

St Joseph's School

HINDMARSH



Annual

Annual Community Meeting

2021

A heart-shaped sign with a dark brown border and an orange center is hanging from a tree branch. The sign is made of two overlapping hearts. The text "IN ALL THINGS" is printed in a bold, black, sans-serif font, and "love" is written in a black, cursive script font below it. The sign is attached to a tree branch with a piece of white twine. Other similar signs are visible in the background, hanging from other branches. The background is a soft-focus view of green leaves and a blue sky.

IN ALL THINGS

love

Community Agenda

- 1 **Welcome**
- 2 **Apologies**
- 3 **Prayer led by Helen Clark**
- 4 **Minutes of Previous Meeting - AGM 2020**
- 5 **Annual Reports**
 - Principal - *Maria D'Aloia*
 - Chairperson of School Board - *Richard Ellerman*
 - Finance - *Karyn Burlow & Craig Costello*
 - Parent & Friends - *Leath Margrie*
 - 2022 Annual Improvement Plan - *Maria D'Aloia*
- 6 **General Business**
- 7 **Introduction & Acknowledgement of Board Members**

New Playspace Coming Soon



AGM 2021 Minutes

Wednesday 17th February 2021

- 1. Welcome:** Maria D'Aloia welcomed the community
Staff Present
Maria D'Aloia, Helen Clark, Rita Garreffa, Kathleen Melis
Parent Community Present
Richard Ellerman, Francis Ben, Craig Costello, Stav Lentakis, Leath Margrie, Laura Morris, Mark Thompson

- 2. Acknowledgment of Country:** Maria D'Aloia

- 3. Prayer:** led by Helen Clark (APRIM)

- 4. Minute Taker:** Mark Thompson

- 5. Apologies:** Caterina Vignogna, Father Lancy DeSilva, Karyn Burlow

- 6. Minutes of Previous AG Meeting**
Accepted as true and correct by: Stav Lentakis
Seconded: Laura Morris

- 7. Correspondence In:** Nil

- 8. Correspondence Out:** Nil

- 9. Reports**

9.1 | Principal's Report: Tabled by Maria D'Aloia

9.2 | Chairman's Report: Tabled by Richard Ellerman

9.3 | Finance Report: Tabled by Karyn Burlow, presented by Maria D'Aloia

Mark asked why the Recurrent Income Actual to Budget was almost 1 million dollars over budget and whether these figures included Jobkeeper payments and if so has CESA decided how they are disseminating this money. Can Karyn also follow up to find out when we will know exactly what is in the bank account moving forward – follow up Karyn Burlow

9.4 | Parents & Friends Report: Tabled by Leath

9.5 | WH&S Report: Tabled by Denise Tarrant, presented by Maria D'Aloia

9.6 | Parish Report: Nil

9.7 | Staff Report: Nil report due to start of Term 1

9.8 | OSHC Report: Nil to report due to start of Term

9.9 | Report to the Community on the 2021 Improvement Plan: Tabled by Maria D'Aloia

- 10. General Business:**
Maria wished to acknowledge the work and support of both Caterina and Stav who have stood down from the board in 2021 also to welcome Leath Margrie and Laura Morris to the board for the first time.

AGM Closed at 7.00 pm

Chairperson: Richard Ellerman

Date: 17th February 2021



Principal's Report

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 works of Mary MacKillop.

Report by Maria D'Aloia

I am pleased to report on the implementation of the 2021 Annual Improvement Plan.

COVID continued to challenge us throughout 2021 with school closures and restrictions resulting in some school events being cancelled or postponed.

Restricted access to the school may have caused frustration for parents, caregivers and community members but the sense of community and connectedness did not diminish, as was evidenced when restrictions were lifted, the energy and sense of community was evident, no better witnessed than at the school concert!

Throughout 2021 our students continued to navigate the COVID restrictions with resilience, adaptability, courage and confidence.

Teachers demonstrated their ongoing commitment to ensuring the continuity of high quality learning opportunities for their students by providing learning remotely when required or face to face, always remaining available and connected to students and families.

Parents and carers showed their appreciation and care of staff and community members by maintaining social distancing and understanding the importance of respectful partnerships.

Since this pandemic commenced our school motto: "In all things love" was evident as we grew stronger and more resilient as a community. The importance of being in relationship with friends, teachers, staff and wider community was certainly emphasized as we journeyed throughout the year.

We ALL realised that we had so much to be grateful for – a strong community with a big heart that demonstrates the school values of RESPECT, COMPASSION, SERVICE & HOPE in all that we do!

The Living Learning Leading Framework and Standard continued to scaffold our work in providing learning opportunities for every student to succeed and achieve!

The report will address each component of the 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.

We continued to find inspiration from our foundress, St Mary MacKillop of the Cross as we continued to celebrate and share our Catholic faith proudly with the community. Our staff retreat allowed staff to visit and engage with the plentiful information at the newly refurbished Mary MacKillop Museum at Kensington with an opportunity to visit sites around this area linked to the Josephite Story. Lunch was at the Vinnies run 'Café Outside the Square', which is a not for profit café that provides meals for the Vinnies Men's homeless shelter nearby. The afternoon was spent on a guided tour and reflection of the Stations of the Cross at the Monastery.

Prayer continued to be a source of hope and strength as we journeyed throughout the year. We had intended to celebrate the beginning of Year Mass and other important liturgical events with Senior Students at Sacred Heart Parish Church however due to COVID restrictions this could not take place.

As part of our vision of being a Faith Community inspired by love, the Year 5/6 classes participated in Interfaith Sessions run by the Abraham Institute, with visitors from the 2 other Abrahamic Faiths, Islam and Judaism. The children had the opportunity to openly ask questions about these faiths and their traditions in a safe space and learnt a lot.

Social Justice

Our Mini Vinnies group continued to be proactive in hosting events and raising awareness of Social Justice issues despite the challenges presented by COVID. They were also active in organising Vinnies Winter and Christmas Appeals. They have communicated with our local St Vincent de Paul conference to coordinate item collection and were supportive of Miss Clark's Vinnies' School Leaders Sleepout. Students are very keen to host a Vinnies Sleep Out and we hope this will be able to happen in 2022 for our Senior Students. Students also raised awareness around Anti-bullying and creating harmony by organising awareness-based poster competitions and activities.

Mini Vinnies raised money for Caritas Project Compassion with the support of parents, by selling pancakes on Shrove Tuesday for a small donation. The stories of those who have benefited from the work of Caritas were shared by classes at weekly assemblies.

The Year 5/6 classes participated in Catholic Missions 'Sock it to Poverty' where they created soccer balls using recycled materials such as old socks, clothes and plastic. This type of ball is made and used by many children in countries afflicted by poverty. Pope Francis himself remembers playing Soccer with 'sock balls.' The students organised activities and games that students from other Year levels could participate in for a donation. They shared what they had learned about children living in poor communities in Thailand as they worked through the Catholic Social Teachings and what 'Being Church' truly means. Profits were donated to Catholic Missions, to support Catholic Missions month and to Catholic Charities. Students had some very inspiring insights into the 'mission' of the Church.



Teaching & Learning

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

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.

This statement of learning continued to inform our educational conversations and professional learning agenda. In 2021 the commitment to implementing school wide pedagogical practices to improve student learning outcomes was the focus of our work.

Teachers embedded the 5 key spelling strategies as outlined in the core resource "Guiding thinking for Effective Spelling," and used the scope and sequence developed to inform their classroom practice. NAPLAN results later in the year highlighted the success of our work, with significant improvements evident in both Year 3 and 5 spelling results.

InitialLit continued to be implemented across R – 2 as the Tier 1 program to develop early literacy skills. Student progress was monitored regularly and MiniLit intervention support was made available to students in Year 1 and 2 identified as requiring additional support from data collected from the screening assessments. Students identified in Year 3 and above requiring additional literacy support were offered the MacqLit intervention programme. Students continued to be monitored regularly to keep track of their progress.

The English as an Additional Language model was reviewed to prioritise the needs of students requiring additional support.

The Assessment schedule was reviewed to include a more consistent approach across the school and to incorporate current assessment tools.

We continued our association with the Primary Mathematics Association and our work with educational consultant, Lisa – Jane O'Connor to review the Mathematics curriculum throughout the school.

Lisa Jane has worked closely with teachers to further develop their understanding of current educational research in Mathematics and has reviewed the Mathematics curriculum to reflect this research. Staff have continued to engage wholeheartedly with Lisa-Jane and look forward to the opportunity of co-teaching with her in 2022.

Therese Slattery and Diana Comitogianni completed their involvement in the CESA Early Years Mathematical Project and have also noticed great improvements in student learning and engagement, using the pedagogical approaches and new initiatives introduced in this project.

Continuing to develop our understanding of a 'competent child' with greater emphasis on Student Agency was an ongoing focus throughout the year, together with continuing to develop Inquiry learning and providing ongoing learning opportunities for students to experience an integration of Science, Technology, Engineering and Mathematics, (STEM) with support from Kate Dilger education officer from the South Australian Science Teachers Association.

Teachers also used the Living Learning Lead Capabilities Continua as a goal setting tool and to encourage co-construction with students.

We completed our work in the 'Making Space for Learning,' CESA project that focussed on understanding the brain and how to support students achieve greater success with their learning. Kathleen Melis and Emily Revell were the school representatives in 2021 who shared the work undertaken by all our staff at a showcase in June with other schools involved in this project. A scope and sequence based on the Mind Up curriculum is now being implemented across the school.

In Term 2, as an early adoptor school, we began the 'Clarity' journey, a CESA wide initiative that focuses on 14 parameters for school improvement. Learning is made visible with clearly articulated Learning Intentions and Success Criteria and students are actively involved in co-constructing their learning by being involved in articulating and formulating the success criteria of a learning task. Learning spaces provide inspiration to provide high levels of engagement and expectation with 'bump it up walls' to motivate and inform high expectations. Our School Quality Performance Team will continue to impart the professional learning suite to all staff throughout 2022.



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.’

Whilst we were challenged with everchanging COVID restrictions throughout the year, we continued to place an emphasis on building and nurturing a sense of connection as a community and finding creative ways of achieving this. The concert in Term 4 was a great opportunity to celebrate our identity and mission. The aptly themed concert, “In all things love” not only showcased our talented children but also emphasized our priority of developing positive and respectful relationships with our students and families. Antoinette DiPaolo was instrumental in developing the school Reconciliation Action Plan (RAP) which included staff attending a professional learning workshop, ‘Aboriginal Cultural Competence Program’ at the beginning of Term 2, 2021.

The program was designed to help us explore and build cultural competence in the areas of Identity, Culture, History and Reconciliation. Through the lens of creative and critical pedagogies, we had the opportunity for reflection, truth-telling and truth listening as well as expression through language, art, music and/or dance. More importantly, the program allowed staff to reflect on their current level of cultural competence.

Together with this ‘cultural competence’ program, we have also been privileged and excited to be involved in the 2021 Aboriginal Cultural Residency Program which commenced early in Term 2, 2021.

Teachers, students and leaders had the opportunity to work with an Aboriginal Cultural Consultant, Karno Martin, to co-construct learning focused on visual arts, cultural ecology, dance, cultural identity, language and storytelling. Our work with Karno and our school’s celebration and activities during Reconciliation Week were proudly documented and published on our school’s ‘Facebook’ pages and school newsletter.



promoting a more positive and visible ‘reconciliation’ in our country, is to build a strong, supportive and trusting network and respectful relationship with Indigenous Australians within our multicultural school and wider community.

In the words of our founder, St Mary of the Cross Mackillop, “So great is the strength we possess in our unity,” we understand that our journey to create, achieve and celebrate a RAP movement at St Joseph’s School, Hindmarsh, is an evolving and multi-dimensional process that will require continuous action and an ongoing and honest conversation built on understanding, respect, equality and inclusion of ‘all’ Australians. Appreciation and thanks is extended to Antoinette and the staff for their ongoing commitment to this important work

The School Board continued to work in a spirit of partnership to provide advice regarding the development of the school and its management for the holistic development of students, taking into consideration both their educational and spiritual welfare and fulfilling its objectives. Heartfelt Appreciation and thanks to the School Board for their unwavering commitment throughout this challenging year by continuing to meet regularly either in person or remotely:

- Fr Lancy DiSilva | President
- Richard Ellerman | Chairperson
- Francis Ben
- Helen Clark | APRIM – Deputy Executive Officer
- Craig Costello | Chairperson of the Finance Committee
- Kathleen Melis | Staff Representative
- Leath Margie
- Laura Morris
- Mark Thompson

The Parent and Friends Executive Committee also demonstrated an unwavering commitment to continuing to build community and fundraise, even though presented with many obstacles because of social distancing requirements and other restrictions.

Thank you to the P & F executive committee: Leath Margie, Jacki Bishop and Laura Morris.

Appreciation, acknowledgment and thanks is extended to all parents who participated in school events and for persisting and finding innovative ways to ‘FUNraise’ and “FUNdraise! Parent Engagement is valued and deemed as an essential aspect of building a positive school community. Nurturing respectful and authentic partnerships between home and school are all factors that contribute to improving student outcomes. Thank you for your ongoing support.

Our hope, moving forward, through these initiatives of



Resourcing

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

Whilst the demolition of the two houses was very exciting discussions regarding the redevelopment of our school grounds were ongoing with the council throughout the year. Surveyors and Engineers were engaged to develop a stormwater plan to address all matters referenced by Senior Planner and Development Officer from the Major Planning Assessment team at City of Charles Sturt.



Demolition of the OHSC House

Approval was finally granted in late December. Alex Sawers, Director of JAA was appointed as the project manager for this redevelopment in January 2022, with preparations underway for the tender process to begin.



Proposed Playspace due in 2022

The OHSC service transition to the hall was successfully achieved. Matthew Holmes was appointed to the position of Director and settled in extremely well, focussing on ensuring the seven Quality Areas are evident in the service. Matthew resigned his position in late December to begin a new position at a larger service. We are grateful for Matthew’s positive contribution to our OSHC service, including the introduction of a more streamlined booking system.

In the first semester, Playgroup was conducted in the preschool, however due to the COVID restrictions it was moved to the hall. As the number of families at playgroup were consistently increasing it was decided to hold two sessions, Let’s Play and Let’s Move. These sessions were well attended and enjoyed by all. Appreciation and thanks to Maria Apostolou and her team for their creativity and care, ensuring that every child had a positive learning experience and both children and family members felt a sense of connection to the St Joseph’s School community.



Let’s Move Playgroup in the Hall

COVID-19 certainly presented us with challenges to overcome, and whilst we navigated this the School Board continued to work behind the scenes to ensure the ongoing development and maintenance of our schools’ facilities. I am particularly grateful to the leadership team Helen Clark, Rita Garreffa and Acting Principal Ben Catalano who led the school so competently for 12 weeks whilst I was on sick leave.

Our intention is to provide the best possible learning opportunities and environment to facilitate the growth and achievement of every child at St Joseph’s Hindmarsh. We pride ourselves on knowing each child and working in partnership with parents to achieve success for all.

We are a small school with a strong sense of community, focussed on ensuring everyone feels a connection and that our motto “In all things love” permeates all that we do!

St Joseph's School Hindmarsh

Strategic Goals for 2021-2023

Catholic Identity

- Staff Formation - Staff Retreat
- Continue to implement the revised Crossways and MITIOG curriculums using USD
- Engage all the community in social justice outreach program
- An emphasis on ecological conversion - Engage staff in professional learning and reflection to develop a school wide plan that addresses ecological sustainability throughout the school
- Continued development and focus on Parish/School relationship

Curriculum & Co-construction

- Continued Involvement in Early Years Mathematical Project – 2 teachers
- STEM/Technologies Professional Learning with Kate Dilger
- Continue to use Language Features and Levelling tool as a Moderation tool in Literacy
- Review EAL support model
- Maths professional learning with Lisa – Jane O'Connor

Student Agency, Identity, Learning & Leadership

- Embed Capabilities Continua across the school
- Further develop implementing the Student Management System – SEQTA by
- Embed Mind up curriculum and scope and sequence developed from Involvement in CESA Trauma project
- Agreed approach to Inquiry Pedagogy
- Review the Agreed approach to Spelling, English and Assessment
- Ensure the Student Voice is evident in Curriculum Design

Community Engagement

- Further develop Parent Engagement Committee and Class Representatives
- Continue to introduce Be You as student wellbeing resource in the school
- Continue to explore ways to connect Playgroup with Preschool

Resourcing

- Complete the redevelopment of the school grounds as per Master Plan including demolition of two properties on Bertie Street and existing playground
- Engage an architect to redesign double storey building to include Specialist learning areas; Music/Performing Arts, LOTE, new toilet block, canteen/coffee shop
- Investigate the installation of solar panels on the hall
- Install outdoor blinds to preschool area – enclosing eating area after redevelopment of school site is completed

Chairperson's Report

Report by Richard Ellerman

Approaching the end of the 2021 school year at St Joseph's Hindmarsh it is rewarding to look back through yet another busy and successful year.

Our Principal, Maria D'Aloia, along with her wonderfully dedicated teaching and administrative staff have continued on from a challenging and prosperous 2020 school year, further enhancing our reputation as a strong, community based Catholic school that not only educates our students through curriculum-based learning but guides them to become competent, resilient learners made in the Image of God.

Whilst schools are wonderful places for our children to live, learn and explore toward their future's they are run as any other business from a financial, administrative and planning point of view. This would not be possible without the tireless efforts of the administration staff, Finance committee, Parent and Friends Committee and the School Board who in 2021 have met, discussed, debated, voted, deliberated, engaged, planned and implemented a myriad of projects, policies and plans dedicated toward the immediate and long-term future of St Joseph's School Hindmarsh.

The St Joseph's School Strategic Plan outlines the direction the school is heading in relation to Catholic Identity, Teaching and Learning, our Community and Partnerships, Resourcing and we continue to implement our Annual Improvement Plan in alignment with CESA's ongoing Strategic Plan. The plan is set out with strategic goals relating to all areas above, strategies to implement those goals, responsibility to lead the strategies and what resources are required to implement the strategies which are then measured on their success through resultant data.

Throughout 2021 the commitment to our Annual Improvement Plan has been unwavering. We continue to work on our Catholic Identity within our motto "In all things Love" through the ongoing Sacramental Program, spiritual staff retreats and commitment to the Living Learning Leading Framework to name a few. Our Teaching and Learning strategy engulfs the desire St Joseph's staff hold toward delivering high quality teaching and learning, developing a more dedicated Mathematics program with support from the Primary Mathematics Association, holding a consistent approach to literacy skills and continued professional learning to broaden our staff's capacity to teach through new and exciting opportunities in areas like Science, Technologies and STEM and this commitment to build our teachers capacity will continue through the strategic plan throughout 2022.

Whilst improvement and success can be measured with results and data it is also worth noting that the environment provided for the Students and Staff at St Joseph's to learn, nurture and teach can have an astounding effect on their student and professional wellbeing.

2021 proved a challenging and at times frustrating period in relation to finalising our wonderful school grounds however you can be rest assured that the completion of the final development stage has been granted approval and once completed this area of educational play will be an amazing learning space parallel to the "The Mary Mackillop Centre", contributing towards creating an environment at St Joseph's that is welcoming for everyone.

The strengthening partnership between our Catholic School Communities and the South Australian Commission for Catholic Schools, under the guidance of Dr Neil McGoran, Director of Catholic Education in SA, gives ongoing solidarity toward an excellent Catholic education for all children and families through mutual accountability in line with CESA strategic direction. The operational resources like the afore mentioned 'Living Learning and Leading standards', 'Leadership standard' and the 'continuous improvement framework for Catholic Schools', define high standards applicable to all Catholic Schools and the implementation of 'School Performance Leaders' who are working alongside School Principals and Leaders 'to ensure strong leadership at each school, focussing on improving learning outcomes for students and actively promoting Catholic Identity'. The St Joseph's Strategic Plan is well and truly in line with CESA and with continued commitment to improvement each year we are offering a wonderful environment for all families, students and teachers and administrators.

In 2021 we farewelled staff and students both long serving and short, we endured a period without our Principal Maria D'Aloia whilst she underwent extensive knee surgery and we have said our final goodbyes to our year 6 cohort whilst welcoming a new wave of enthusiastic new learners and their families into our loving community. In 2022 we will welcome new staff and students and say farewell to more along the way. Our wonderful and dedicated Parent and Friends Group has worked tirelessly all year to meet, create, fundraise and implement initiatives that continue to bring our wonderful school community together as one, albeit under trying guidelines throughout another Covid affected year.

Signing off on the 2021 School year, we leave St Joseph's Hindmarsh in a greatly improved position across all areas and with continued dedication to further improvement each year, our school community is in a healthy and exciting position. I would like to take this opportunity to thank Maria and staff, fellow board members, Parents and Friends and St Joseph students for their tireless commitment and ongoing support throughout 2021, it has been an absolute pleasure to represent the school in capacity of Board Chair for the past few years and I sincerely wish you all the very best for 2022 and beyond.



Lift



Finance Report

Report by Karyn Burlow

The following financial report is for St Joseph’s School Hindmarsh for 2021.

The Bank balance as at 31st December 2021 of \$1,099,029.

Student numbers were at 284 students for 2021 compared to 254 students for 2020, as at the August Commonwealth Government Census date.

We had 27 students enrolled in Preschool.

The information below is an unaudited representation of the Revenue Income & Expenditure for 2021.

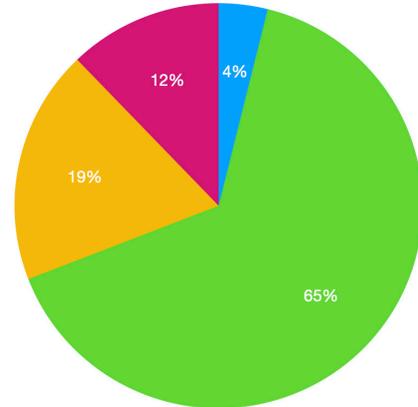
Notable Purchases for 2021

- Professional and planning costs associated with the yard upgrade
- Signage upgrades which included naming school buildings and external entrance
- Glass partition doors in the Hall
- Skylight replacement in the corridor of the JP building
- Preschool outdoor blind
- 4 x 75” televisions to replace obsolete projector systems
- Wireless network upgrade
- 11 x iPads
- 25 x HP Laptops
- Miscellaneous classroom furniture including outdoor play tables, chairs, pinboards and resource cupboards
- Literacy teacher resources and student reader replacement
- Upgrade music instruments and resources
- Sensory toys and resources



Installation of sliding doors in new OSHC space

2021 Income



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



Signage upgrades



The original OSHC House and purchased property.



The removal of asbestos in the purchased property.

Revenue and Expenditure

	ACTUAL	BUDGET
	(\$)	(\$)
RECURRENT INCOME		
Comm Gov. Grants	2,840,719.69	2,366,500.00
State Gov. Grants	815,158.00	767,500.00
Fee Income	477,358.55	490,000.00
Income Other	168,791.82	116,100.00
Total Recurrent Income	4,302,028.06	3,740,100.00

CAPITAL INCOME		
Income Other	53,151.00	0.00
Total Capital Income	53,151.00	0.00

EXPENDITURE - Tuition Expenses		
Teacher Salaries	2,427,405.86	2,346,793.00
Teaching Other	111,427.60	114,780.00
Administration Other	33,928.63	25,000.00
Faculty & Student Exp.	92,273.98	84,020.00
Levies	21,024.34	15,000.00
Total Tuition Expenses	2,686,060.41	2,585,593.00

ADMINISTRATION EXPENSES		
Admin & Services Salaries	352,363.92	324,700.00
Administration Other	242,319.02	258,200.00
Utilities & Rates	61,558.91	83,700.00
Levies	225,869.08	191,810.00
Interest on Loans	49,227.21	54,000.00
Depreciation & Assets	405,630.07	10,500.00
Total Admin Expenses	1,336,968.21	922,910.00

TRADING ACTIVITIES		
Trading Account Income	624,185.46	480,500.00
Trading Account Expenses	602,634.14	503,800.00
Total Income	4,979,364.52	4,220,600.00
Total Expenses	4,625,662.76	4,012,303.00
Net Profit (Loss) Before Tax	353,701.76	208,297.00

Balance Sheet

	(\$)
ASSETS - Current Assets	
Cash holdings	1,099,729.04
Debtors	74,087.39
Provision for Doubtful Debts	- 21,360.00
Prepayments	0.00
LSL Receivable - Current	574,531.00
Total Current Assets	1,726,987.43

ASSETS - Non-Current Assets	
Land	819,880.00
Buildings	7,496,578.12
Fixed Equipment & Improvements	1,122,779.4
Furniture & Equipment	349,292.42
Computer Equipment	792,659.12
Accumulated Depreciation	- 4,203,842.67
Building Projects - Work in Progress	25,346.68
LSL Receivable - Non current	46,292.00
Total Non-Current Assets	6,448,985.07

TOTAL ASSETS	8,175,972.5
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LIABILITIES & EQUITY - Current Liabilities	
Income in advance	5,000.00
CCES loans	134,851.06
Sundry Creditors	85,590.68
Debtor Overpayments	6,961.11
Accruals	1,547.25
Provisions - general	5,291.11
Accrued Annual Leave	161,227.16
LSL Payable	574,531.00
Total Current Liabilities	974,999.37

LIABILITIES & EQUITY - Non-Current Liabilities	
CCES loans	1,214,784.62
Deposits	61,211.00
Total Non-Current Liabilities	1,275,995.62

CLEARING ACCOUNT	
Sundry clearing accounts	- 77,108.34

ACCUMULATED FUNDS	
Accumulated Funds (inc years surplus)	6,002,085.85
Total Accumulated Funds	6,002,085.85

TOTAL for LIABILITIES & EQUITY	8,175,972.5
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This Years Surplus/Deficit	353,701.76
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Parents & Friends Report

Report by Leath Margrie

Welcome to the new 2022 school year from the Parents and Friends (P&F) of St Joseph's Hindmarsh. We are an active group of volunteers that come from our school community. Those volunteers are a mix of Mum's & Dad's and other family members, who are passionate about helping our children & St Jo's School grow together!

Our P&F have various tasks and roles, we pride ourselves on supporting & liaising closely with the Teacher, Leadership Team and Administration Staff. These tasks & roles (including our Class Representatives) allow parents to be involved in differing levels, either ad-hoc on certain activities or Fundraisers, through to a more involved role via a Leadership position. These positions allow you to have an active input and shape & create a Team environment which can have impactful outcomes.

We generally meet monthly to discuss new ideas & upcoming events, plus we also have regular contact outside of meetings. This is to coordinate & ensure that Fundraising & School events run in a smooth manner. The Class Parent Representatives roles have been running for a few years, it allows an extra opportunity for support between Parent / Teacher & Child. For those new to the school and looking to dip their toe into helping role, it's an excellent opportunity as it gives a great sense of involvement.

2021 was another year full of twist & turns, this sometimes-caused challenges and obstacles with our Event & Fundraising planning. However, thanks to a number of dedicated, passionate and caring P&F Team members, we were pleased on the achievements that occurred during the year.

These achievements included;

- Breakfast Club (is always welcomed by the children)
- Coffee Shop
- Father's Day Wine Drive
- Large Outdoor Sporting Equipment
- Sports Day Donuts
- Easter Run via Kytos
- Concert Food Packages
- Umbrella's & Coffee Mug Merchandise
- Mother's Day Photo Booth

Money raised has been put towards improving the school community and we have also been looking at larger projects. This will be an ongoing discussion in 2022 via the new P&F Team (all Leadership positions were called vacant).

	INCOME	EXPEND.	SURPLUS
	(\$)	(\$)	(\$)
PARENTS & FRIENDS FUNDRAISING for 2021			
Easter Income	77.56	-	77.56
Mothers Day	1,603.00	500.00	1,103.00
Sausage Sizzle	516.00	123.00	393.00
Merchandise	980.00	1,461.18	- 481.18
Cake Stall	1,323.82	741.68	582.14
Coffee Club	744.50	254.39	490.11
Wine Fundraiser	1,042.00	330.00	712.00
Music Concert	640.00	660.00	- 20.00
Miscellaneous	-	150.90	- 150.90
TOTALS	6926.88	4,221.15	2,705.73

As 2021 Chairperson, it's kind of like being at the Oscars – you can't thank everyone at the time so my thanks go to all of the members involved in our P&F and Class Rep Team. However, I will take this opportunity to thank Jacki Bishop & Laura Morris, who supported not only me but the whole P&F Team, during 2021 in their roles of Treasurer & Secretary. They did an amazing job and I'm sure other active members are all thankful of this support across the year. The 3 of us did decide to all step down at the end of Term 4, this was to allow a "clean slate" for 2022 and we look forward to continuing our support of the group.

Thanks to the various members of the School Staff, including Maria D'Aloia & Acting Principal Ben Catalano, for their assistance, support and discussions throughout the year.

Please keep an eye out for the AGM and take the opportunity to join the group and have your say & make an impact in 2022. The P&F meetings & communication will continue via the normal channels of,

- St Joseph Community Facebook Group
- School Newsletter
- Seesaw
- Skoolbag
- Email

All the very best for the new school year with the anticipation of more activities and events being allowed. Please don't be shy in putting your hand up if you like to be part of this P&F Team, it's a welcoming group. Everyone has their own special piece of contribution to give!



Parent Volunteers at the Learning Journey Sausage Sizzle



Mother's Day Photo Booth



Sports Day Donuts



Cultural Day Team & Volunteers



The school's official merchandise, presented by Ben Catalano



The Coffee Shop



Easter Run via Kytos

NAPLAN School Summary

NAPLAN 2021 Snapshot

National Average

Above the National Average in 3 out of 10 tests.
Year 5 Spelling, Grammar & Punctuation and Reading.

Students being Case Managed

7 out of 17 are being case managed (some previously were). Current Year 5's - above in writing.

Students in Bottom 2 Bands

Year 3 | A | 4 out of 5
Year 3 | B and C | 3 out of 5
Year 5 | D and E | 4 out of 5

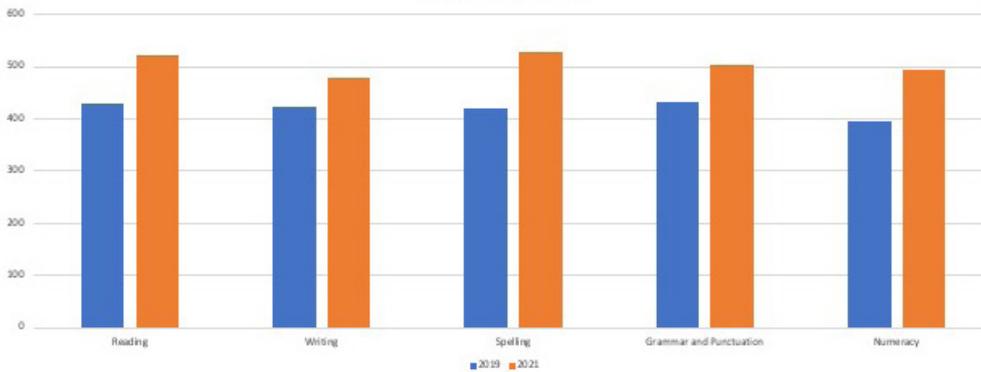
Growth Areas

Spelling has been a growth area.
Whilst below national Average in Numeracy, the gap is closing

% of Students in Top 2 Band Exceeds National Average

Over 50% Year 3 in top 2 bands in Reading, Writing and Spelling

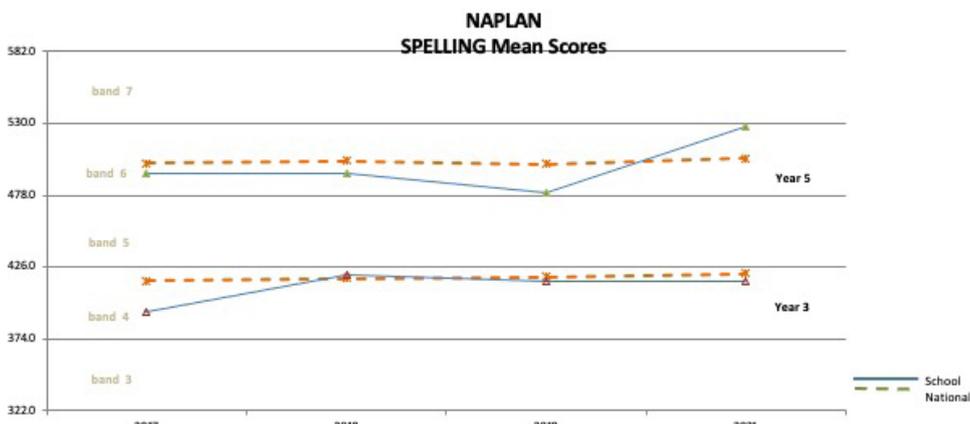
Current Year 5's - Growth



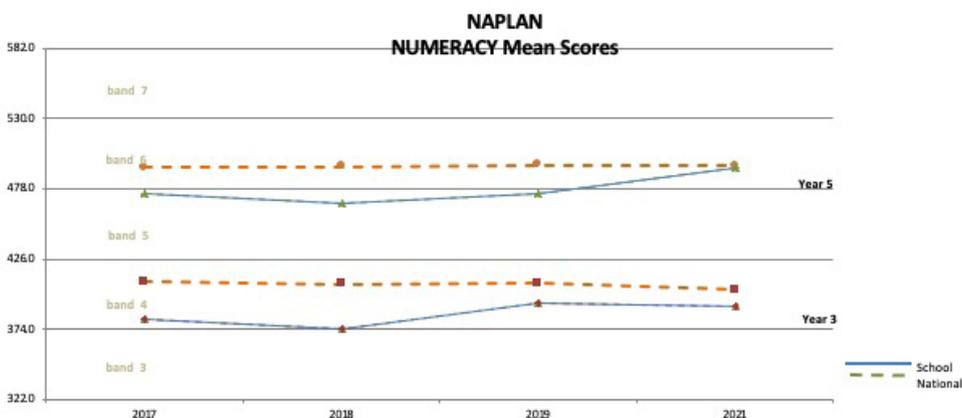
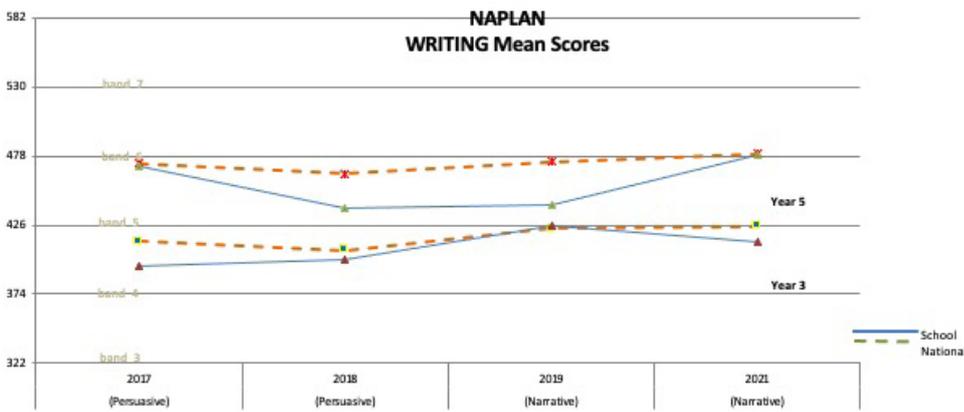
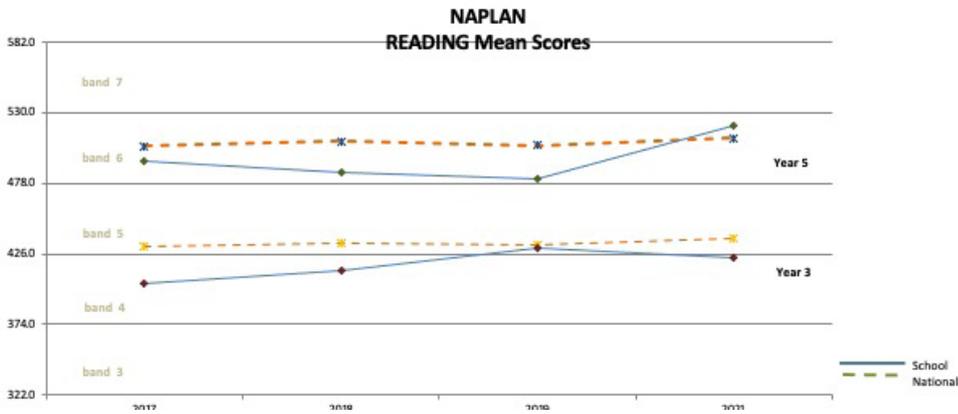
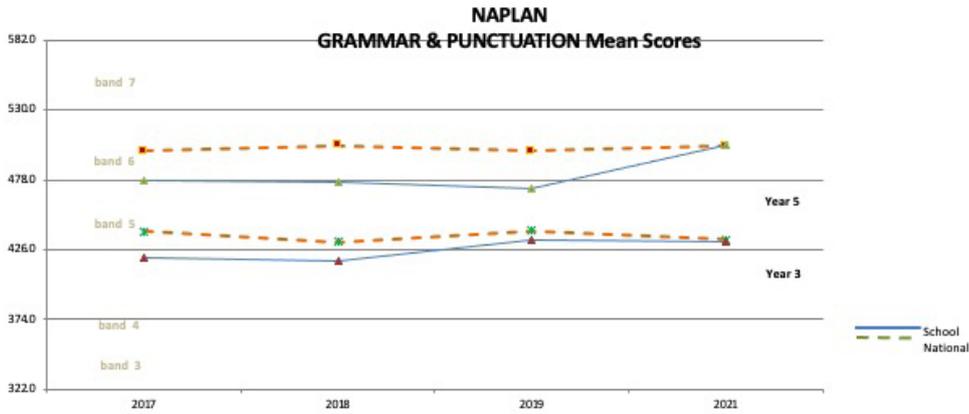
In the areas of Spelling, Numeracy and Reading, the growth has been approximately 2 band levels.

St Joseph's had 81% of Year 5s in the middle and upper level of progress in Reading, compared to 75% of all students nationally in the same level of progress.

St Joseph's NAPLAN Longitudinal Trend



St Joseph's NAPLAN Longitudinal Trend - continued



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 of Education and Child Development.

Year Level	Term 1	Term 2	Term 3	Term 4	Total Attendance Rate
REC	93	91.6	90.5	92.2	91.8
01	93	90.6	91.1	91.8	91.7
02	94.1	90.8	91.3	88.8	91.3
03	95.5	91.6	93.7	93.2	93.5
04	91.1	90	88.7	89.5	89.8
05	94	93.2	92.9	90.6	92.7
06	96	94.4	94.7	93.6	94.7
Total	93.9	91.8	91.9	91.6	92.3

Enrolments - Preschool to Year 6

Female Students	152
Male Students	146
Total Students	298

**Numbers include Preschool students*



School Features

St Joseph's School, Hindmarsh is a co-educational Catholic Primary School situated in the inner western suburbs of Adelaide, South Australia. There is a Preschool on site to cater for 4 year olds. There is a strong connection with the school, facilitating a seamless transition to school. It exceeds National Quality Standards.

The school was founded by the Sisters of St Joseph over 100 years ago. St Joseph's is a welcoming community, committed to working in partnership with families. We work closely with the parish community as we nurture the life and faith of children. Our school motto 'In Omnibus Caritas' translates as 'In All Things Love'. This philosophy of the Josephite Sisters continues to be at the core of what we foster and live out daily.

At St Joseph's we hold a view of children as competent, capable citizens of the world. We offer a contemporary learning program, aligned with 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. Reggio Emilia principles of learning, Play and Inquiry Learning are a priority and a valued part of the learning program.

The teachers work with children to create learning experiences that promote curiosity, imagination, problem

solving, creativity and learning competencies. Development of skills, knowledge and understanding of Literacy and Numeracy are core priorities, strongly promoted across the curriculum.

Information and Communication Technologies continue to be a focus for the school, with extensive investment in resources and infrastructure that enables students to learn in a 21st Century environment. St Joseph's has a strong commitment to Physical Education and Extra Curricular Sport. We have an extensive After Hours Sports Program, and a fine record of sporting achievement at inter school level.

Music and Performing Arts is a focus in the school community, with involvement in the Catholic Schools' Music Festival Choir, biennial concert and a growing Instrumental Music program and School Band. Our Languages program focusses on the Italian language and culture.

St Joseph's School, Hindmarsh provides Before and After School Care and Vacation Care. This service also exceeds National Quality Standards.

Our goal is to foster a love of learning and maintain a high standard of education that leads all students to achieve success.





Staff Profile

Teachers Standards & Qualifications in 2021		Workplace Composition in 2021 (Based on 2021 Commonwealth Government Census Data)	
Masters Degree	1	Teaching Staff (Head Count)	23
Bachelor Degree	25	Full-time Teaching Staff Equivalent (PTE)	17.8
Graduate Diploma/Graduate Certificate	1	Non-Teaching Staff (Head Count)	18
Theology/Catholic Studies & Catholic Leadership	9	Full-time Equivalent Non-Teaching Staff (PTE)	12.7

Staff in 2021	
Female	88%
Male	12%

Leadership Team	
Female	100%
Male	0%

There is one member of staff who identifies as Aboriginal and Torres Strait Islander.



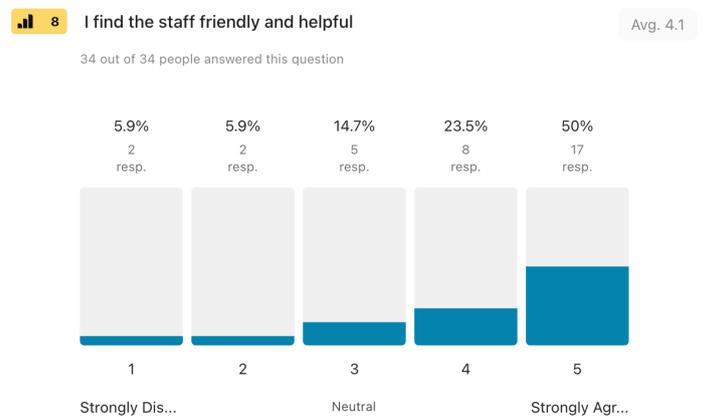
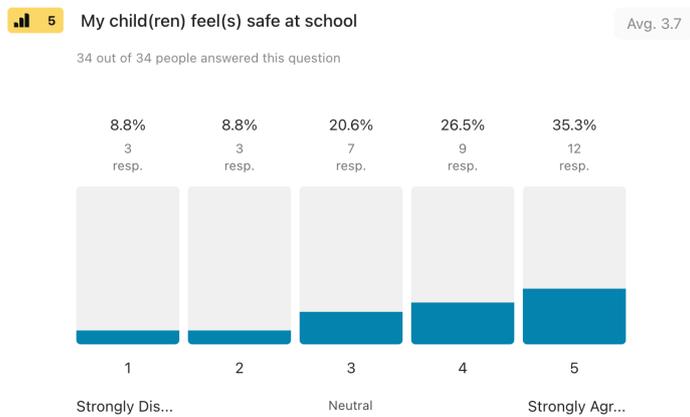
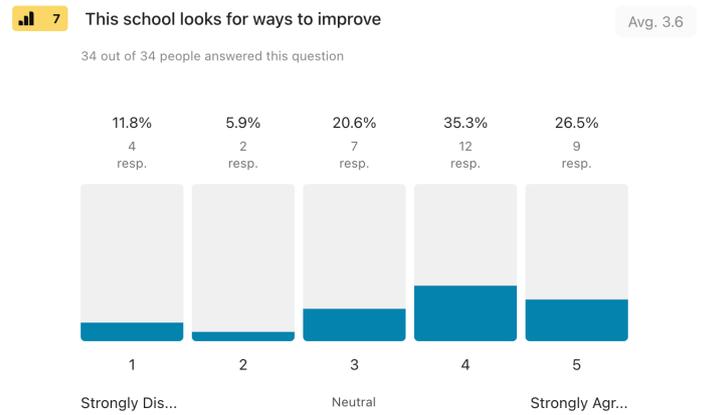
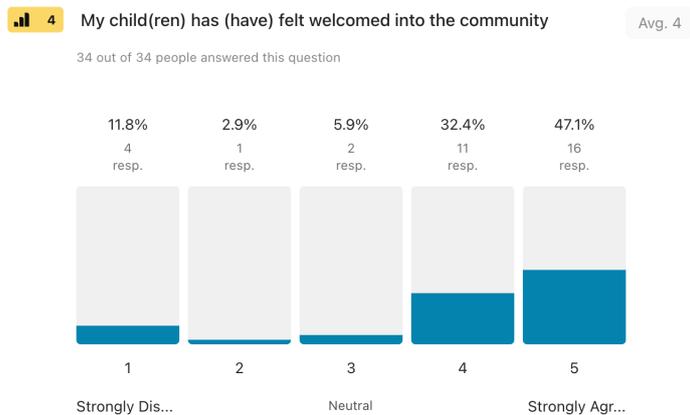
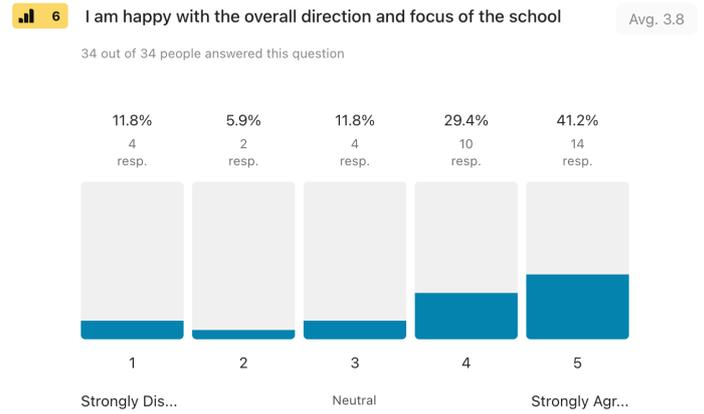
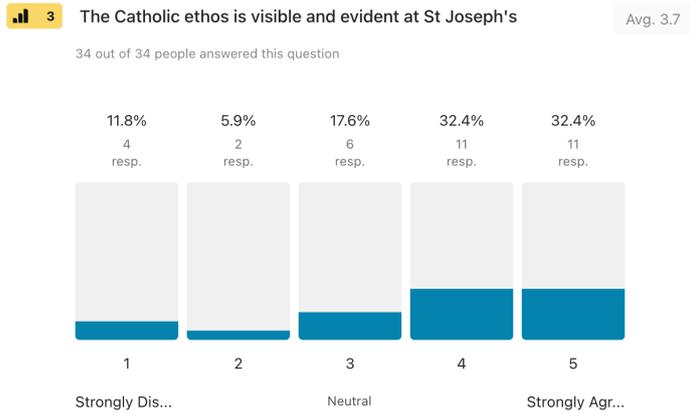
Satisfaction Survey Results

Participants

School: 34 Families Surveyed | from Reception to Year 6

Preschool: 5 families surveyed

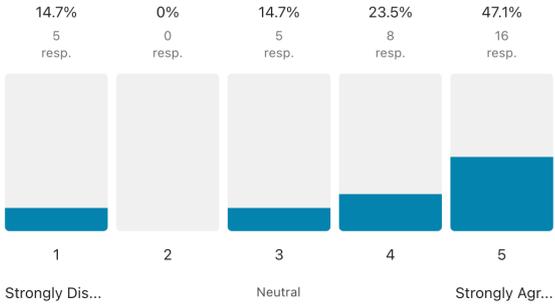
School Results



School Results, continued

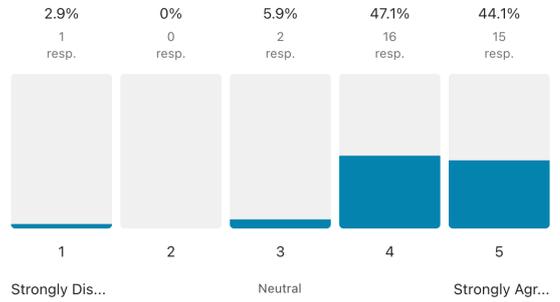
9 I feel comfortable about approaching the school with questions, suggestions or a problem Avg. 3.9

34 out of 34 people answered this question



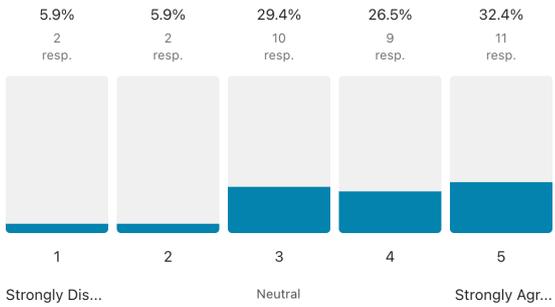
13 My child(ren) enjoy the Physical Education programme Avg. 4.3

34 out of 34 people answered this question



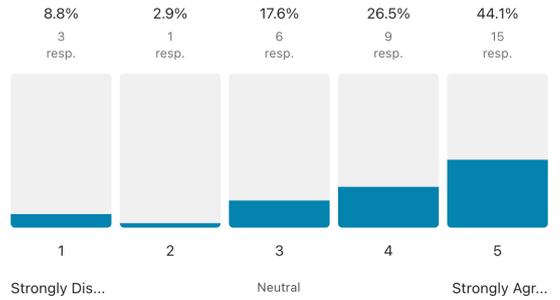
10 STEM opportunities provided enhanced learning opportunities for my child(ren) Avg. 3.7

34 out of 34 people answered this question



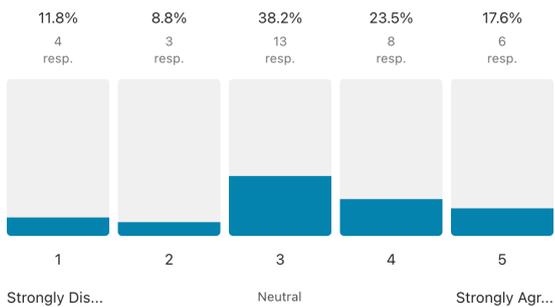
14 Teachers at this school motivate my child(ren) to learn Avg. 3.9

34 out of 34 people answered this question



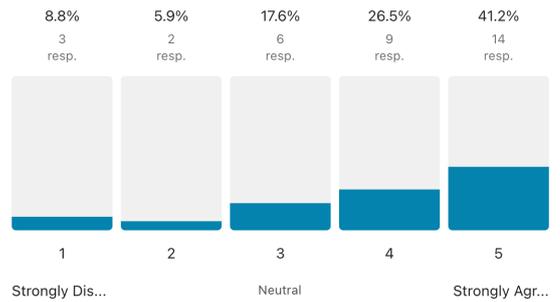
11 My child(ren) enjoy the Italian programme Avg. 3.3

34 out of 34 people answered this question



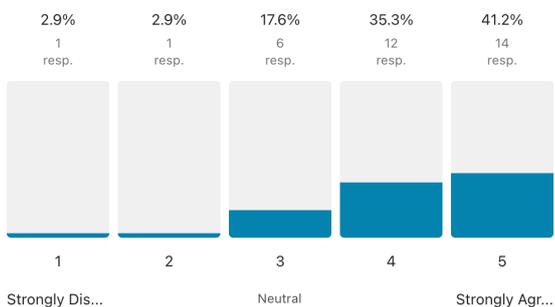
15 Teaching of my child(ren) has been of a high standard this year Avg. 3.9

34 out of 34 people answered this question



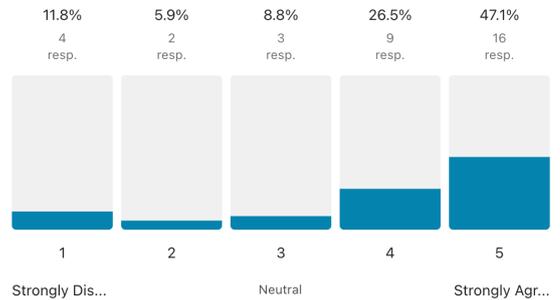
12 My child(ren) enjoy the Music programme Avg. 4.1

34 out of 34 people answered this question



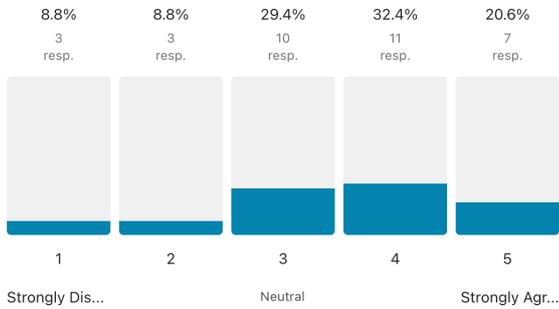
16 Teachers at this school provide my child(ren) with useful feedback about his or her school work Avg. 3.9

34 out of 34 people answered this question



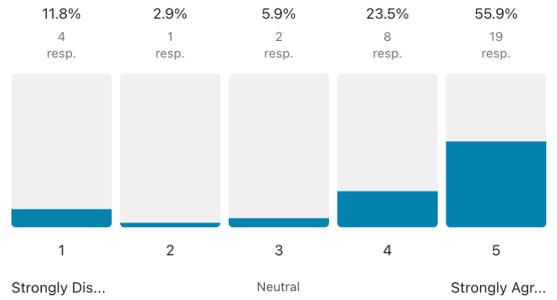
17 The homework that is given enhances what my child(ren) learns in school Avg. 3.5

34 out of 34 people answered this question



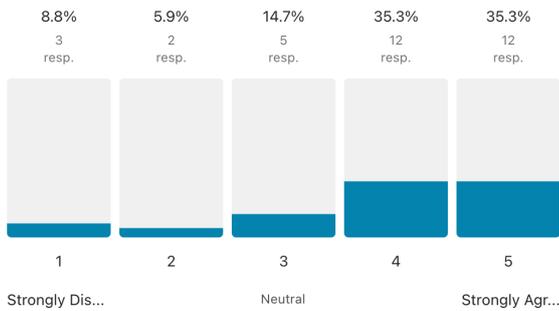
21 I can talk to my child(ren)'s class teacher(s) about concerns Avg. 4.1

34 out of 34 people answered this question



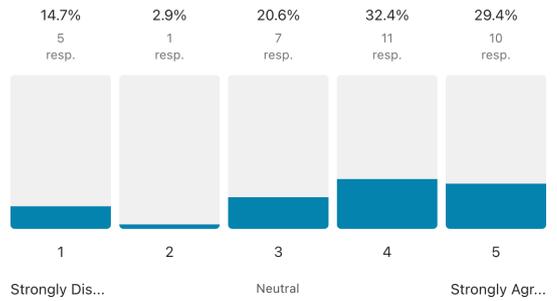
18 I am kept well informed about my child(ren)'s progress throughout the year, via seesaw, parent teacher interviews and school reports Avg. 3.8

34 out of 34 people answered this question



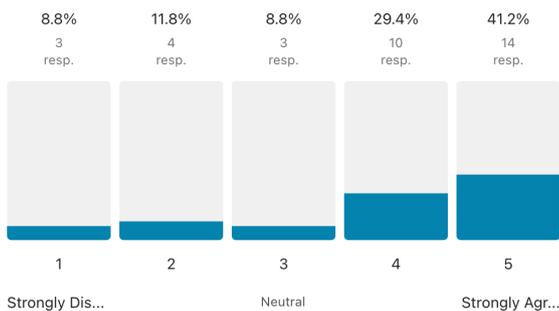
22 Leadership opportunities for my child(ren) are available and supported through the school Avg. 3.6

34 out of 34 people answered this question



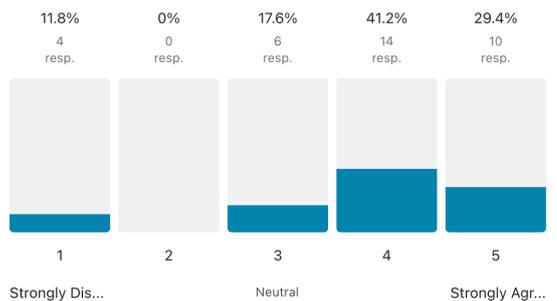
19 My child(ren) is (are) making good progress at school Avg. 3.8

34 out of 34 people answered this question



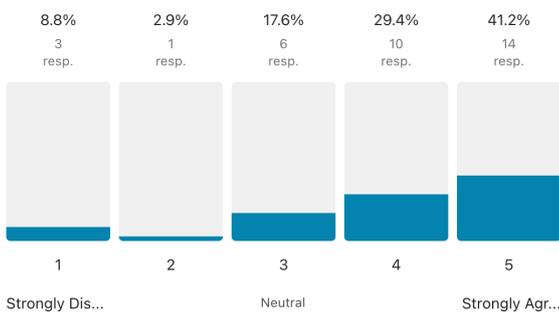
23 My child(ren) enjoys the opportunities to participate in social justice and sustainability activities Avg. 3.8

34 out of 34 people answered this question



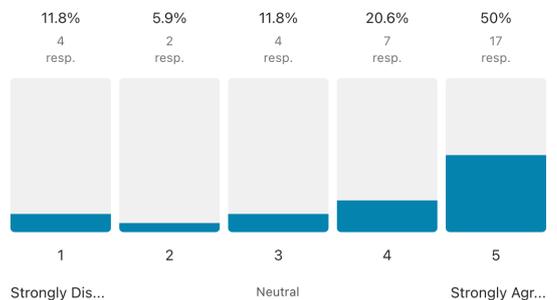
20 My child(ren)'s teacher/s have high, but realistic, expectations of my child(ren) Avg. 3.9

34 out of 34 people answered this question



24 The school helps my child(ren) to become more mature and take on responsibility Avg. 3.9

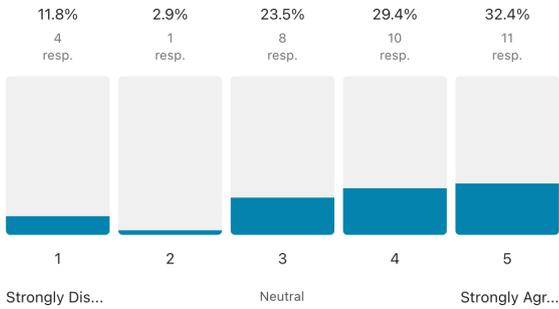
34 out of 34 people answered this question



Preschool Results

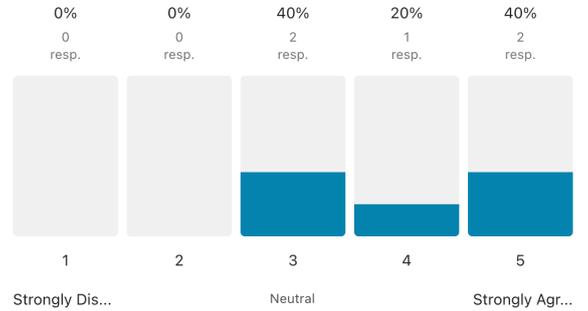
25 Restorative Practices has assisted my child(ren) to develop an understanding of how their actions can affect others. They are also more aware of the importance of restoring relationships Avg. 3.7

34 out of 34 people answered this question



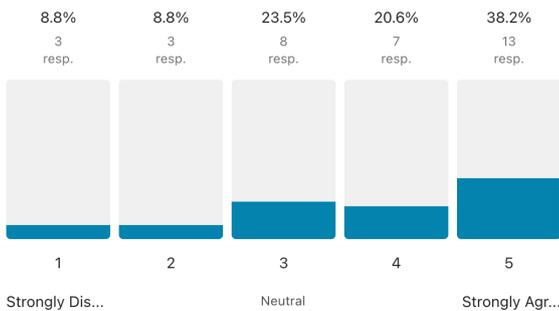
3 The Catholic ethos is visible and evident at St Joseph's Preschool Avg. 4

5 out of 5 people answered this question



26 My family uses the canteen facilities Avg. 3.7

34 out of 34 people answered this question



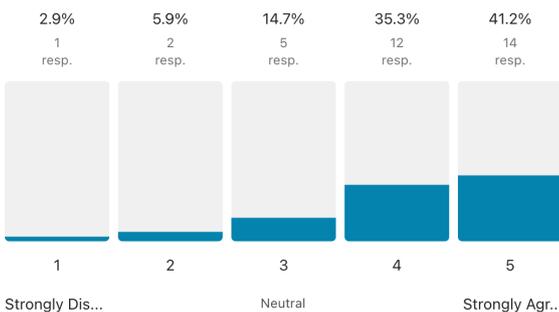
4 My child has felt welcomed into the Preschool Avg. 5

5 out of 5 people answered this question



27 I endorse the selection of foods available for the children Avg. 4.1

34 out of 34 people answered this question



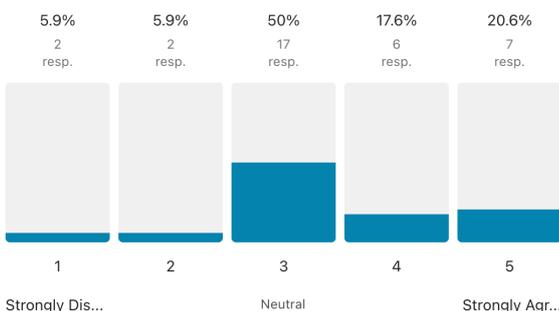
5 I have felt welcomed and respected at St Joseph's Preschool Avg. 5

5 out of 5 people answered this question



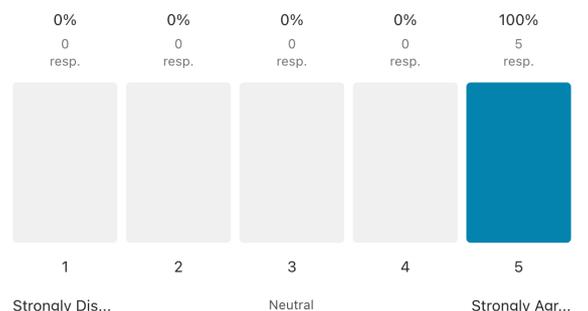
28 My child(ren) enjoy activities in the OSHC programme Avg. 3.4

34 out of 34 people answered this question



6 My child is making good progress at Preschool Avg. 5

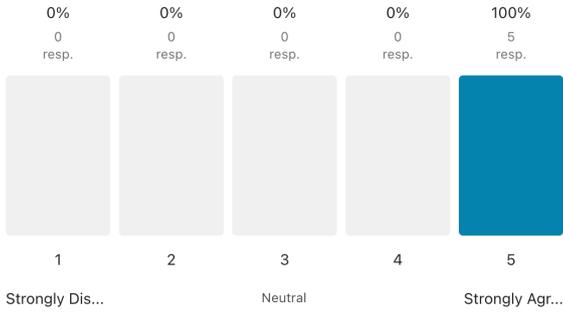
5 out of 5 people answered this question



Preschool Results, continued

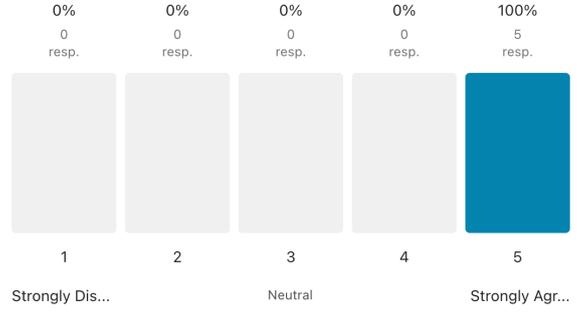
7 My child feels safe at Preschool Avg. 5

5 out of 5 people answered this question



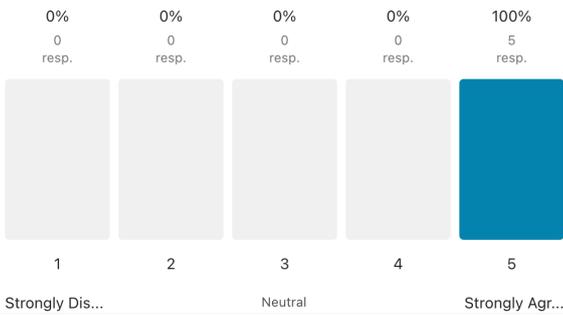
11 There is a good range of co-curricula activities offered Avg. 5

5 out of 5 people answered this question



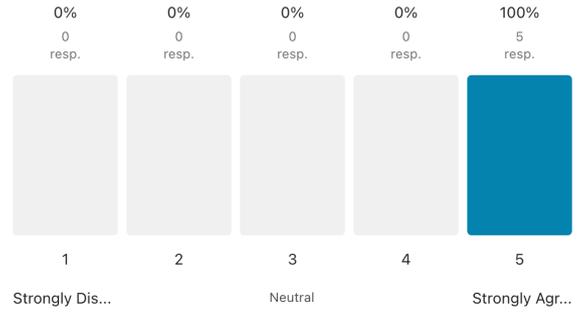
8 My child's experience in the Preschool is positive and the programme based around the Early Years Framework is beneficial Avg. 5

5 out of 5 people answered this question



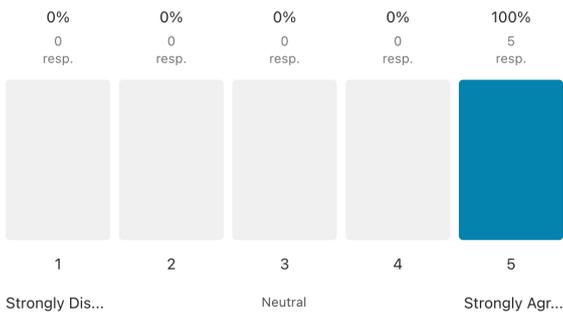
12 The Preschool promotes and encourages my child to be self-reliant and independent Avg. 5

5 out of 5 people answered this question



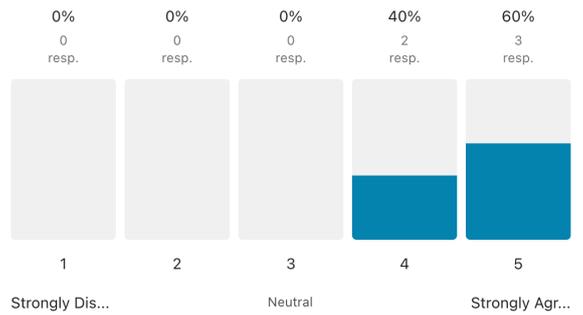
9 My child has enjoyed the learning opportunities provided Avg. 5

5 out of 5 people answered this question



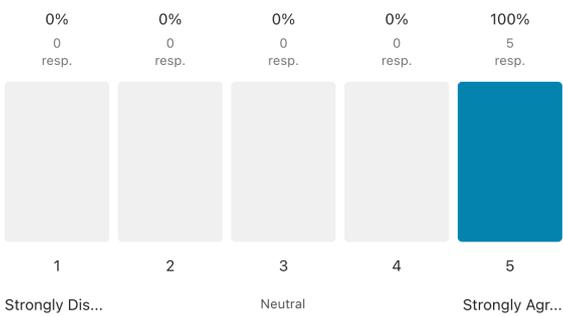
13 I am kept well informed about my child's progress Avg. 4.6

5 out of 5 people answered this question



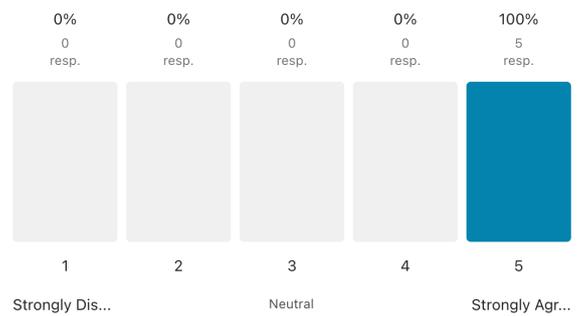
10 The Preschool programme enhances my child's learning and development Avg. 5

5 out of 5 people answered this question



14 The staff are friendly and helpful and I feel comfortable about approaching the staff with questions, suggestions or a problem Avg. 5

5 out of 5 people answered this question



In all things **love.**

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