



Annual

St Joseph's School Hindmarsh 2022 Annual Report



**Our motto
'in all things
love' is a
source of
inspiration
for our school
community.**

Agenda

- 1 **Welcome**
- 2 **Apologies**
- 3 **Prayer led by Katie Downie**
- 4 **Minutes of Previous Meeting - AGM 2021**
- 5 **Annual Reports**
 - Principal - *Marianne Farrugia*
 - Finance - *Marianne Farrugia*
 - Chairperson of School Board - *Craig Costello*
 - Parent & Friends - *Rebekah Walton*
- 6 **Introduction & Acknowledgement of Board Members**



2021 Minutes

Tuesday 23rd February 2022

1. Welcome:

Maria D'Aloia, Helen Clark, Father Lancy, Francis Ben, Craig Costello, Leath Margrie, Joseph Colella, Laura Morris (Minutes), Liam Parker, Rebekah Walton, Karyn Burlow, Jasmine Zawitkowski

Acknowledgment of Country: Maria D'Aloia

2. Apologies: Richard Ellerman, Mark Thompson

3. Prayer/Reading: Helen Clark

4. AGM 2021 Minutes 17/2/2021

Craig accepted minutes from last AGM as true and Leath seconded.

5. Principal's Report - tabled by Maria D'Aloia

- Welcome 2022 Staff
- AGM 2021 sent home with children of Board members today. If parents require a hard copy it can be collected from the Front Office. The report addressed each component of the Annual Improvement Plan which is organised as the following:
 - Catholic Identity
 - Teaching and Learning
 - Community Engagement and,
 - Resourcing
- Reflections on our close knit community and wonderful end of school concert. A beautiful way to finish a challenging year.

5b. Chairperson of School Board

Apologies from Richard Ellerman. Report tabled by Maria D'Aloia. Detailed in AGM booklet received by Board Members prior to meeting.

5c. Chairperson of Finance

Craig Costello. Finance report tabled by Karyn Burlow.

5d. Parents and Friends Report

Tabled by Leath Margrie.

5e. 2022 Annual Improvement Plan

Discussed and tabled by Maria D'Aloia. The plan has been distributed to the school community on the first day of school.

Meeting closed 6.45 pm





Principal's Report

Report by Marianne Farrugia

I begin this report firstly by expressing my gratitude to the St Joseph's School Board, the Parents and Friends Committee, staff, students and to all families for an exceptional year of learning, partnership, and community celebration.

I have now been Principal of St Joseph's School for 6 months and am looking forward to engaging in my first full year in this role. I would like to express my thanks to Mrs Maria D'Aloia who retired as Principal in July 2022 after 6 years. The community expressed sorrow on Maria's leaving and gratitude for the leadership she had shared over this time with a beautiful whole school Liturgy and many well wishes for her retirement.

2022 saw many learning experiences for our 249 Reception to Year 6 students and 51 Pre-Schoolers and some significant events for our wider school community. After starting school with only our youngest learners onsite and others learning remotely, things rapidly returned to a more normal experience of school after several years now of COVID restrictions in place preventing families and visitors from being onsite and students engaging in learning activities outside of the school. I am sure families would agree, these times made us all realise more clearly how important it is for

our community to be connected. Thankfully, our school is now regaining a sense of what it means to be a community working and thriving together.

This report will address each component of the 2022 Annual Improvement Plan which is organised as follows:

- Catholic Identity
- Teaching and Learning
- Community Engagement and
- Resourcing





Catholic Identity

The Catholic Identity of St Joseph's is articulated in our vision statement. Our motto, "In all things love" guides us as we give witness to our vision of building a welcoming and respectful school that is underpinned by the vision of Mary MacKillop.

The school's Assistant Principal Religious Identity and Mission (APRIM) Helen Clark, resigned from St Joseph's School during Term 2 to accept a position in Clare. Helen had been leading as APRIM in the school since 2019. I thank Helen for the leadership she provided our students and community in religious education, the prayer and liturgical life of the school, community outreach and the Sacramental program.

A suitable Acting APRIM was not forthcoming in Term 3, and some of this important leadership was provided by Diana Comitogianni and Rita Garreffa. I particularly thank them for their leadership in the Sacramental program where a number of our students celebrated their Confirmation and First Communion after celebrating the Sacrament of Reconciliation earlier in the year.

Katie Downie was appointed as substantive APRIM in Term 4 and quickly made great connections with staff, students, families, and our Parish.

Staff continued to work with the new Crossways Religious Education Program ensuring that Religious Education was prioritised as a learning area. Our Year 4 students engaged in the Religious Literacy Assessment Tool (RELAT), as required by the Archdiocese, where they demonstrated and communicated their strong knowledge and understanding of the Catholic Tradition and key concepts that are addressed in the Religious Education Program.

Significant religious events in the Catholic liturgical calendar were recognised and celebrated across the year including Holy Week, Easter, and Advent. We also celebrated the feast of St Mary of the Cross MacKillop as a whole school in August.

During Lent, our students engaged in the stories of families and communities who needed the support of Caritas with funds raised through Project Compassion. Thank you to our families who were able to donate more than \$250 through our Shrove Tuesday fundraiser.

Our Mini Vinnies volunteer group collected and donated food items for the Adelaide Refugee Support Incorporated, which were shared with a family of recently arrived refugees. During Advent, our community participated in the Vinnie's Christmas Appeal and our local Vinnie's volunteers accepted very generous donations of gifts and food to be distributed to families in need in our community.

Our school year ended with a Thanksgiving Mass celebrated at the Sacred Heart Church. As this event was only attended by a small proportion of our community, we are looking at ways to ensure all our community feels more welcome and included at this significant school event in the future.



Teaching & Learning

To provide high quality teaching and learning through the design, implementation and delivery of contemporary and engaging curriculum and educational practices.

Continuous improvement of our teaching and learning is a core area of focus. Teachers engaged regularly with our standardised assessment data to identify areas of need and areas of success. During this year, teachers implemented the DIBELS assessment which gives us very clear data regarding students' basic early literacy skills. Initial Lit, an explicit approach to teaching early literacy skills, has had a positive impact on the learning progress of our R-2 learners, however data indicated there is still room for improvement and we will engage in a review of this program in 2023.

Small group intervention via the MiniLit program and targeted small group intervention for Mathematics also had a positive impact on learning improvement. In addition to quality differentiated teaching, students with English as an additional language or dialect were also provided targeted intervention.

After strong results in 2021, the 2022 NAPLAN results did not reflect continued improvement. Teachers have spent significant time analysing this information and reviewing their teaching programs to ensure our students can show progress in their learning. The national NAPLAN assessments will take place in Term 1 in 2023 whereas previously they have taken place in Term 2. This will provide us with information about the learning progress of our cohorts earlier than in previous years but will also mean they are at an earlier point in their learning journey.

Teachers have continued to engage with the CLARITY suite of learning, and this has had a positive impact on teaching and learning in the classroom. Students can now identify the intended learning of their lessons as well as identify what they need to do, show and understanding to demonstrate their learning successfully. 'Bump It Up Walls' are beginning to be more commonplace in learning spaces and students now have opportunity to co-construct these with their teachers so that they have a clear understanding of what successful learning looks like in the various learning areas. This work will continue to be a strong focus in 2023.

St Joseph's School, along with Immaculate Heart of Mary and Our Lady Queen of Peace Schools, engaged in a professional partnership with MOTivate Kids who specialise in occupational and child development therapy. This project, which will also continue across 2023, has two overall intended outcomes:

- To improve the engagement, agency, sense of belonging and outcomes of our students by supporting children to connect to, and learn to understand, their bodies and emotions.
- To deepen the knowledge, understanding and practices of staff in supporting neurodiversity and all our students with self-regulation.

Teachers and Education Support Officers engaged in 2 full days of professional learning with members of the MOTivate Kids team in 2022 and have worked alongside Jordan Liseno inside and outside the classroom to review and improve routines, environments, and teaching.

Learning experiences of students were many and varied across the year and included many special events intended to enhance learning. Highlights included the Year 5/6 classes engagement with Ground Force Studios to prepare and perform at Wakakirri with a dance story Return of the Mackenstein. Despite being first time participants, our students received the National Story Award for Entertainment – an outstanding achievement.

Our Year 5/6 students engaged in a three-day aquatics camp in Wellington in Term 4 following a successful Aquatics Day at Port Noarlunga with the Year 4 students.

All our students participated in a brilliant Sports Day at the Henley and Grange Memorial Oval in late Term 3, demonstrating not only their physical skills but also their solid teamwork and collaborative skills. Many thanks to our PE teacher Matthew Baird and the many volunteers that helped make this event success.





Community Engagement

To engage in authentic partnerships with families, parish, and wider community by creating a culture of welcome, inclusion and shared responsibility for student learning and wellbeing to fulfil our vision of ‘In all things love.’

As COVID restrictions eased we were once again able to open our school to the community and our first unrestricted community event was our highly successful Grandparent’s Day in August. We had over 150 guests on the day, many of whom had no or little opportunity to come onto school grounds in recent years. Upon speaking to our visitors when they returned from learning spaces, each one of them were beaming about sharing in their grandchild’s learning.

In November we again invited the community to share in our learning with our Arts Show. During this evening, many families and extended families took the opportunity to come and view our stunning art gallery where each child from our Pre-schoolers to Year 6 students exhibited both an individual piece of their visual art as well as a collective piece in the form of a class canvas. Our musicians also displayed their skills and many hours of tuition and practice by performing musical pieces on the guitar, keyboard, violin, cello and drums. As true performers, all students played their best, despite some sound challenges in the upstairs performance area. Our wonderful P and F provided food and beverages, and the class canvases were raffled, providing every family with a chance of taking home a beautiful piece of artwork.

The School Board met monthly in 2022 to provide advice regarding the development of the school, policies and procedures, and the education and spiritual wellbeing of our students.

Deep thanks to the following School Board members:

- Fr Lancy DiSilva (President)
- Craig Costello (Chairperson)
- Laura Morris (Chairperson of the Finance Committee)
- Rebekah Walton (P and F Representative)
- Francis Ben
- Leath Margie
- Liam Parker
- Joseph Colella



who were unwavering in their commitment to our school community. I provide particular thanks to two Board members who will leave the St Joseph’s School Board at the conclusion of this meeting – Leath Margie and Francis Ben.

The Parent and Friends Committee also demonstrated an unwavering commitment to continuing to build and provide service to the community, as well as fundraise to support school programs. Thank you to the small but mighty group of parents and friends lead by Rebekah Walton who provided services such as the Mothers’ and Fathers’ Day stalls, food for school events and coffee during beginning of day drop offs. Another important part of our community engagement is our participation in the Credit Union School Community Rewards Program. Due to the generosity of this program and the loyalty of our extended community who prioritise their banking with SA Credit Union, we were able to utilise just over \$3000 to purchase sensory equipment for our Zone Room, support students with sensory and wellbeing needs on a daily basis.

Our very popular playgroup continued in 2022, gathering each Thursday morning in the Hall. This is a vital part of our community engagement action, providing a fun way for new and existing families in our school and those in our wider community to meet for friendship and support. Many thanks to Maria Apostolou, Graziella Panazzolo, Olivia Zollo and Meka Vizzari all of whom facilitated or supported playgroup across the year.



Resourcing

To administer school’s resources in a targeted and equitable manner to maximise the learning opportunities for all the students.

Following several years in the planning stage, our play space redevelop project was finally able to go ahead after City of Charles Sturt Council approval was received very late in 2021. Unfortunately, tenders came in at significantly higher than the original budget and revisions were required in consultation with Dirtwork Landscapes and Design, who were awarded the project. Onsite work began in early Term 4 and completion is expected by mid-Term 1 2023 -much to the excitement of all in our community.

Our OSHC service, in the hands of our newly appointed Director, Maria Cronin and Assistant Director, Graziella Panazzolo has continued to grow across the year with strong attendance and a varied and engaging program for our students throughout the term and during holidays through the Vacation Care program.

Our school canteen also continues to grow with the opportunity for our students to purchase recess and/or lunch each day of the week. Many thanks to Helena Kojevnikoff and to Maria Fiorenza for their tireless work to provide this service for our families.

Ongoing maintenance and improvements to our school buildings has continued including the installations of the sliding glass partitions in the upstairs and downstairs teaching units. This required some relocation of walls, to provide more flexible teaching and learning spaces. We have also purchased a new 3D printer as well as several new microphone sound systems, air conditioners and TV screens for learning spaces.

As St Joseph’s School, we can pride ourselves on providing the best possible learning environment and opportunities whilst maintaining our small, connected community environment. This is very appealing to families looking for a community where each child is known by name and nature and educated in the Josephite tradition where love is at the heart of all we do and all we are.



Draft Strategic Intent 2023 - 2025

Catholic Identity	We are committed to a strong, contemporary Catholic Identity which is inclusive, faith-filled, and spiritually rich.
Curriculum and Co-constructed Learning and Assessment Design	We are committed to significant learning progress (at least 12 months growth per year) in all curriculum areas for all students.
Student Agency, Identity, Learning and Leadership	We are committed to agentic learning partnerships with all students
Community Engagement	We are committed to strong and mutual partnerships with our community based upon welcome, inclusion, and a shared vision for learning.
Resourcing	We are committed to effective resource management to provide the best environment for excellence in learning and wellbeing.



Chairperson's Report

Report by Craig Costello

Sitting down to reflect on the year that was for 2022 at St Joseph's Hindmarsh is a great opportunity to reflect and acknowledge the dedicated hard work put in throughout the year by the whole school community, including school management, board, teachers, students, and parents. Without the dedication and contributions from all, our school would not be the quality education facility that it is today.

I would like to acknowledge the contribution to our school of our Principal Maria D'Aloia who, during her time at St Joseph's School Hindmarsh, has guided the school through expansion, growth and development which has set the school community up well for a solid future. The School Board would like to thank Maria for her contribution and wish her well for her retirement. With one chapter closing it provides the opening of a new era with the appointment of Marianne Farrugia as our schools' new Principal. Marianne has hit the ground running and has made a huge contribution to our school for the period she has been in the role with a key milestone being the commencement of the school oval upgrade and landscaping which the school has needed to see come to fruition for such a long time. I look forward in early 2023 to seeing our students being able to use the new grounds which are already starting to look amazing.

Our school is well supported through the administration team, teaching staff, finance, Parents and Friends Committee and the School Board. Thank you to all the parents who have volunteered their time throughout the year whether it be on a Committee, Board, assisting with the school swimming program, Sports Day and all the other support roles played by our parents and school community throughout the year.

To the teachers and staff that left us throughout the year I would like to thank you for your service to our school. I make special mention of our APRIM Helen Clark and Bursar Karyn Burlow who have moved onto new opportunities. I would also like to welcome the new teachers & staff that have joined St Joseph's School Hindmarsh in 2022 and that will commence in early 2023 - we look forward to having you as part of our team.

During 2022 it can't be forgotten that we were still navigating through the effects of the Covid-19 pandemic which did have an impact on school activities and parent involvement, but we have seen the restrictions ease towards the end of the year and we can now look forward to 2023 hopefully being a more normal school year for our school community.

It was excellent to see the successes throughout the school year which, to mention a couple of highlights, included our Sports Day and the hugely successful Wakakirri where our Year 5 and 6 students performed very successfully.

With our 2023 enrolment at 273 students, we are looking forward to a vibrant and successful 2023 which will see the completion of the long-awaited new play space and oval that will make for a positive year for the students, staff, and families. A big thank you to all who have been involved in making this project a reality.

Looking to the future we will be commencing creating a Master Plan for the school to map out the growth and development of the school for the next 10 to 15 years. We look forward to engaging with all the school community throughout this process to ensure that the end Master Plan delivers a successful and vibrant future for our school.

In closing I would like to personally thank leaving board members Francis Ben & Leath Margrie for the years of time and commitment they have volunteered as School Board members. Francis & Leath have both been instrumental in assisting with policy reviews and the future planning and direction of St Joseph's School.

I look forward to a happy, healthy and prosperous 2023 school year.





ST JOSEPH'S SCHOOL HINDMARSH

WE'VE GOT THIS!

WELCOME BACK TO A NEW SCHOOL YEAR



Finance Report

Report by Karyn Burlow

The following financial report is for St Joseph’s School Hindmarsh for 2022.

The Bank balance as at 31st December 2022 of \$1084,400.08

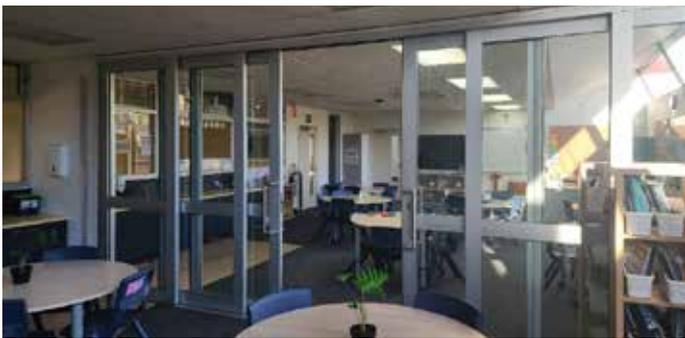
Student numbers were 249 R-6 for 2022 compared to 284 students for 2021, as at the August Commonwealth Government Census date.

We had 51 students enrolled in Preschool.

The information below is an unaudited representation of the Revenue Income & Expenditure for 2022.

Notable Purchases for 2022

- Yard upgrade building works
- 6 x 75” televisions to replace obsolete projector systems
- Glass partition doors between upstairs rooms 9 and 10
- Glass partition doors and wall relocation between downstairs rooms 12A and 12B
- 3 x classroom air conditioner replacement
- 3 x classroom teacher microphone sound systems
- 3D printer

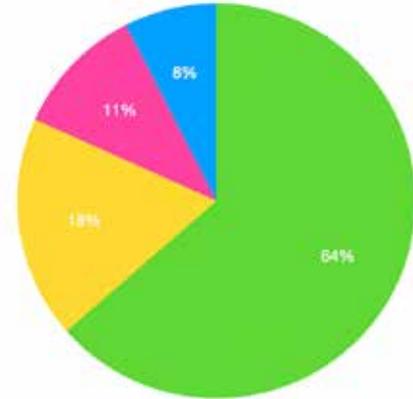


Installation of glass partition doors between Rooms 9 and 10



Installation of glass partition doors between 12B & Zone Room

2022 Income



- Comm Govt
- State Govt
- Comm Govt (Capital Grant)
- State Govt (Capital Grant)
- Other/Interest/Levies/CEO Reimbursements
- Fees

INCOME	
Comm Govt.	2,694,937
Comm Govt. (Capital Grant)	-
State Govt.	772,477
State Govt. (Capital Grant)	-
Fees	454,120
Other/Interest/Reimbursements	319,363
Total Non-Current Liabilities	4,240,897



Installation of glass partition doors between Rooms 12A & 12B

Revenue and Expenditure

	ACTUAL	BUDGET
	(\$)	(\$)
RECURRENT INCOME		
Comm Gov. Grants	2,694,937.24	2,899,000.00
Fee Income	454,119.77	450,000.00
Income Other	319,363.41	112,200.00
State Gov. Grants	772,477.00	488,000.00
Total Recurrent Income	4,240,897.42	3,949,200.00
CAPITAL INCOME		
Income Other	-	-
Total Capital Income	\$0.00	\$0.00
EXPENDITURE - Tuition Expenses		
Administration Other	34,770.25	35,000.00
Classroom/Faculty/Dept.	100,972.13	82,120.00
Teaching Other	105,820.08	147,370.00
Teaching Salaries	2,327,431.51	2,219,000.00
Total Tuition Expenses	2,568,993.97	2,483,490.00
ADMINISTRATION EXPENSES		
Depreciation & Assets	341,258.56	40,000.00
Interest	35,345.93	44,190.00
Levies	279,741.75	259,550.00
Administration Other	303,574.72	303,000.00
Admin Salaries	351,391.71	427,200.00
Utilities & Rates	55,859.30	76,200.00
Total Admin Expenses	1,367,171.97	1,150,140.00
TRADING ACTIVITIES		
Trading Account Income	698,512.53	622,000.00
Trading Account Expenses	746,934.28	619,638.00
Total Income	4,939,409.95	4,571,200.00
Total Expenses	4,683,100.22	4,253,268.00
Net Profit (Loss) Before Tax	256,309.73	317,932.00

Balance Sheet

	(\$)
ASSETS - Current Assets	
Cash holdings	700.02
Cash at bank	1,084,400.08
Debtors	91,040.75
Provision for Doubtful Debts	- 31,258.00
LSL Receivable - Current	620,327.00
Total Current Assets	1,765,209.85
ASSETS - Non-Current Assets	
Land	819,880.00
Buildings	7,496,578.12
Fixed Equipment & Improvements	1,188,329.40
Furniture & Equipment	349,292.42
Computer Equipment	821,053.12
Accumulated Depreciation	- 4,536,015.40
Building Projects - Work in Progress	384,964.39
LSL Receivable - Non current	46,780.00
Total Non-Current Assets	6,570,862.05
TOTAL ASSETS	8,336,071.90
LIABILITIES & EQUITY - Current Liabilities	
Govt. Grants in Advance	2,200.00
CCES Loans	90,681.55
Sundry Creditors	52,148.00
Debtor Overpayments	1,731.65
Accruals	1,040.00
Provisions - General	11,003.98
Accrued Annual Leave	106,882.13
LSL Payable - Current	620,327.00
Total Current Liabilities	886,014.31
LIABILITIES & EQUITY - Non-Current Liabilities	
CCES loans	1,124,058.07
LSL Payable - Non Current	46,780.00
Deposits	15,359.00
Total Non-Current Liabilities	1,186,197.07
CLEARING ACCOUNT	
Sundry clearing accounts	5,464.94
ACCUMULATED FUNDS	
Accumulated Funds (inc years surplus)	6,258,395.58
Total Accumulated Funds	6,258,395.58
TOTAL for LIABILITIES & EQUITY	8,336,071.90
This Years Surplus/Deficit	256,309.73

Parents & Friends Report

Report by Rebekah Walton

Welcome back to the new school year which brings with it new opportunities to grow and learn together as a school community. St Joseph's P&F are proud to be a part of this community and we look forward to contributing to all aspects of school and community life in 2023.

As a group, we strive to work together to bring to life the mission 'In all things love' by building strong community relationships, encouraging school enthusiasm and pride, promoting effective communication between the school and families, striving for ongoing positive learning and life outcomes for our children and fundraising for the improvement of our school community.

Taking a look back over 2022, with the resumption of more "normality" in our lives than in preceding years, we have been successful in reviving some great initiatives.

We commenced the year with our Easter fundraiser, thanks to Kyton's Bakery, with many yummy goodies ranging from delicious lamingtons to fruchoc hot cross buns.

Our next initiative centred around all the Mums/ Special Friends who play a significant part in our children's lives with a very successful Mother's Day stall – I know there were many children that raided the piggy bank and shopped up a storm not once but twice where they could!

We hosted a morning tea for the Grandparents and Special Family Friends in August. This was one of our earliest opportunities to come together as a school community following the restrictions imposed over the last few years due to Covid-19. I have it on good authority there was a plethora of food that left no one hungry thanks to the generosity of our community.

Given the outstanding success of the Mother's Day stall we celebrated the Dads/ Special Friends in our children's lives by organising a Father's Day stall in September. This gave the children another opportunity to shake and rattle those coins again to buy a present for the people they love most in the world - The excitement in our household was real!

The biggest event on the school calendar was celebrated in the last week of Term 3, the much anticipated and first unrestricted Sports Day for a number of years. Our P&F volunteers celebrated by cooking up a storm on the BBQ providing delicious snags to both hungry students and families. Our fantastic volunteers barbecued and wrapped those snags to perfection, and it's safe to say the coffee van we organised was an absolute hit – it was a brilliant day of fun & celebration.

Term 3 ended on a high with the celebration of Footy/team colours day where the children could relax after the big day that was Sports Day, wearing their footy/team colours and enjoying a sweet baked treat with colours to match...mmm, delicious!

	INCOME	EXPEND.	SURPLUS
	(\$)	(\$)	(\$)
PARENTS & FRIENDS FUNDRAISING for 2021			
Easter Income	154.55	-	154.55
Mothers Day	918.90	591.00	327.90
Sausage Sizzle	812.00	149.89	662.11
Fathers Day	769.00	681.48	87.52
Cake Stall	552.00	-	552.00
Art Show	610.00	410.26	199.74
Coffee Club	151.50	50.85	100.65
TOTALS	3,967.95	1,883.48	2,084.47

We rounded out the year with another fantastic opportunity to gather as a community at the Arts Show. The school was again filled with fun and laughter, creative artwork and music which was complimented by cool drinks and snack boxes prepped by P&F volunteers.

We have worked to bring you and your children a fantastic 2022 in partnership with the leadership and staff team of St Joseph's with numbers that have been small but mighty! I would like to take this opportunity to extend much thanks and gratitude to all of you who have volunteered and supported the efforts of the P&F in 2022 – Thank you!

Acknowledging that our numbers have been reduced throughout the past year, has given us an opportunity for reflection which will bring a shift in the way we look at operating the P&F in 2023.

We will be shifting our structure to communicate an annual plan of initiatives, mapped around the school calendar with associated planning meetings. This is designed to give our community the option to engage in meetings and volunteering opportunities where they are able to do so, rather than committing to a year of meetings and events. We hope this will also broaden the pool of volunteers and support we as a committee can draw upon to continue making this community great, not only for our children but for everyone who is a part of it. If you have not yet obtained your CESA volunteer clearance and would like to help, please enquire at the school office.

So watch this space in 2023, and we look forward to coming together throughout the year!





NAPLAN Report

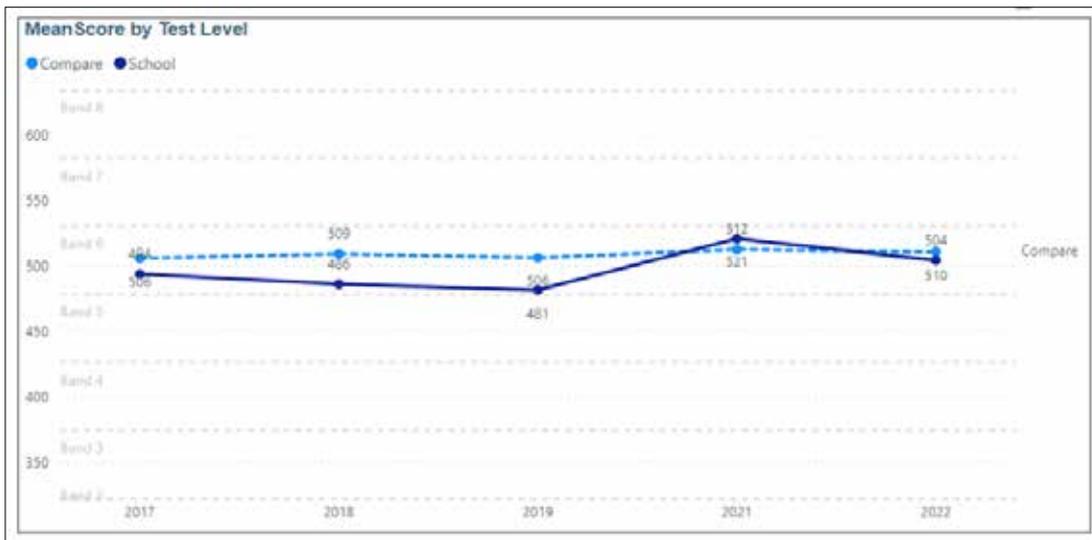
2022 Summary

In the NAPLAN assessments undertaken by students in Year 3 and 5 in May 2022, the following percentage of students achieved or exceeded the national minimum standard.

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	85%	88%	79%	85%	88%
Year 5	89%	93%	100%	81%	63%

Longitudinal data for past 5 years as compared to the national average indicates that the cohort has not shown the level of improvement that the school had achieved in the previous year. St Joseph's School leadership and staff look closely at the information that the NAPLAN assessments provides, in conjunction with other valuable standardised assessment information, such as PAT Maths and Reading, as well as specific formative and summative assessment data, to determine how best to address learning improvement for all students.

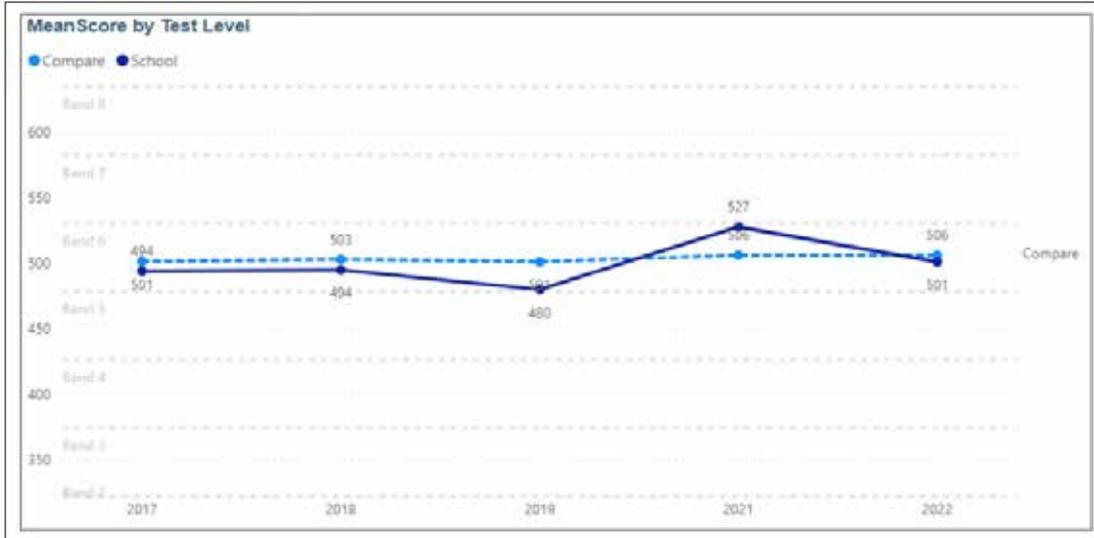
Year 5 Reading



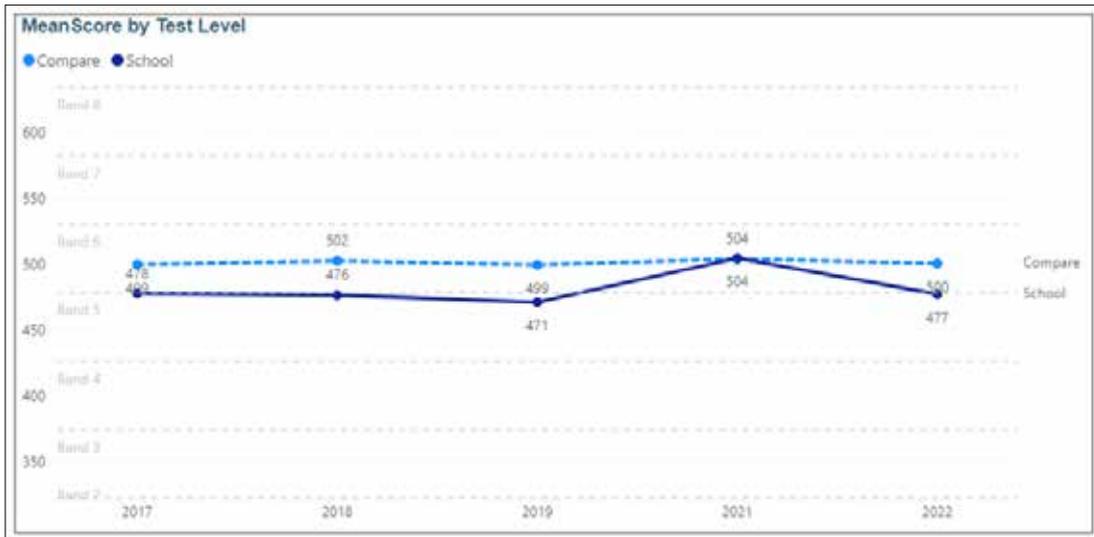
Year 5 Writing



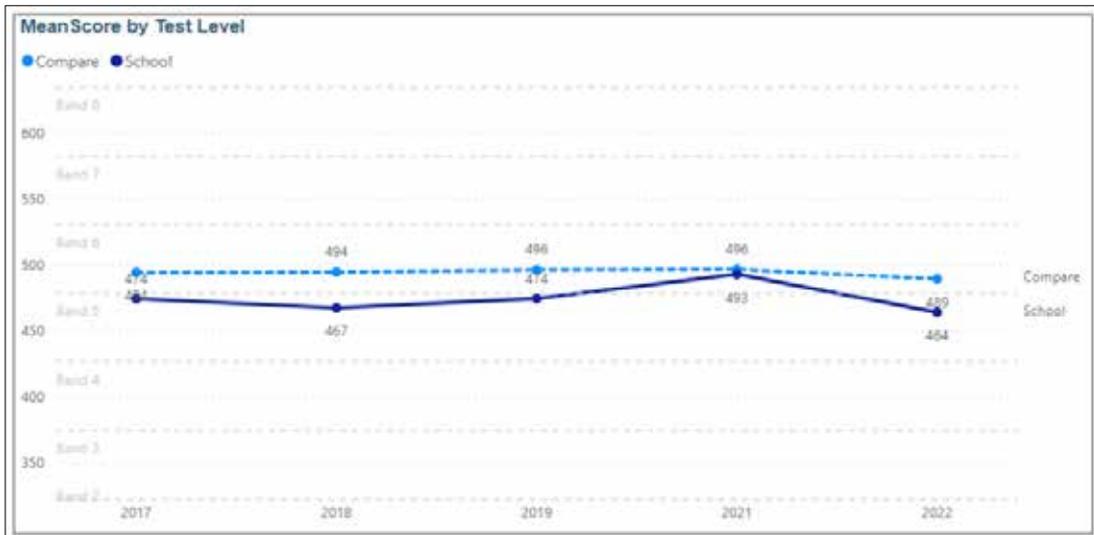
Year 5 Spelling



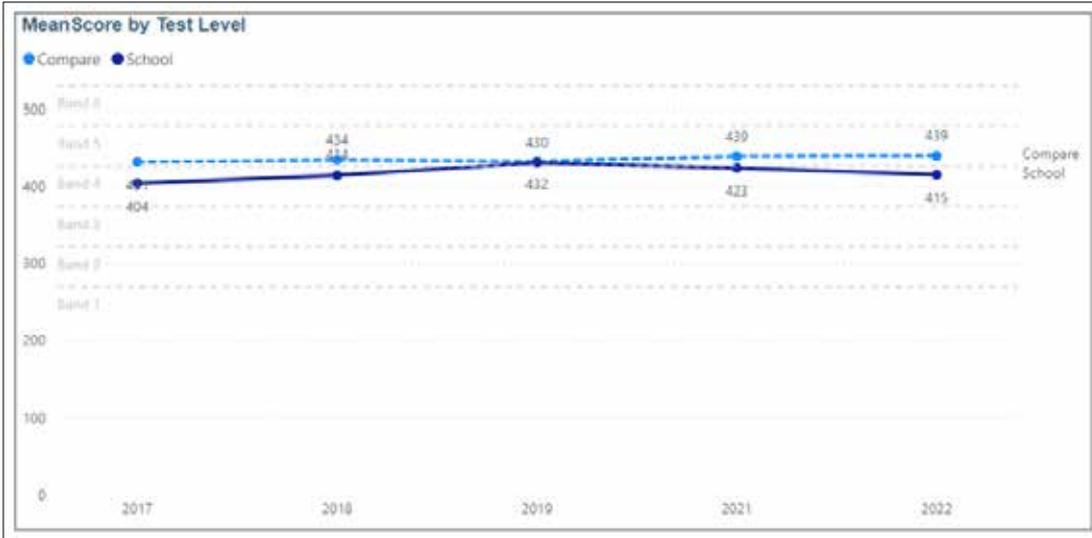
Year 5 Grammar and Punctuation



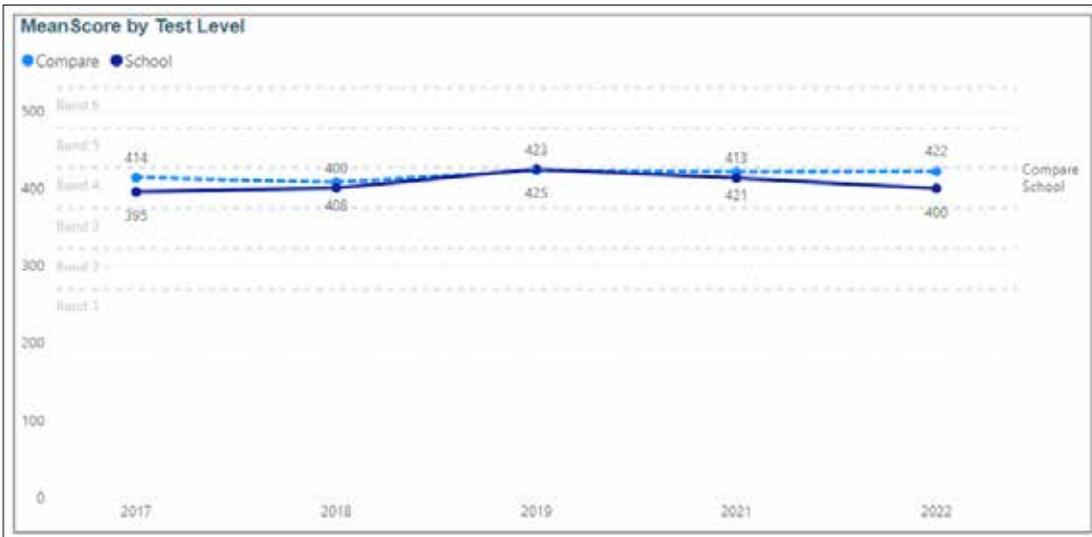
Year 5 Numeracy



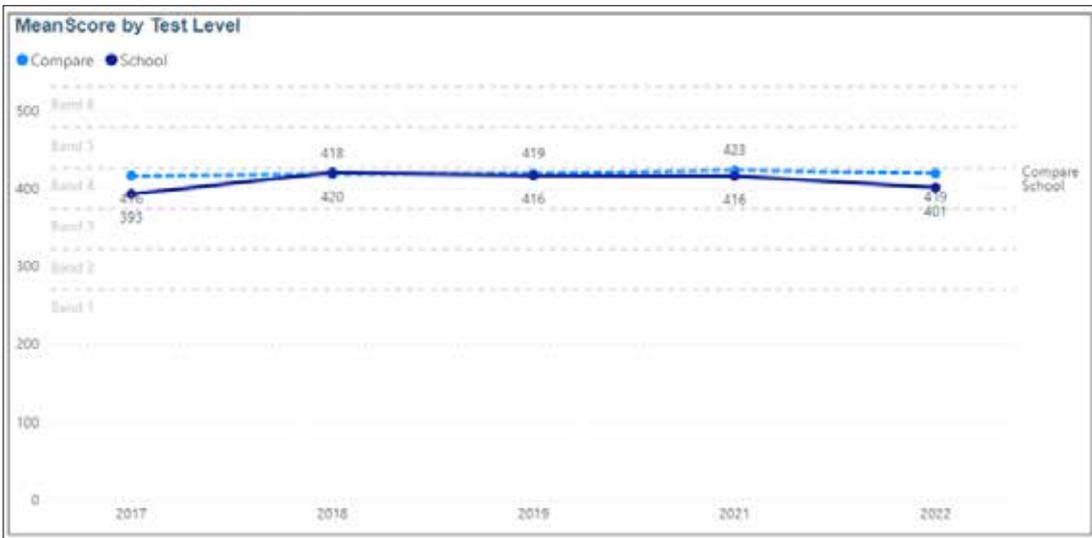
Year 3 Reading



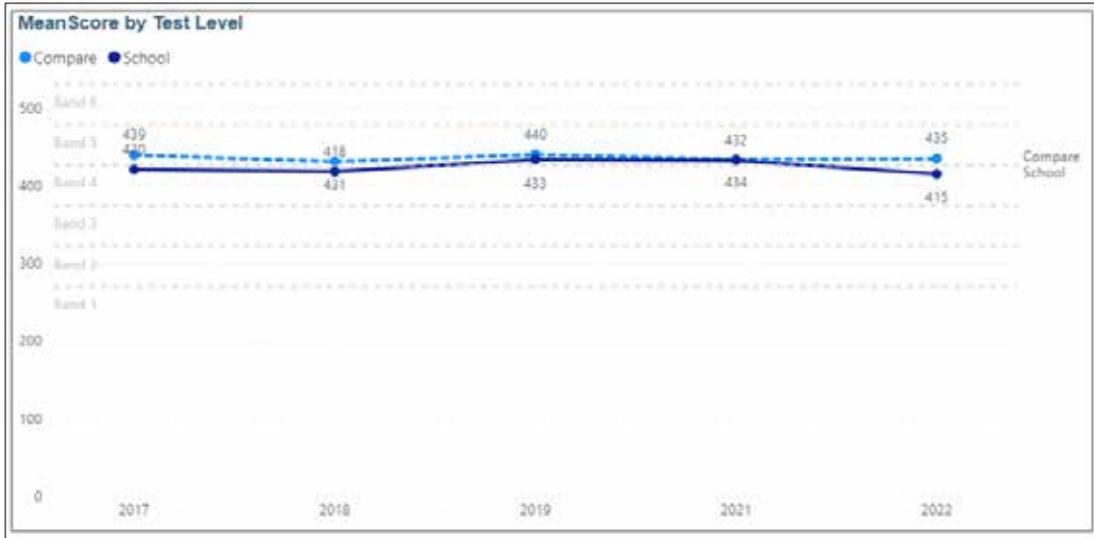
Year 3 Writing



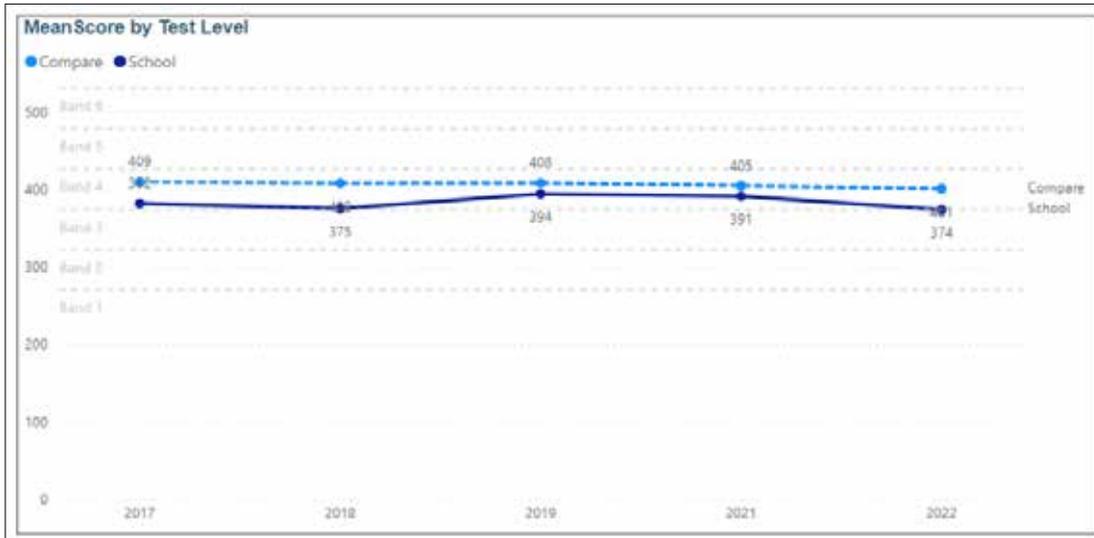
Year 3 Spelling



Year 3 Grammar and Punctuation



Year 3 Numeracy





School Performance Report

Management of Student Non-Attendance

The school has a number of processes in place to monitor student attendance and communicates with families when there is an unexplained student absence.

If the school has not been advised of a student's absence the school administration staff will send out an automated SMS (directly through the database system) to parents that informs the parent the child was marked absent (unexplained) to ascertain the reason for absence.

Where children's non-attendance is deemed chronic the school works closely with the parents/caregivers and personnel from the local branch of the Department for Education.

Year Level	Term 1	Term 2	Term 3	Term 4	Total Attendance Rate
REC	89.4%	86.6%	86.5%	88.1%	87.6%
01	84.3%	90.6%	88.9%	90.8%	88.5%
02	86.2%	87.5%	88.9%	90.1%	88.1%
03	85.2%	91.4%	91.7%	91.1%	89.7%
04	86.2%	90.2%	90.2%	88.3%	88.7%
05	88.2%	88.8%	89.3%	89.1%	88.8%
06	88.6%	90.5%	89.2%	87.7%	89.0%
Total	86.7%	89.5%	89.1%	89.3%	88.6%

Student Characteristics

Indigenous	4
Students with Disability	52
Students with English as an additional language or dialect	37

Enrolments - Preschool to Year 6

Female Students	142
Male Students	156
Total Students	298

**Numbers include Preschool students*



School Features

St Joseph's School, West Hindmarsh is a co-educational Catholic Primary School and Pre-School situated in the inner western suburbs of Adelaide, South Australia.

We are a faith community, inspired by love – empowered through learning – to make a difference. Our School motto, “In all things love”, inspires us as we continue to support families in the tradition of the Josephite sisters, who founded our school over 95 years ago.

Embracing our values of: Respect, Forgiveness, Compassion, Service and Hope we cater for students from Preschool to Year 6. We also have a supported playgroup for children and their parents or carers prior to starting school and offer Out of Hours School Care and Vacation Care.

At St Joseph's Hindmarsh, learning is co-constructed and dynamic. Learners are encouraged to **IMAGINE**, **DISCOVER** and **CREATE** and to make meaningful connections with their world. As capable learners they are given opportunities to develop capabilities that build their confidence and skills to engage with the curriculum and **ACHIEVE** excellence.

We create a quality learning environment that offers a comprehensive curriculum aligned to the Australian Curriculum, which provides students with the opportunities to develop knowledge, skills, capabilities and dispositions that will enable them to be active participants in their local and global communities. The teachers work with the children to create learning experiences that promote curiosity, imagination, problem solving, creativity and celebrating diversity. Development of skills, knowledge and understanding of Literacy and Numeracy are core priorities that are strongly promoted across the curriculum. STEM and Information and Communication Technologies continue to be a focus with extensive investment in resources and infrastructure that enables students to learn and grow in a 21st century environment.

St Joseph's has a strong commitment to Physical Education and Extra Curricular Sport. Music and Performing Arts are also a focus in the school community, with involvement in the Catholic Schools' Music Festival Choir, biennial concert, Dance, Wakakirri and an Instrumental Music program. Our Languages program has a focus on the Italian language and culture. St Joseph's School is a vibrant and culturally diverse community.





Staff Profile

Teachers Standards & Qualifications in 2022		Workplace Composition in 2022 (Based on 2022 Commonwealth Government Census Data)	
Masters Degree	1	Teaching Staff (Head Count)	18
Bachelor Degree	20	Full-time Teaching Staff Equivalent (PTE)	14
Graduate Diploma/Graduate Certificate	10	Non-Teaching Staff (Head Count)	14
Theology/Catholic Studies & Catholic Leadership	8	Full-time Equivalent Non-Teaching Staff (PTE)	9.3

Staff in 2022		Leadership Team	
Female	77%	Female	100%
Male	23%	Male	0%

There are no members of staff who identify as Aboriginal and Torres Strait Islander.

Community Consultation

Live Learn Lead Survey Summary

In July/August 2022, families, students and staff were provided opportunity to give feedback in the areas of Identity, Learning and Well Being, Resourcing and Community through the CESA Live Learn Lead Survey. This valuable information is used to assist the school in strategic planning for continuous improvement.

Parents Families | Number of Respondents - 28

<p>Catholic Identity</p>	<p>Respondents strongly indicated that, at school, their children are encouraged to help others in need and that they are encouraged to care for the environment. An area for improvement was identified as a need to better connect religious education lessons with students’ own lives.</p>
<p>Learning & Well Being <i>Learning Support</i></p>	<p>Respondents indicated strongly that the teachers at St Joseph’s School believe that their children will succeed and that they engage students in planning and directing their learning. Families perceive an area for improvement is to engage students in making assessments about their own learning.</p>
<p>Learning & Well Being <i>Enjoyment of School</i></p>	<p>Respondents indicated strongly that their children generally enjoy going to school.</p>
<p>Learning & Well Being <i>Autonomy and Independence</i></p>	<p>Respondents indicated strongly that their children are expected to take responsibility for their learning at school. Respondents would like that their children learn better time management and organisational skills.</p>
<p>Community <i>Welcoming School</i></p>	<p>Respondents indicated strongly that their culture and background are respected at St Joseph’s School and that the staff are welcoming to their family and themselves.</p>
<p>Community <i>Parent-School Partnerships</i></p>	<p>Respondents indicated that whilst communication between the school and family is sufficient, they feel that partnerships between school and families could be strengthened.</p>
<p>Community <i>Safe School</i></p>	<p>Respondents indicated that generally their children feel safe at school, however the school’s policies in creating a safe environment could be improved.</p>
<p>Resourcing <i>Infrastructure</i></p>	<p>Respondents indicated that the school’s facilities and grounds are well maintained. Feedback was given in regards to the facilities not strongly meeting the needs of their children.</p>



Students Year 2-4 | Number of Respondents - 85

<p>Catholic Identity <i>Catholic Education</i></p>	<p>Students indicated that they have learnt at school that God and Jesus are important and that it is important to help others. They would like to improve their enjoyment of liturgies and Masses.</p>
<p>Catholic Identity <i>Religious Education Classes</i></p>	<p>Students have learnt the importance of Bible stories and would like to share their ideas more in religious education classes.</p>
<p>Learning & Well Being <i>Learning Support</i></p>	<p>Overall students rated this area very highly. They feel that their teachers believe that they can succeed in their learning and that their teachers are good at the subjects they teach.</p>
<p>Learning & Well Being <i>Student Influence</i></p>	<p>In this area, students would like more choice about what they learn in class and would like to provide more feedback to their teachers.</p>
<p>Learning & Well Being <i>Autonomy and Independence</i></p>	<p>A very high proportion of students indicated that they keep trying even when the learning is challenging. Some indicated that they need to improve organisational skills.</p>
<p>Community <i>Welcoming and Safe School</i></p>	<p>Students indicated strongly that they feel welcome at St Joseph's School. An area for improvement is to feel that others care for them at school.</p>
<p>Resourcing <i>Infrastructure</i></p>	<p>Students feel that their classrooms are welcoming places to learning but would like improved playground equipment.</p>



Students Year 5-6 | Number of Respondents - 51

Catholic Identity <i>Catholic Education</i>	Senior students have learnt that it is important to welcome all people in their school. They would like school liturgies and Masses to be made more meaningful for them.
Catholic Identity <i>Religious Education Classes</i>	Senior students feel they have good opportunities to ask questions in religious education lessons. They would like to know more about how Bible stories connect to their lives.
Learning & Well Being <i>Learning Support</i>	Senior students believe that their teachers want them to do their best and believe they can succeed. An area for improvement was identified as making the learning more interesting.
Learning & Well Being <i>Student Influence</i>	Senior students believe they have some choice about the way they learn in class. An area for improvement is to understand more about why they are learning certain things.
Learning & Well Being <i>Autonomy and Independence</i>	Senior students indicate that they take responsibility for their own learning and have a go before asking for help. They would like to get better at organisation.
Community <i>Welcoming and Safe School</i>	Senior students at St Joseph's School feel welcome and are proud to be a part of their school. They would like to see that all students are kind to each other at school.
Resourcing <i>Infrastructure</i>	Senior students feel their classrooms are welcoming places to learn. They would like to see improvement in the tidiness of the school.



Teachers and ESOs | Number of Respondents - 25

<p>Catholic Identity <i>Experiencing Catholic Identity/Development of Catholic Identity</i></p>	<p>Staff believe that significant liturgical events are prioritised throughout the year and that students are taught to recognise how their actions affect others. They would like to see greater engagement in social justice issues and see staff strengthen the modelling of Gospel values through actions and words.</p>
<p>Learning and Well Being <i>Learning Support and Support for Continuous Improvement</i></p>	<p>Staff affirmed that they are expected to evaluate their teaching practice however they indicated that they would like more time to do so. ESOs indicated they are provided with appropriate professional learning.</p>
<p>Learning and Well Being <i>Personal Competence</i></p>	<p>Teaching staff are confident in their pedagogical knowledge and skills and ESOs feel strongly that their practices support the learning needs of students.</p>
<p>Learning and Well Being <i>Student Influence/Reflection on Growth</i></p>	<p>Teachers believe students are provided opportunities to reflect on their learning but see room for improvement in actively engaging students in the planning and structuring of learning and assessment activities. ESOs have some confidence that the students they work with develop insights into their ability to succeed.</p>
<p>Community <i>Partnerships and Agency</i></p>	<p>Staff believe that St Joseph’s School has strong partnerships with families and that cultural backgrounds and diverse families are respected.</p>
<p>Community <i>Welcoming and Inclusive School</i></p>	<p>Staff strongly believe that they are welcoming to parents/caregivers and encourage them to approach with queries or concerns. ESOs are proud to be a part of the St Joseph’s School community.</p>
<p>Community <i>School Safety</i></p>	<p>Staff indicated that school policies are consistent with Catholic Social Teaching and help create an environment that supports the dignity of each person.</p>
<p>Resourcing <i>Infrastructure</i></p>	<p>Staff identified that St Joseph’s School prioritises facility and infrastructure improvement.</p>





St Joseph's School

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