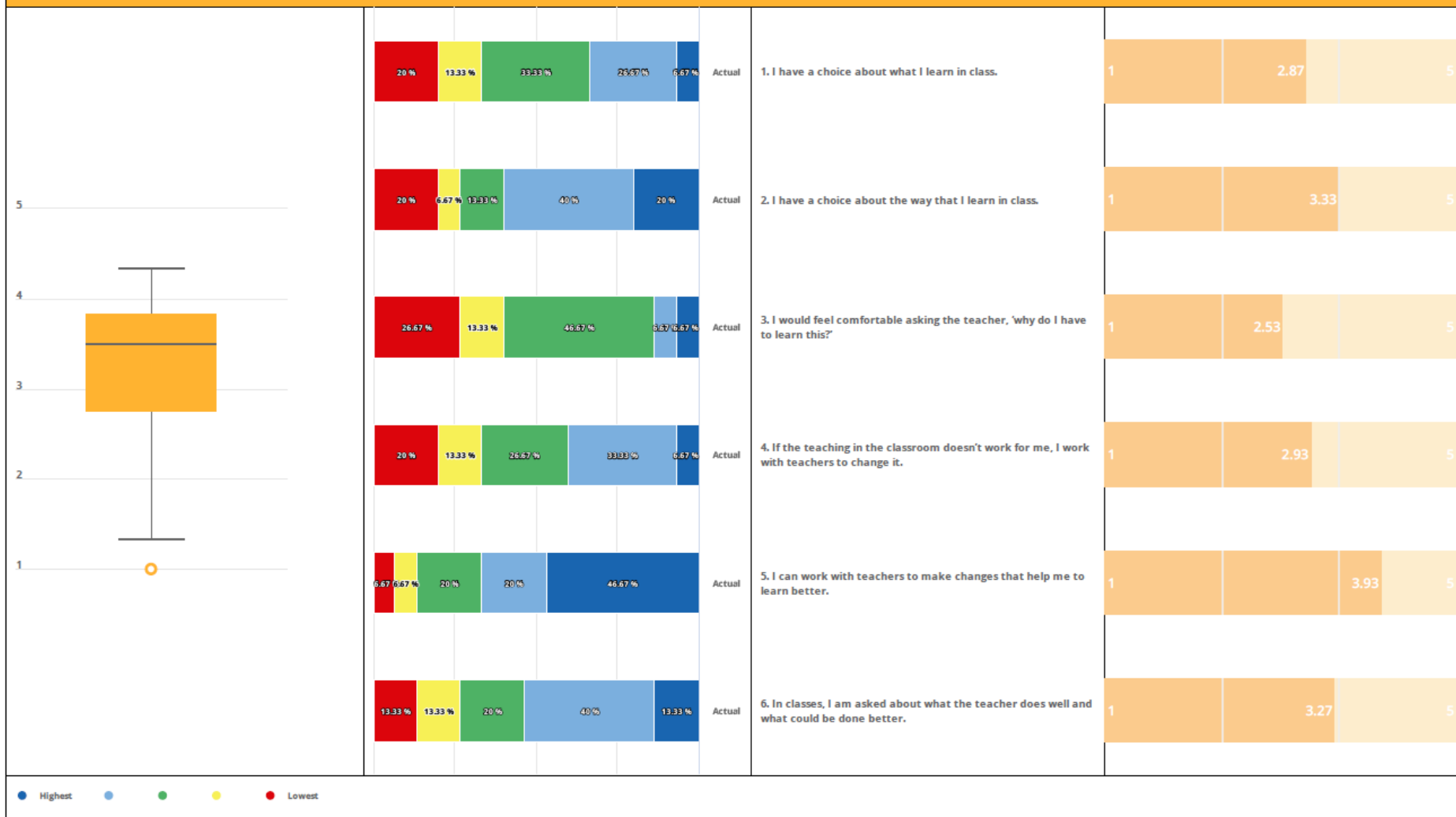


## Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

The extent to which students feel that there are opportunities for them to have a voice, choice and propensity to take action to influence and direct their own learning and assessment.

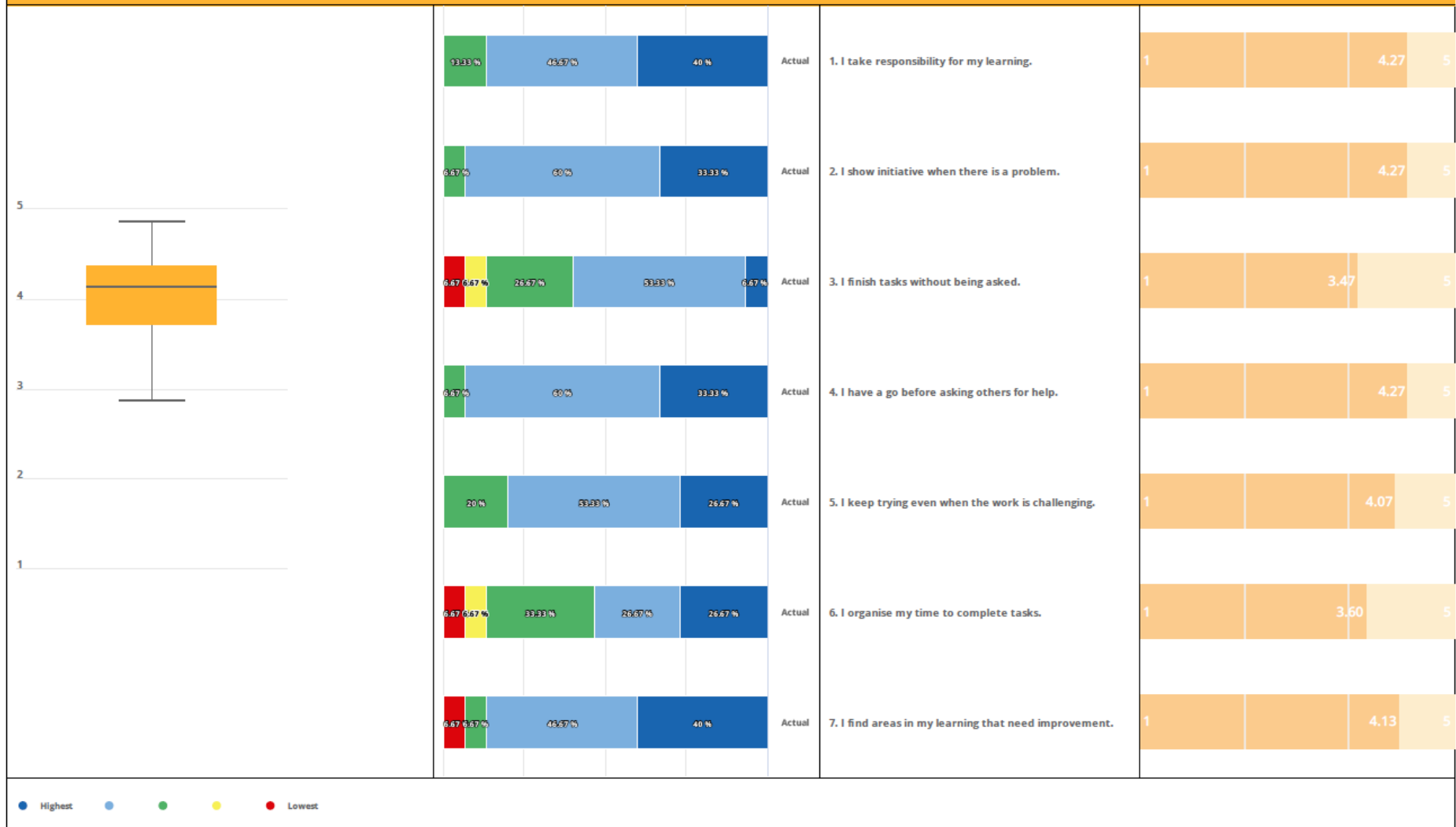


## Student Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

The extent to which students feel that they are expected to and provided opportunities to work independently.



## Student Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.



## Student Perceptions (Infrastructure)



● Highest ● ● ● Lowest

## Staff Satisfaction

Scale:

1 = lowest or worst rating

6 = highest or best rating





## Teacher & Leadership Perceptions (Component 1: Catholic Identity)

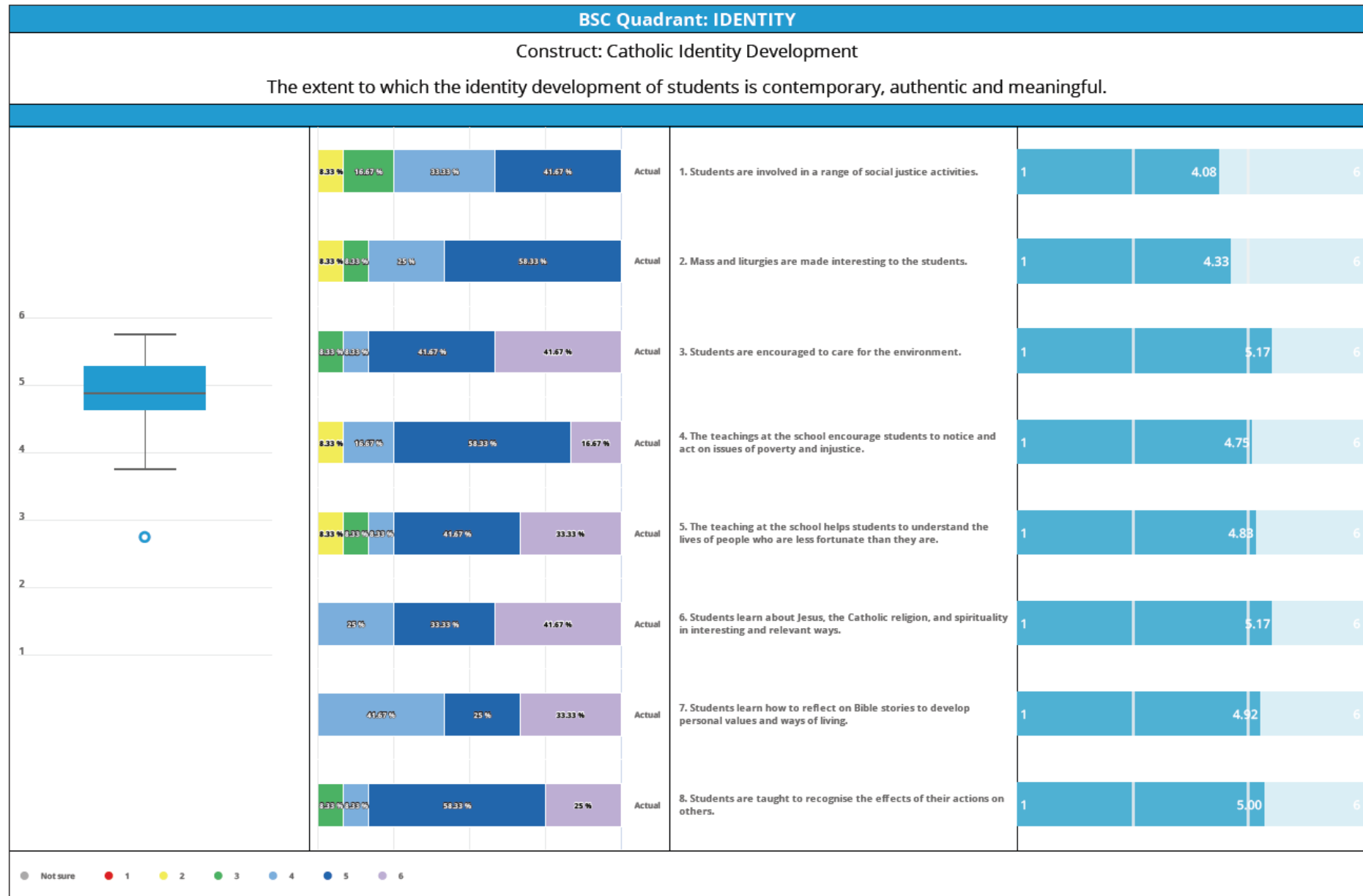
### BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

The extent to which teachers experience a Catholic identity at the school.



## Teacher & Leadership Perceptions (Component 1: Catholic Identity)

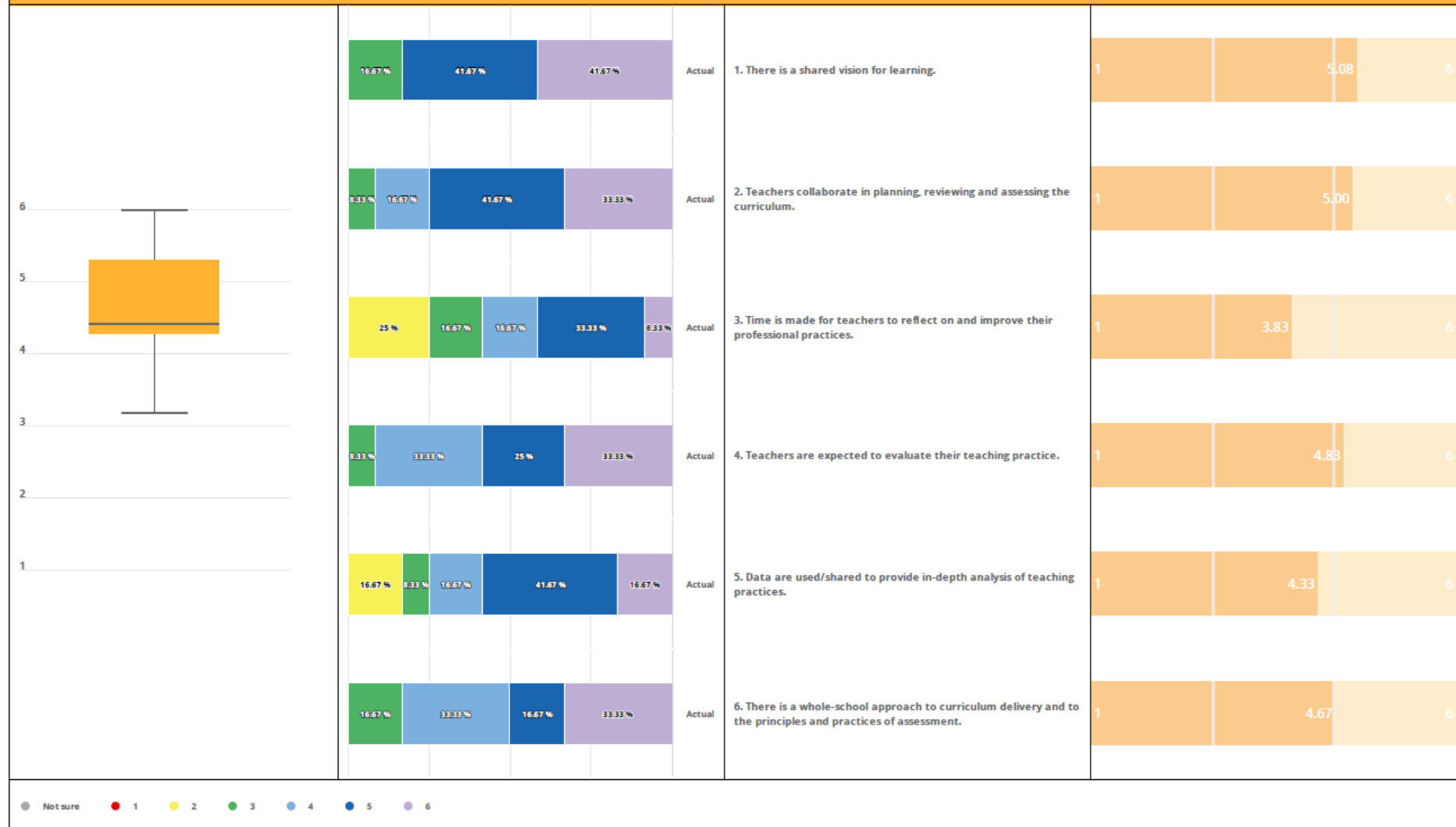


## Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: School Support for Continuous Improvement and Collaboration

The extent to which teachers feel that there are structures in place at the school to support continuous improvement and collaboration.

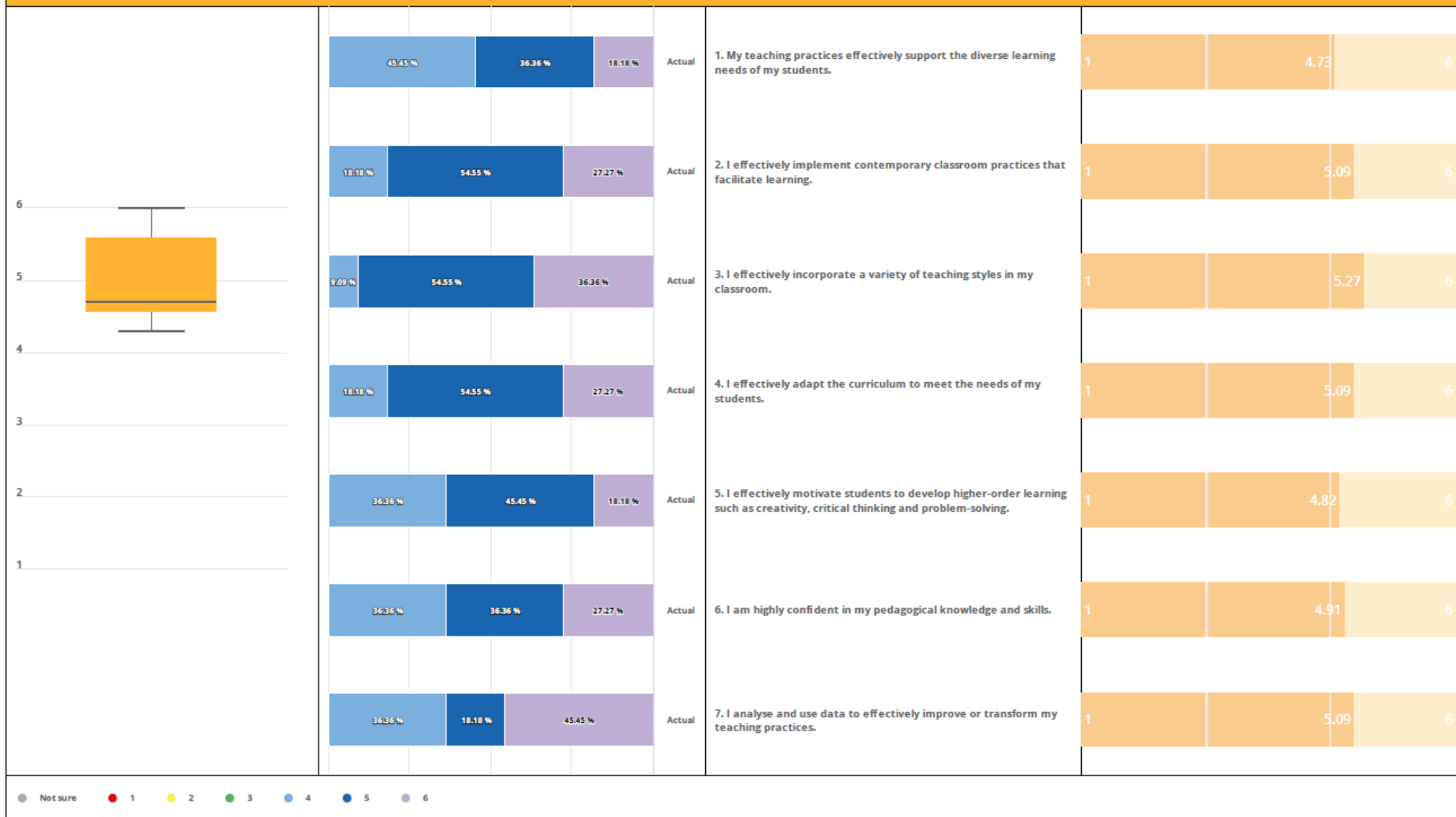


## Teacher & Leadership Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Personal Competence (Teaching Staff Only)

The extent to which teachers feel that they have high levels of competence and knowledge of contemporary curriculum and assessment theory, practices and processes

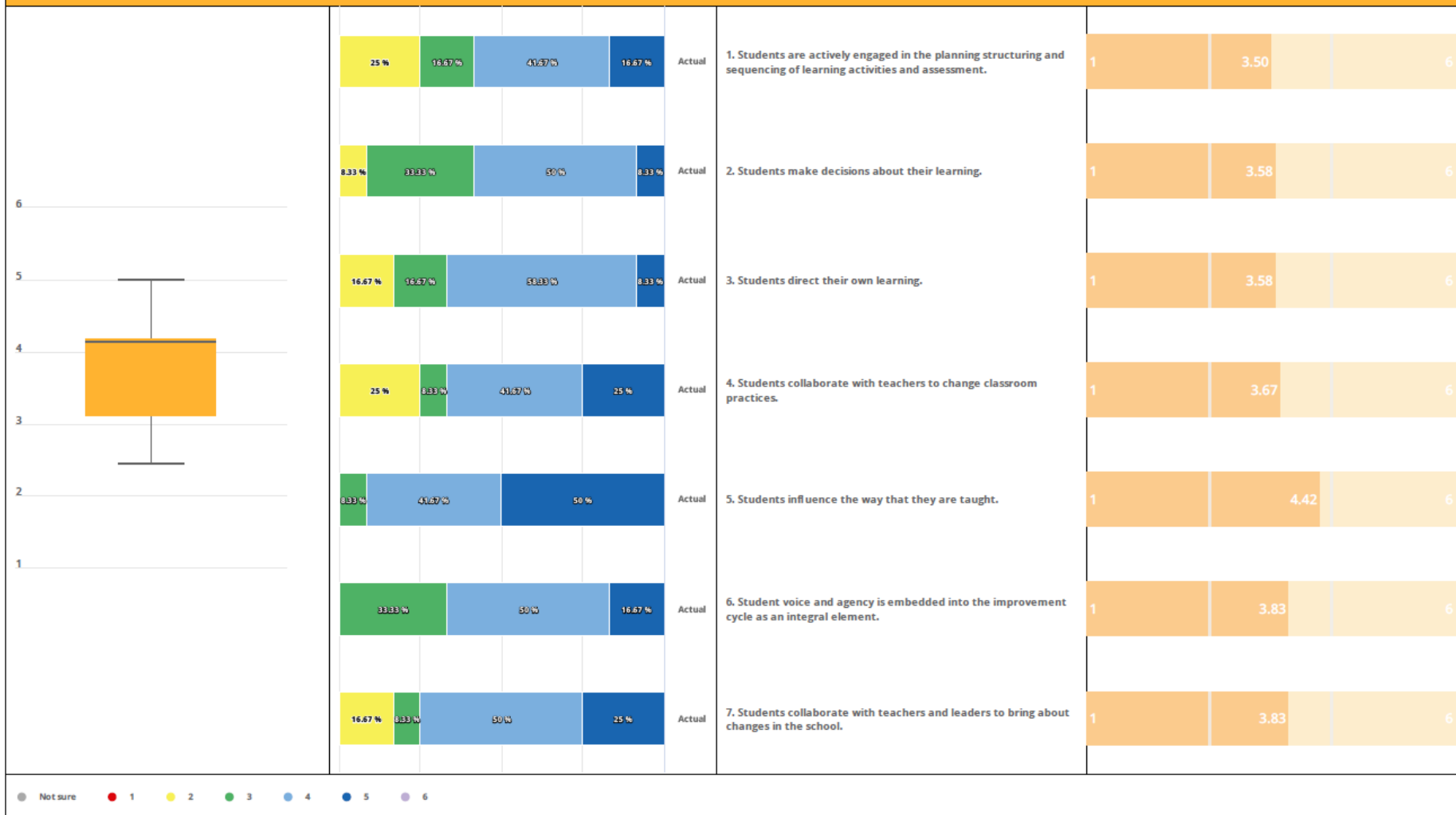


## Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

The extent to which student voice is embedded in the school improvement cycle and students are actively engaged in the planning structuring and sequencing of learning activities and assessment.

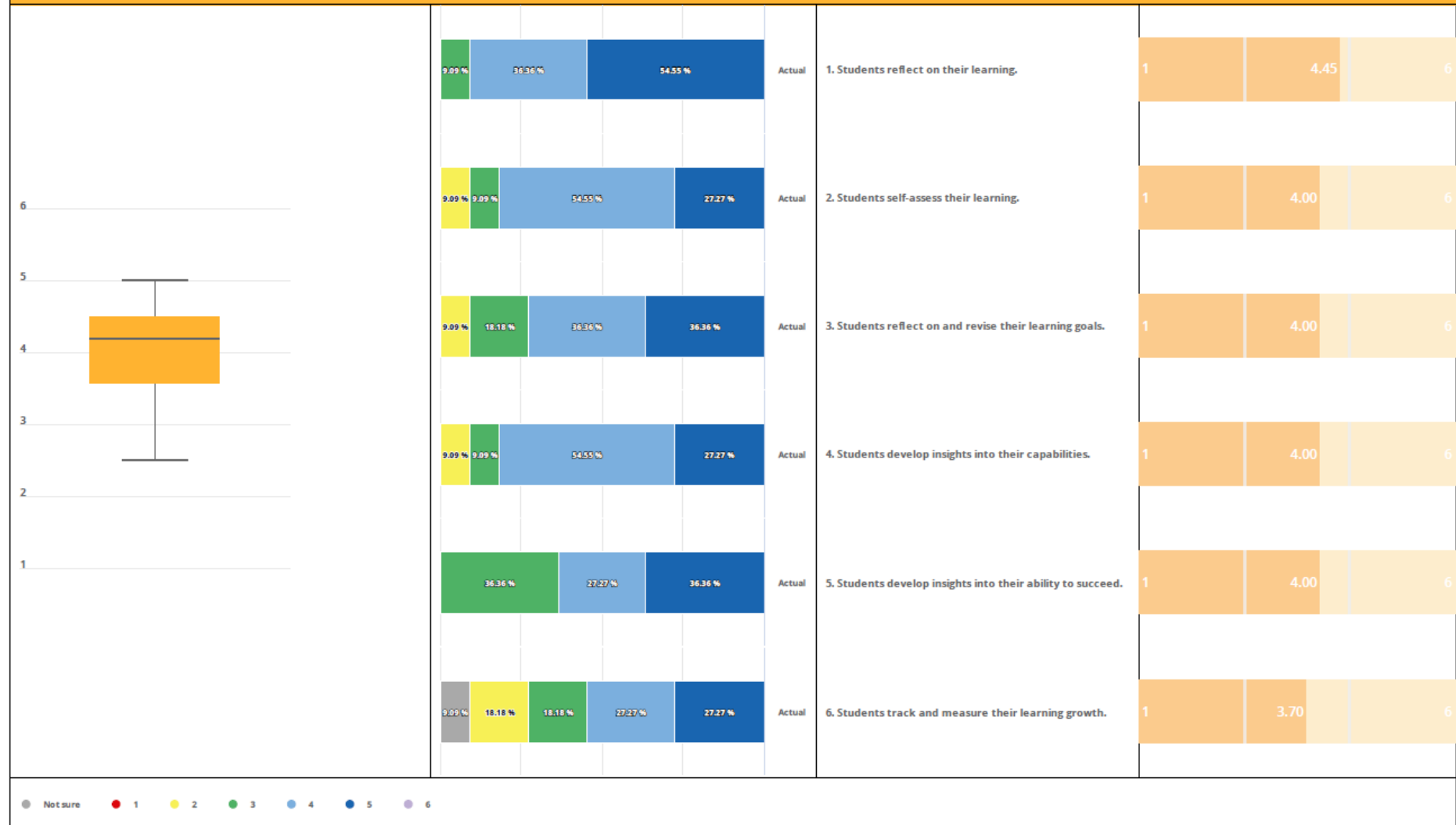


## Teacher & Leadership Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Reflection on Growth (Teaching Staff Only)

The extent to which students reflect, self-assess and revise their goals and develop insights into their own capabilities.

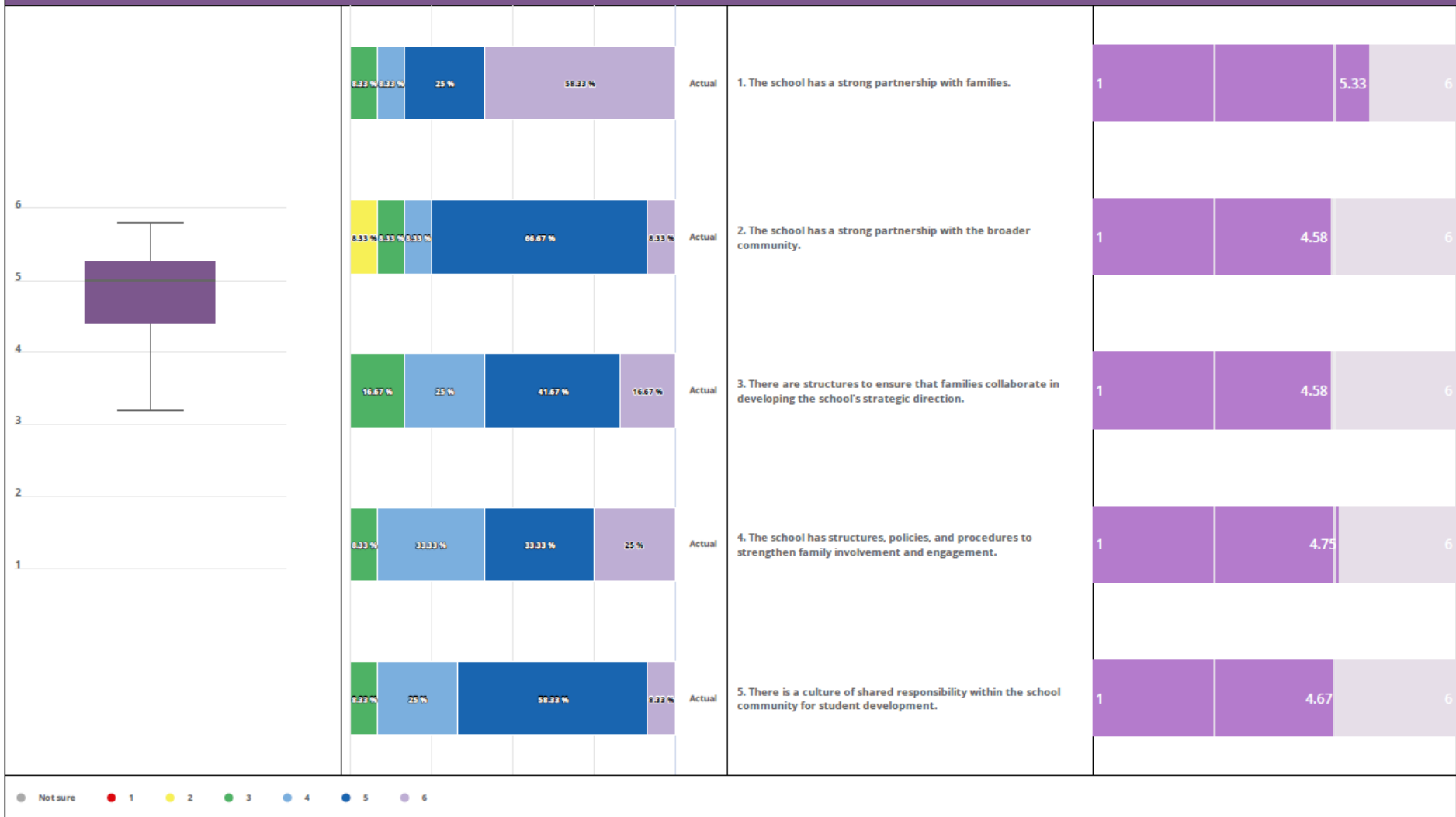


## Teacher & Leadership Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

#### Construct: Partnerships and Agency

The extent to which the school has built strong relationships with the parish, families and communities and has developed structures to ensure that families have agency in the decision-making process.





## Teacher & Leadership Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Welcoming and Inclusive School

The extent to which teachers feel that the culture of the school is welcoming and inclusive of parents, caregivers and their families.



## Teacher & Leadership Perceptions (Safety)

### BSC Quadrant: COMMUNITY

#### Construct: School Safety

The extent to which the school's policies and practices help to create a safe environment for all.



## Teacher & Leadership Perceptions (Infrastructure)

### BSC Quadrant: RESOURCING

Construct: Infrastructure

The extent to which the school's infrastructure meets the needs of the students and assesses the school's capacity to plan future capital development.



## School Income

<b>GOVERNMENT</b>	
STATE GOVERNMENT	\$372,606
FEDERAL GOVERNMENT	\$1,081,633
<b>OTHER</b>	
TUITION (incl. LEVIES)	\$87,280

# ST JOSEPH'S PARISH SCHOOL COMMUNITY GLADSTONE

## Mr. Martin Hayes PRINCIPAL REPORT

20<sup>th</sup> March 2024

To the St. Joseph's Parish School Community,

I am pleased to address you during our School Board Annual General Meeting and present the Principal's report for the year 2023.

### Acknowledgments:

- Abbie Arbon, Fr. Harold Camonias, and all esteemed members of the School Board, I extend my heartfelt gratitude for your unwavering support, exceptional leadership, valuable guidance, profound wisdom, and remarkable patience.
- Monica Richards and the dedicated members of the Parents and Friends Committee, your commitment, tireless efforts, and invaluable contributions significantly enhance our daily school life and local community events. Your passion for St. Joseph's is evident.

Thank you all for being an integral part of our school family. Together, we continue to foster a nurturing environment where growth, learning, and community thrive.



## FAITH AND RELIGIOUS EDUCATION

In 2023, the Port Pirie Diocese selected the theme “Called to Community”. This theme permeated our prayers, liturgies, and Masses throughout the year.

At St. Joseph’s Parish School, we actively embrace opportunities to celebrate our Catholic identity. Over the course of the year, we gathered as a Catholic community to commemorate special occasions and share our faith. These moments included class masses and celebrations of feast days, such as St. Joseph’s Day and the Feast of Saint Mary of the Cross MacKillop. By coming together as a community of believers, we strengthen our relationships with one another and with God, fostering a robust faith community here in Gladstone.

Our parents have consistently supported us by attending whole-school and class masses. As a Catholic School, our Religious Education Programs focus on imparting practical knowledge of the Catholic faith through scripture and teachings of Catholic traditions. The children engage with stories of Jesus, learning how to embody the Word of God in their lives.

Throughout the year, we encountered several opportunities to demonstrate generosity to those in need. Our community responded with remarkable kindness. Initiatives like Project Compassion remained a central focus during Lent, and our contributions to St. Vincent DePaul overwhelmed expectations. Additionally, during Catholic Education Week, we raised funds for Catholic Missions, emphasizing the importance of giving rather than receiving.

I also extend my gratitude to our parish priests, Fr. Brian Mathews and his successor, Fr. Harold Camonias.

In summary, 2023 was marked by our commitment to community, generosity, and faith.

### Other Notable Occurrences:

- Staff and families helping serve on a “Fred’s Van” roster for St Vinnies
- We began the year with a Mass that welcomed all new families and students
- We celebrated St Joseph’s Day
- The Easter story was told through a whole school play
- We raised money for Caritas Australia and Catholic Missions
- We celebrate beautiful Class and School Masses – when possible
- We celebrated Catholic Education Week with the rest of the Port Pirie Diocese.
- Continued supporting teacher use of the New Crossways Curriculum.
- Our School captains laid a wreath and represented the school at the ANZAC Day & Remembrance day services.



- Donating gifts to St Vinnies Giving Tree
- We had a whole staff retreat/professional development day led by Fr Michael Trainor
- Senior students attended the Chrism Mass in Port Pirie
- Each class has a Prayer table presence, which includes liturgical coloured cloths, prayer books, crucifix and other religious adornments.
- Daily prayer occurs in each class

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## TEACHING AND LEARNING

### Teaching Staff for 2023:

- **Principal/REC:** Mr. Martin Hayes
- **Yr. 5/6:** Mr. Shane Arbon
- **Yr. 3/4:** Miss Bailey Millington
- **Yr. 1/2:** Miss Monica Turci
- **Reception:** Mrs. Jaimie Clark and Mrs. Alex Flannery
- **Specialists:** Mrs. Camilla Tenney & Mrs. Gay Growden

### Education Support Staff:

- Ms. Andrea Scott
- Mrs. Joanna Brand
- Ms. Jessica Brace (replaced Mrs. Judy Crawford)
- Mrs. Carmel Polomka
- Ms. Rebecca Sweet
- Mrs. Alicia Thomas
- Mrs. Heather Schultz (replaced Miss Ashley Hodgson)
- Mr. Steve Schultz
- Mr. Ronald Nash

Additionally, during my renewal leave, Ms. Melissa Gadaleta served as Acting Principal for 12 weeks.

Camilla Tenney, our CESA mandated leader of learning, played a crucial role in developing shared agreements for both Literacy and Numeracy, crafting a homework policy, coordinating assessment schedules, overseeing interventions, and analysing student data (including Pat M, Pat R, and NAPLAN).

Furthermore, we successfully renewed our Partners in Practice (PIP) Grant for 2023, which facilitates the continued employment of Speech Therapist, Carly Perry, for one day a week. This initiative focuses on assessing student needs and providing professional development for our teachers to enhance their teaching strategies. Consequently, we have revolutionized our literacy approach by integrating evidence-based programs and practices across all classrooms.

Her efforts have transformed our approach to literacy, integrating evidence-based programs and practices across all classrooms.

In 2023 CESA funded the services of a Psychologist for eight days (two days a term) for our school. Trent Ames is the psychologist that is working with our school, as well as St James, Jamestown and St Joseph's Peterborough. Trent met with parents and staff and conducted assessments on students when required. We greatly appreciate and value the work that Trent has done for our staff and families.

Under another CESA directive, schools are required to adopt and apply Lyn Sharratt's Clarity Framework. Our ongoing journey with this initiative spans several years, during which we have consistently deepened our understanding. The central aim of the Clarity Framework is to enhance "teacher and leader capabilities, fostering continuous student achievement and sustainable growth."

One of our major undertakings every two years is our school production. This year the school performed the musical "Porridge". Our productions are great learning experiences for our students, especially with improving their confidence in front of an audience. This year's production was no exception and was again very well received by the school and wider community.

#### Other Notable Occurrences:

- We implemented our assessment schedule.
- Teachers received further professional development facilitated by Carly Perry on The Science of Reading – this continues to bring us to a consistent collaborative approach to teaching at St Josephs.
- When possible, our children experienced a wide variety sporting opportunities, including: SAPSASA sports, Catholic Carnivals, MNSEC, Gladstone High School Sports Day, use of the Southern Flinders Sporting Complex and our own Sports Day.
- We continued with a specialist Science teacher.
- 3-6 School Camp
- Increasing ESO support when required
- Continuing to analyse data to improve student learning.
- Teacher training in Makers Empire – 3D printing
- Continued Music program to 4 terms
- Teacher training in Talk 4 Writing (a framework that assists children to understand a topic orally before reading, analysing it and writing their own version) and PLD (evidence based approach to structured synthetic phonics)
- We have begun a case management approach to supporting students and staff
- Our school has now transitioned to using SEQTA to produce student school reports.





## COMMUNITY AND PASTORAL CARE

St. Joseph's is very fortunate to have so many people who have contributed to our achievements during 2023. I extend my sincere thanks and gratitude to all School Board members, Fr Brian Mathews/Fr. Harold Camonias, Camilla Tenney/Bailey Millington, Charlotte Rushworth, Kristin Nicolson, James Wardle, Matt Thomas, Jason Zohs, Tamara Wilson, Stuart Wilson and led by the Board Chair Mrs Abbie Arbon. I take this opportunity to thank all our Board members for their support and dedication to our school.



Our Parents and Friends Committee demonstrated remarkable productivity and active engagement in fundraising last year, raising approximately \$4600. Simultaneously they brought moments of joy to our students and provided valuable service to the school – a contribution that is deeply appreciated. Our heartfelt gratitude is extended to our P&F President, Mrs Monica Richards, and the dedicated group of regular parent representatives. The success of all fundraising and events organised is a testament to their hard work and the support of parents who contributed goods and services.

I express my gratitude to all the parents who have shown unwavering dedication to our school and provided essential support for our home-school partnership. Throughout the year, every volunteer has exemplified their commitment to our school through their actions and service. Without this invaluable support, we would not be able to accomplish all that we do for our students

I would also like to thank and acknowledge the work of Mrs Jaimie Clark, who continued in her role as our School Well Being coordinator.

### Other Notable Occurrences:

- Continuation of Chaplaincy program – Well Being.
- Continuation of Seasons for Growth
- Continuation of mentoring
- Making time to catch up with parents who have indicated they need some emotional support.
- Continued CESA Well-Being Pulse check
- Continue to make reasonable and meaningful adjustments for students with needs
- Fulfilling all obligations under the Nationally Consistent Collection of Data (NCCD) process.



- Education Support Officers support in classrooms and with small intervention groups
- School fees remained on hold

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## OPERATIONS AND MANAGEMENT

In 2022 we applied for and were successful in receiving a \$300,000 BGA Grant (Block Grant Authority) from CESA. In 2023 we selected a landscaper/builder to finalise the design and undertake the project. Dirtwork landscapes were chosen for the job.

Prior to works getting underway, the school had to facilitate the purchase of part of the land that was to be developed. This land has been leased by the school from the Northern Areas Council for many, many years. All processes have been undertaken to purchase the land, and it has been officially endorsed and accepted by CESA and council, but has not been finalised yet, this was to be expected. The sale will be finalised in 2024.

Stage 1 of the landscaping/playspace was completed. This was the space previously known as ‘the block’, located behind the new building. The final result looks fantastic. Stage 2 will be completed in 2024.

Other Notable Occurrences:

- Removal and repainting of existing colour on breezeway
- New fixed furniture installed into library
- New books purchased for library
- New fencing installed around ‘the block’

As we conclude, I express my heartfelt gratitude to our students. They serve as a constant reminder of the purpose behind our daily work. Their presence has gifted us with cherished memories and abundant joy. At St. Joseph’s, our students remain at the heart of every decision we make, and I believe we uphold this commitment effectively.

I extend my thanks to the entire St. Joseph’s Parish school community for contributing to a positive and memorable year. Your support, understanding, cooperation, and patience have been invaluable.

**May God bless you all.**

Martin Hayes



## **Mrs. Abbie Arbon**

### **SCHOOL BOARD CHAIR REPORT**

Welcome to those in attendance for our School Board AGM for 2024. Your support for your school is greatly appreciated.

I would like to acknowledge the people in our school community who volunteered to serve on the board in 2023. Thank you for your time, commitment, and the individual skills that you each contribute to our school community.

To those stepping down from their Board involvement, thank you for your service. The Board met twice each term throughout the year during 2023.

To the staff at SJPS, thank you for the guidance you provide to our children. We are very fortunate to have a team of dedicated, passionate staff here at St Joey's with a wealth of experience. Thank you to you all.

Thank you to the administration staff for their continued support to the school and the Board, your efforts are also appreciated.

Throughout and at the end of 2023 SJPS farewelled Ashley Hodgson and Monica Turci. Camilla Tenney welcomed a second child into her family and commenced maternity leave throughout the year. Throughout the year, Jessica Brace commenced in the Finance role and Heather Shultz commenced as the school cleaner.

We had Melissa Gadaleta from Saint Mark's College acting in the Principal role while Martin took Renewal Leave.

In terms of adventures experienced by the children, the Year 3/4 and 5/6 classes enjoyed an overnight camp to AFL Max in Term 2. A lot of effort was put into the fundraising for the camp (including a Disco, bake sale as well as zooper dooper days). The junior primary classes also enjoyed some activities made possible with the fundraising.

The area off the new deck continues to be a lovely fresh space for the students and staff where families converge for the end of year carol singing and presentations. Once again, the students sang a series of Christmas carols which was enjoyed by the school community.

We look forward to seeing the new playground space come together this year - works are currently underway!

On the same night, we farewelled the Year 6 students at the Graduation mass. To the families whose time came to an end with us last year, thank you for your contributions and we hope you look back on your time at St Joey's with fond memories.

The staff, parents and general school community again volunteered their time at Fred's Van (St Vincent De Paul) in 2023. This is a great opportunity to meet new people and work in a team environment, whilst giving back to the community.

Another big thank you must go to Monica Richards and the Parent and Friends Committee. Your dedication, hard work and enthusiasm is an asset to our school.

The Board, as well as the whole SJPS community acknowledge the hours you put in throughout 2023 for fundraising throughout the year including the Colour Run, Gingerbread Houses and Easter Raffle. The Board look forward to working with the P&F again 2024.

In closing, I would like to thank the whole school community and the volunteers throughout the year for their efforts and contributions to SJPS.

Abbie Arbon  
SJPS Board Chair

**Mrs. Monica Richards**  
**PARENTS AND FRIENDS PRESIDENT REPORT**

I wish to offer a very special thank you to our school community, especially those who served on the P&F Committee in 2023. I am grateful for the hard work from all our P&F members to improve our school, it is appreciated by students, families and staff. It has been a pleasure to be the Chairperson of this committee and I thank particularly Chantelle Zwar for her role as Secretary, Andrea Scott for her work as Treasurer, Carly Perry for her support as Vice Chairperson, Tamara Wilson as the representative to the School Board and both Emma Cock and Alicia Thomas for their creativeness as Fundraising Coordinators. To those that have left St Joseph's and are no longer part of our P&F we are very grateful for all you have done while you were with us.

Our biggest and most memorable event in 2023 was the school Colour Run held in term 4. I thank Alicia Thomas and Alanna Wardle for their vision to make this such a fun event for the students and families that participated in the day. The Colour Run was embraced by the families at St Joseph's, raising nearly \$3000 for our school. It was wonderful to see so many parents and families there enjoying themselves.

My thanks also go to Tamara Wilson and Carly Perry for the presentation Carly gave to parents regarding how to help our children with reading at home. This evening event was well attended by parents, and we are grateful for the knowledge Carly shared as a speech pathologist. Tamara helped the P&F source

funding from a Parents in Education grant from the Minister for Education, Training and Skills, Government of South Australia through Catholic School Parents South Australia to provide education sessions to parents. The P&F look forward to using the rest of this funding to provide a session from an occupational therapist in 2024.

We supported the school's focus on sustainability using a grant from Woolworths Junior Landcare to secure worm farms for the students to use to recycle food waste. Thank you to Carly Perry for making this a reality. We also organised a book swap encouraging children to read more and become more aware of how they can care for the environment through reuse and recycling.

We continued to support the school by catering at Sports Day, helping with Fish and Chip Fridays during Lent and using the money we raised to provide resources for the students. We were pleased to be able to purchase a Cricut machine for the school, which judging by the projects the students bring home is well used and enjoyed.

We are incredibly fortunate to have such a generous and supportive community at St Joseph's Parish School and I look forward to seeing what 2024 brings.

Monica Richards  
Parents and Friends Chairperson