

# St Joseph's Parish School Gladstone School Performance Report 2022



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

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

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

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

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

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

Our Vision Statement is:

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

## School Context Information - 2022

School Type	Primary							
School Sector	Catholic – Non-Government							
DMI	90							
ICESA Value	999							
School Card	10							
2022 Enrolments by Year level		Rec	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 6
	Boys	5	3	2	4	4	3	1
	Girls	7	11	2	8	3	5	3
	Total	12	14	4	12	7	8	4
2022 Enrolments Catholic/Non-Catholic	Male Catholic	Male Non-Catholic		Female Catholic		Female non-Catholic		
	3	19		6		33		
FTE Enrolments	61							
% Indigenous enrolments	3 = 4.9%							
%Students with disabilities (funded)	8 = 13%							
Staffing	Teaching				Non-Teaching			
Male	2 FTE		0 Part Time		0 FTE		2 Part Time	
Female	2 FTE		5 Part Time		0 FTE		7 Part Time	

## Teacher Qualifications

Bachelor	7
Graduate Certificate	3
Masters	1 currently completing.

## Student Attendance

Term	1			2			3			4			Total
Year Level	F	M	Total	F	M	Total	F	M	Total	F	M	Total	
RE	84.7%	87.8%	86.2%	84.1%	84.8%	84.5%	86.5%	77.2%	82.2%	86.8%	81.8%	84.5%	84.4%
01	95.1%	84.3%	92.7%	87.1%	81.6%	85.9%	88.9%	88.8%	88.9%	93.8%	86.9%	92.3%	89.9%
02	88.0%	99.9%	92.7%	85.7%	86.6%	86.1%	66.7%	95.9%	78.4%	69.7%	83.0%	75.5%	83.6%
03	92.2%	88.2%	90.9%	85.3%	88.9%	86.5%	85.6%	91.7%	87.6%	87.9%	95.7%	90.5%	88.9%
04	91.9%	94.2%	93.2%	85.1%	93.9%	90.1%	87.5%	89.4%	88.6%	95.3%	93.5%	94.3%	91.5%
05	96.2%	85.6%	92.2%	87.6%	79.5%	84.6%	90.8%	80.8%	87.1%	93.8%	93.1%	93.6%	89.3%
06	89.8%	82.2%	87.3%	95.2%	70.8%	89.1%	92.4%	57.8%	83.7%	93.8%	92.5%	93.5%	88.3%
<b>Total</b>	<b>91.7%</b>	<b>88.9%</b>	<b>90.6%</b>	<b>86.6%</b>	<b>85.5%</b>	<b>86.2%</b>	<b>86.5%</b>	<b>84.6%</b>	<b>85.8%</b>	<b>89.9%</b>	<b>89.1%</b>	<b>89.6%</b>	<b>88.1%</b>

## Managing Attendance

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

## NAPLAN Results

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

<b>YEAR 3</b>	<b>No. of Students Participating 2022</b>	<b>2020 % who achieved the National Minimum Standard</b>	<b>2021 % who achieved the National Minimum Standard</b>	<b>2022 % who achieved the National Minimum Standard</b>	<b>Mean Score 2020</b>	<b>Mean Score 2021</b>	<b>Mean Score 2022</b>
<b>Reading</b>	12	Na	88	100	Na	450.6	485.4
<b>Writing</b>	12	Na	100	100	Na	383.7	431.6
<b>Spelling</b>	12	Na	88	92	Na	410.9	418.2
<b>Grammar and Punctuation</b>	12	Na	100	83	Na	443.9	440.5
<b>Numeracy</b>	12	Na	100	100	Na	442.3	421.4
<b>YEAR 5</b>	<b>No. of Students Participating 2022</b>	<b>2020 % who achieved the National Minimum Standard</b>	<b>2021 % who achieved the National Minimum Standard</b>	<b>2022 % who achieved the National Minimum Standard</b>	<b>Mean Score 2020</b>	<b>Mean Score 2021</b>	<b>Mean Score 2022</b>
<b>Reading</b>	6	Na	Na	75	Na	Na	468.7
<b>Writing</b>	6	Na	Na	62	Na	Na	410.7
<b>Spelling</b>	6	Na	Na	75	Na	Na	463.6
<b>Grammar and Punctuation</b>	6	Na	Na	75	Na	Na	452.4
<b>Numeracy</b>	6	Na	Na	75	Na	Na	452.6

## Parent Satisfaction

Scale:

Scale:

1 = lowest or worst rating

6 = highest or best rating

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

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

### BSC Quadrant: IDENTITY

Construct: Catholic Education

The extent to which parents and caregivers feel that their children's experience of Catholic education at school is meaningful.

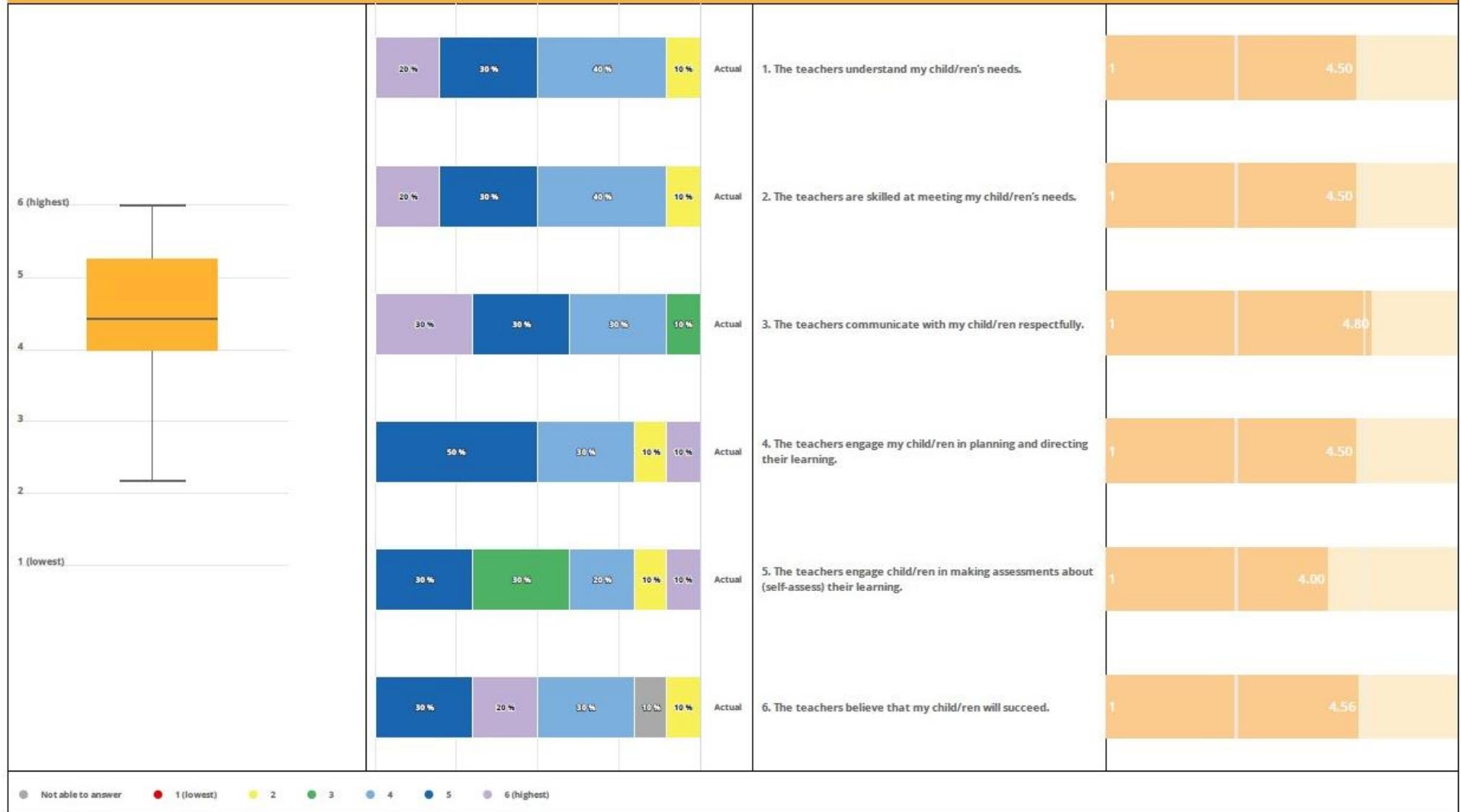


## Parent & Caregiver Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

### BSC Quadrant: LEARNING AND WELLBEING

#### Construct: Learning Support

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



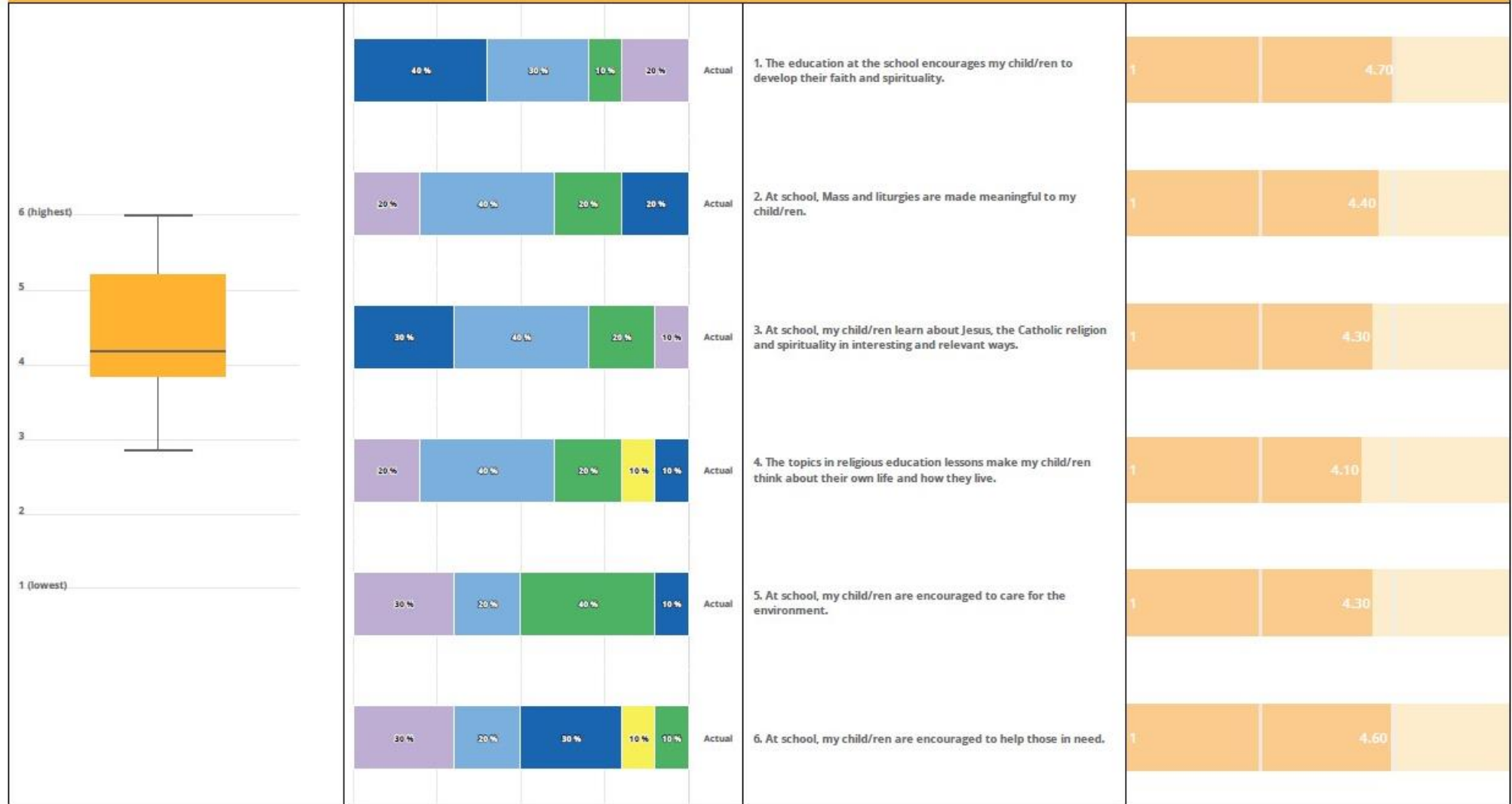


# Parent & Caregiver Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

## Balanced Score Card: Catholic Education

### Construct: Enjoyment of School

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



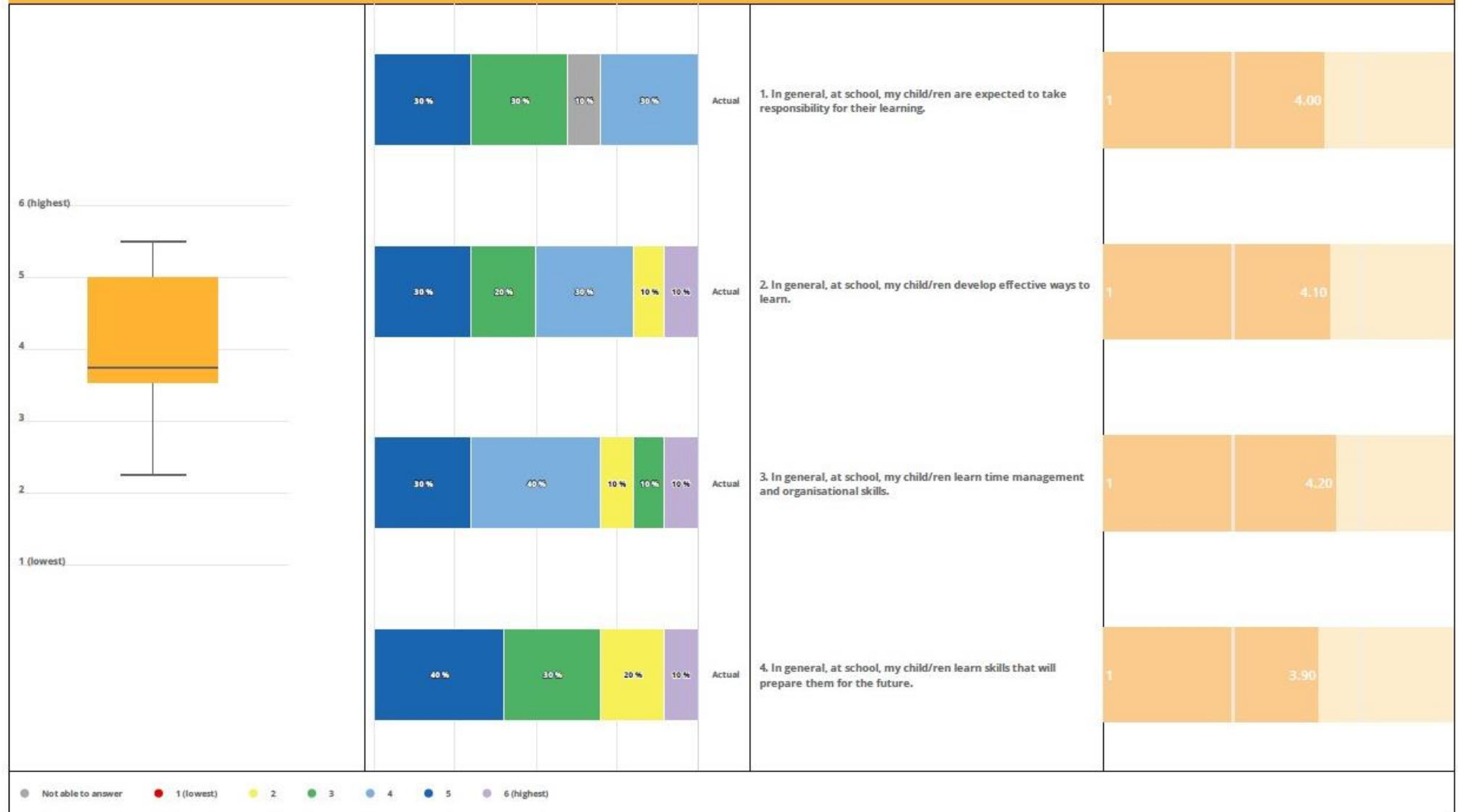
● Not able to answer ● 1 (lowest) ● 2 ● 3 ● 4 ● 5 ● 6 (highest)

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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

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



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

### BSC Quadrant: COMMUNITY

#### Construct: Welcoming School

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



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

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

### BSC Quadrant: COMMUNITY

#### Construct: Parent-School Partnerships

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



## Parent & Caregiver Perceptions (Safety)

### BSC Quadrant: COMMUNITY

#### Construct: Safe School

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



## Parent & Caregiver Perceptions (Infrastructure)

### BSC Quadrant: RESOURCING

#### Construct: Infrastructure

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



## Student Satisfaction

Yr. 2-4

Scale:

1 = lowest or worst rating

5 = highest or best rating



1



2



3



4



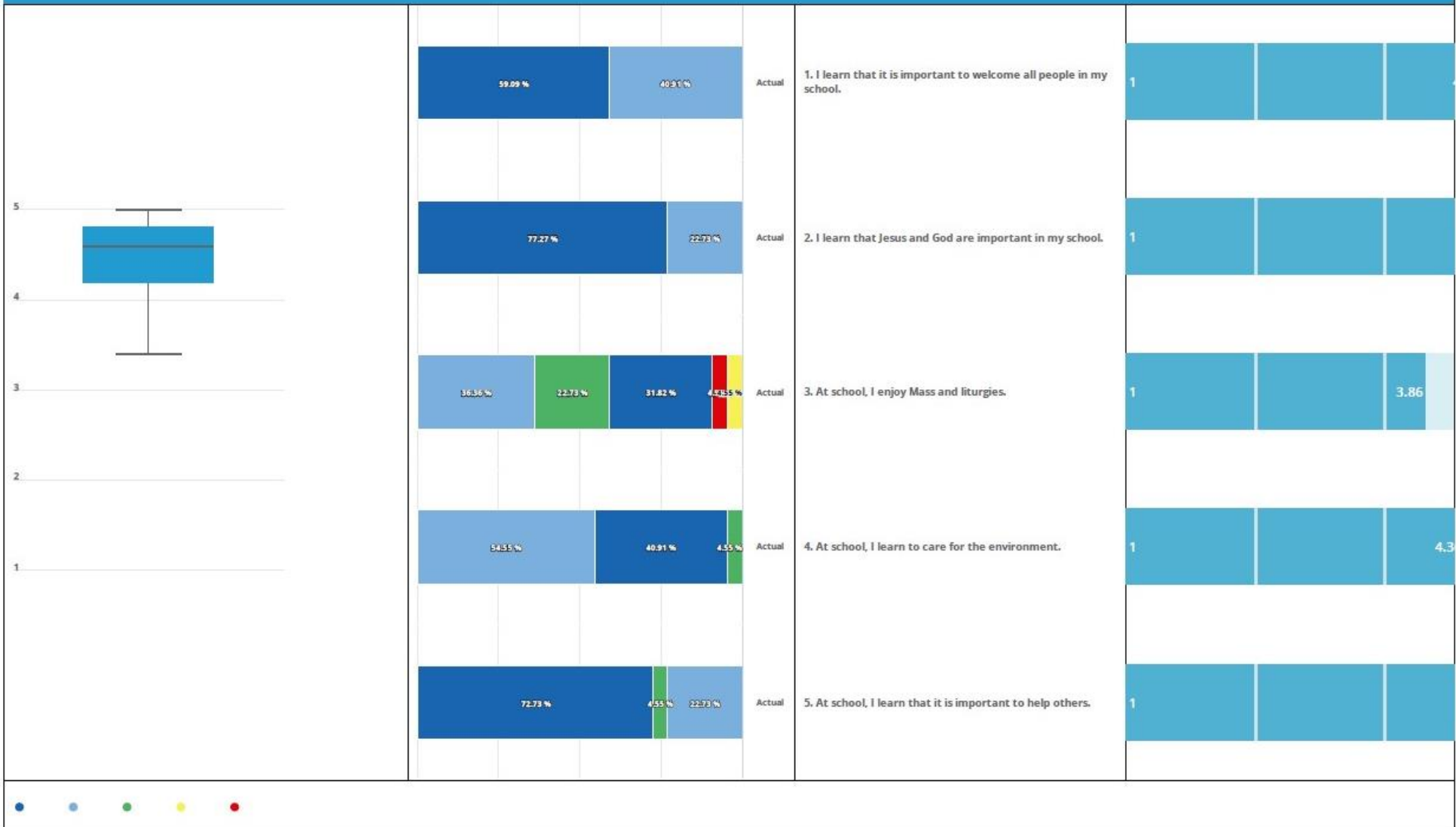
5

## Student Perceptions (LLL Component 1: Catholic Identity)

### BSC Quadrant: IDENTITY

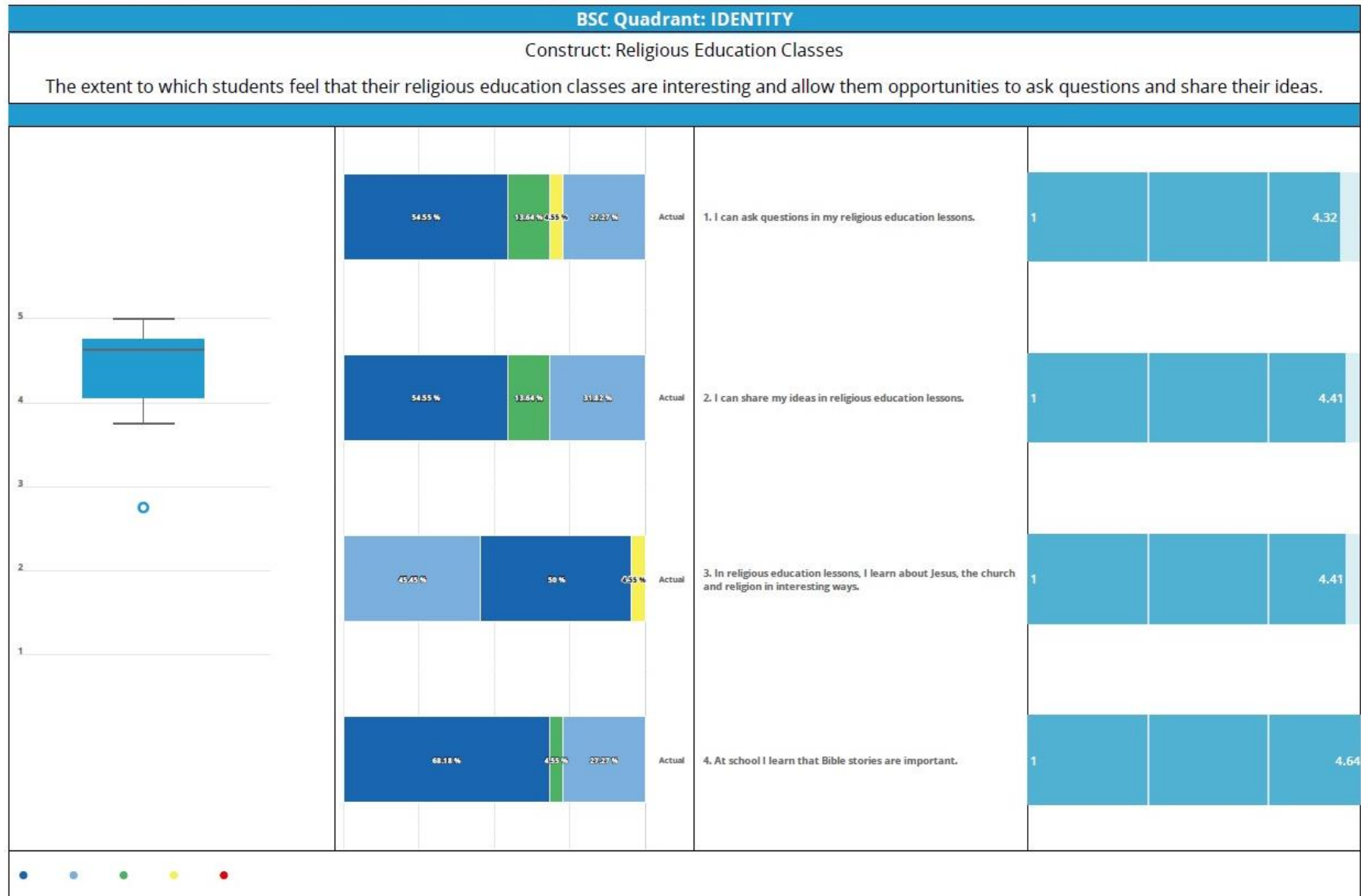
Construct: Catholic Education

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





## Student Perceptions (LLL Component 1: Catholic Identity)



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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

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



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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

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



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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

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

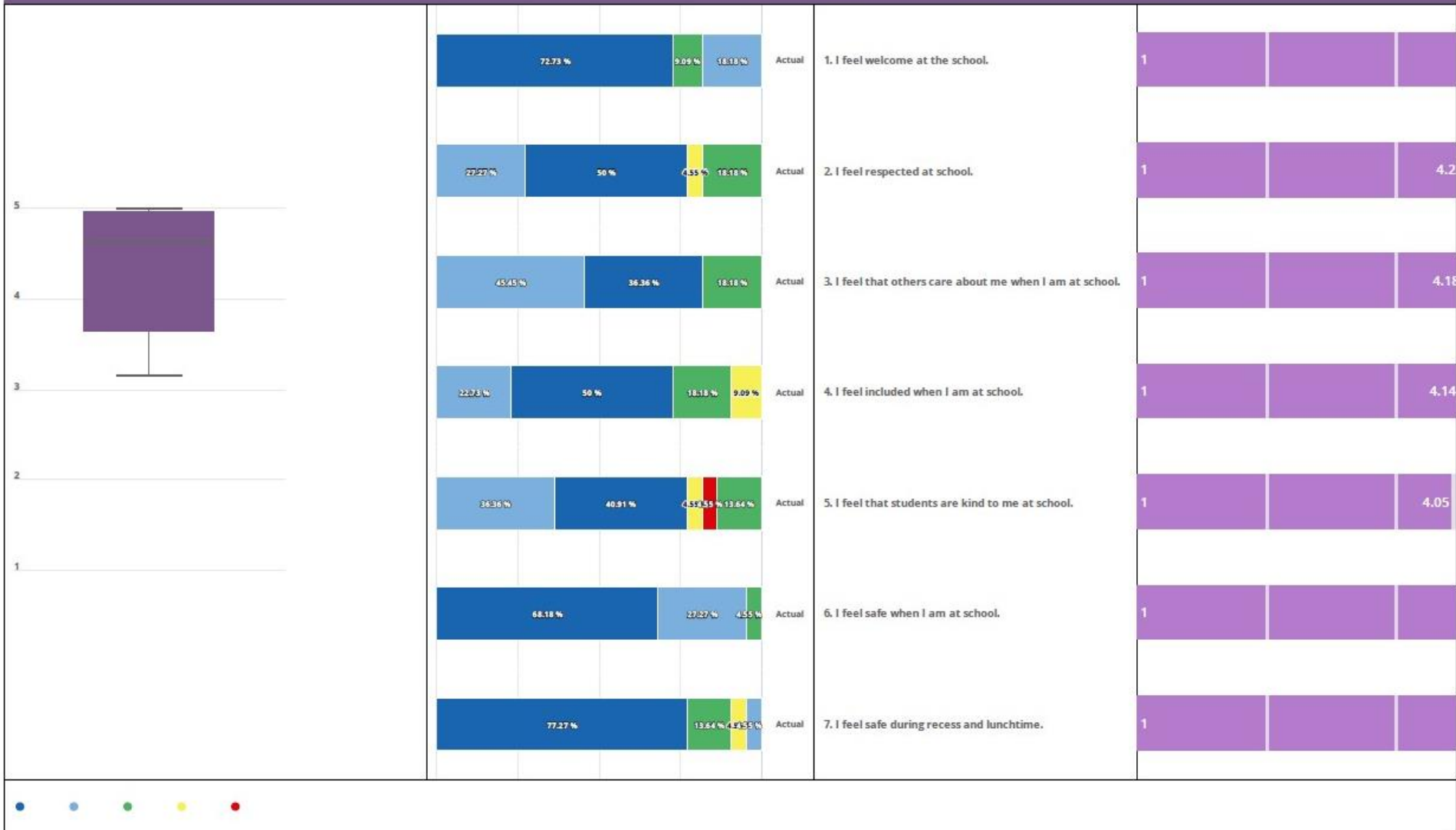


## Student Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

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

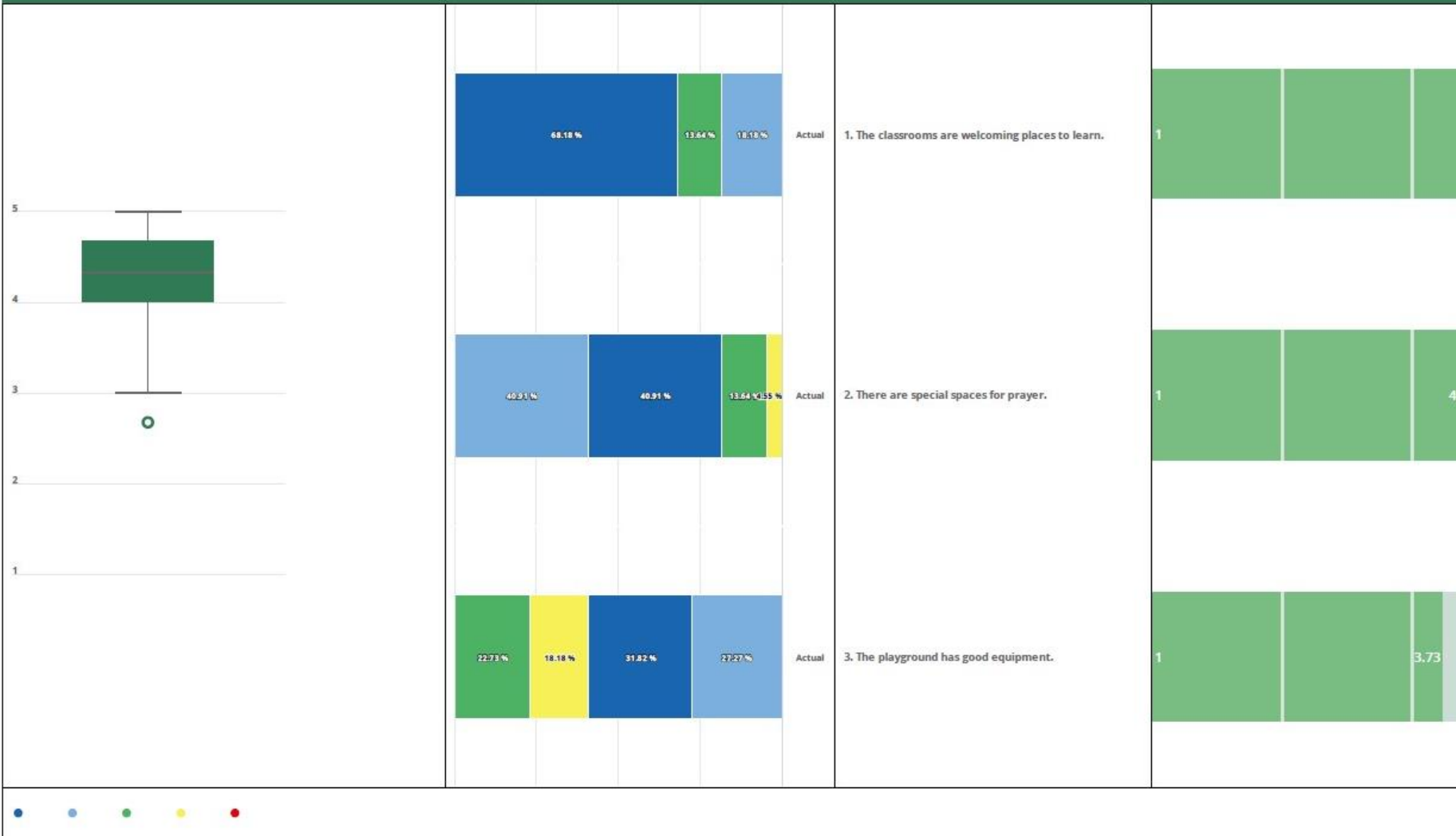


## Student Perceptions (Infrastructure)

### BSC Quadrant: RESOURCING

Construct: Infrastructure

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



## Student Satisfaction

Yr. 5-6

Scale:

1 = lowest or worst rating

5 = highest or best rating



1



2



3



4



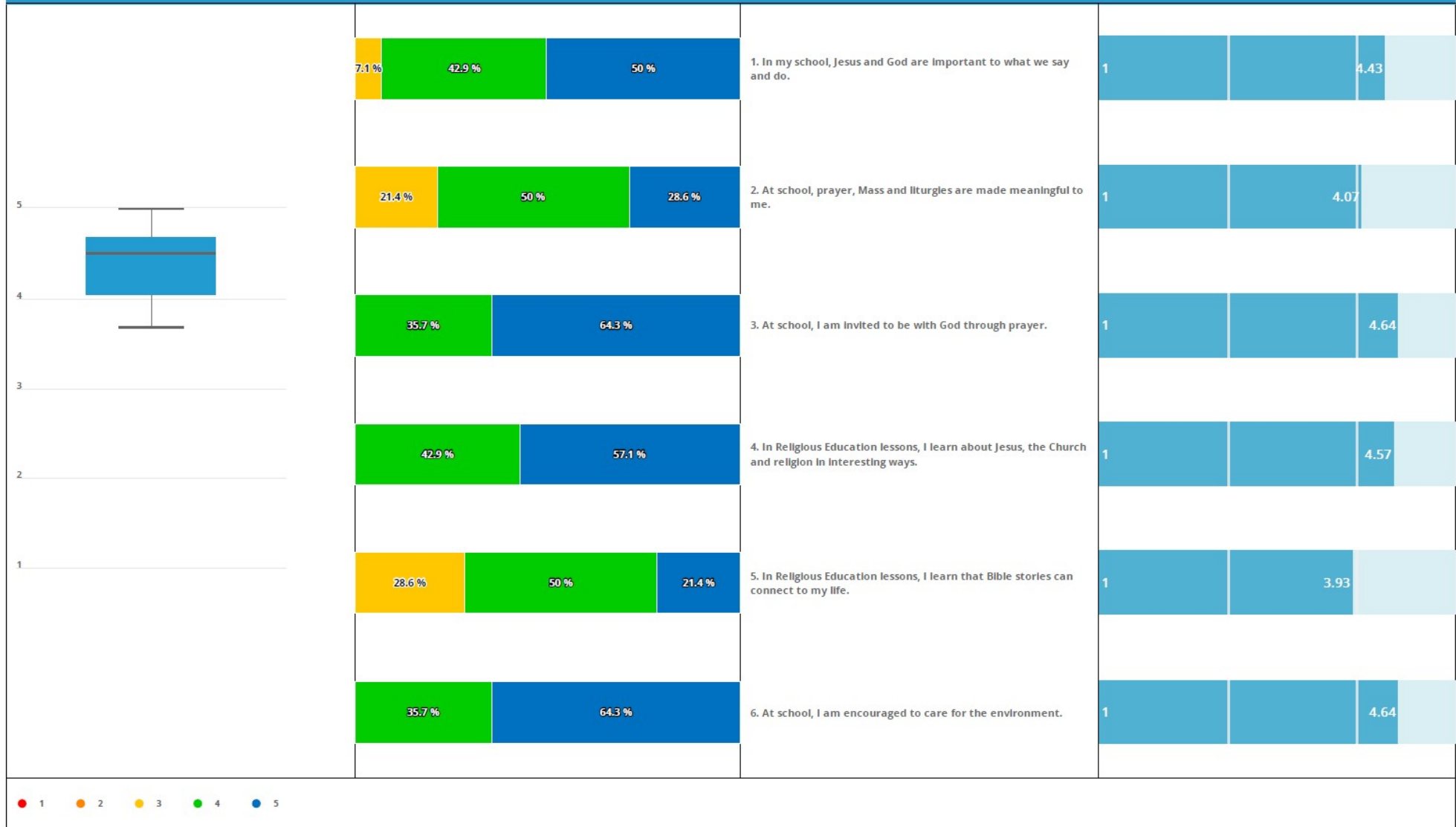
5

## Student Perceptions (LLL Component 1: Catholic Identity)

### BSC Quadrant: IDENTITY

Construct: Catholic Education

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





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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Learning Support

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



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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

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



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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Autonomy and Independence

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

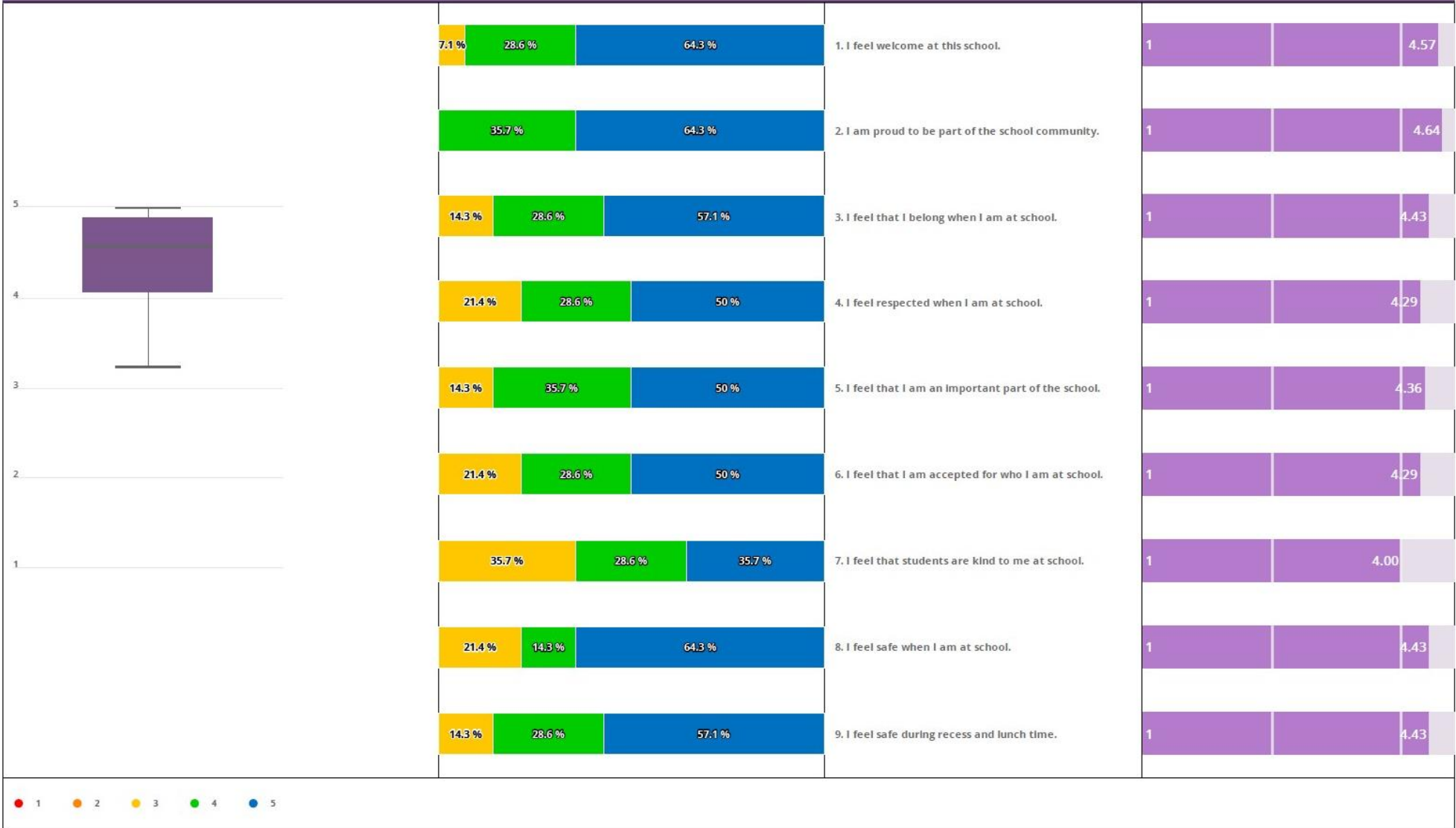


## Student Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Welcoming and Safe School

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

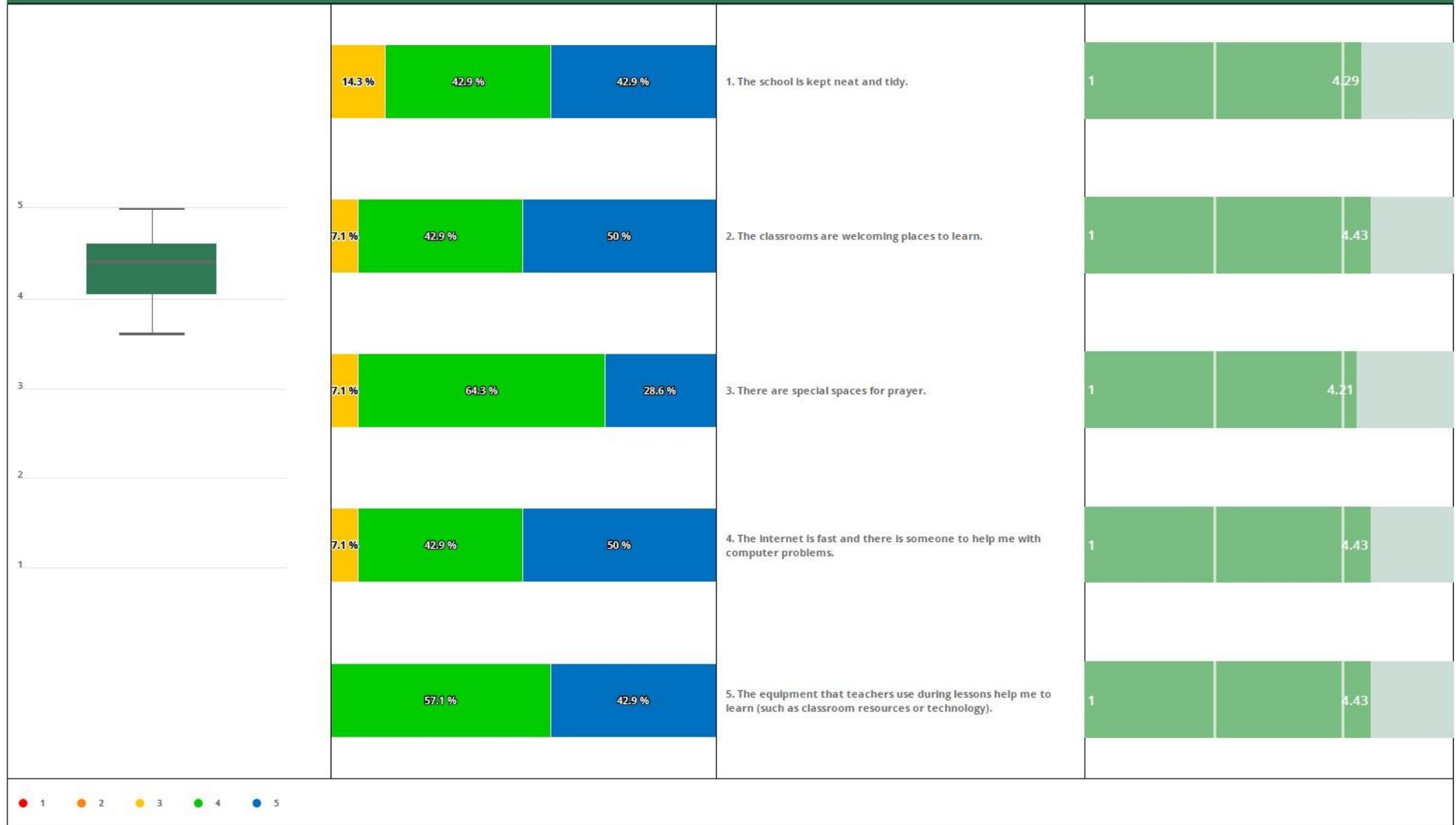


## Student Perceptions (Infrastructure)

### BSC Quadrant: RESOURCING

Construct: Infrastructure

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



## Staff Satisfaction

### Scale:

1 = lowest or worst rating

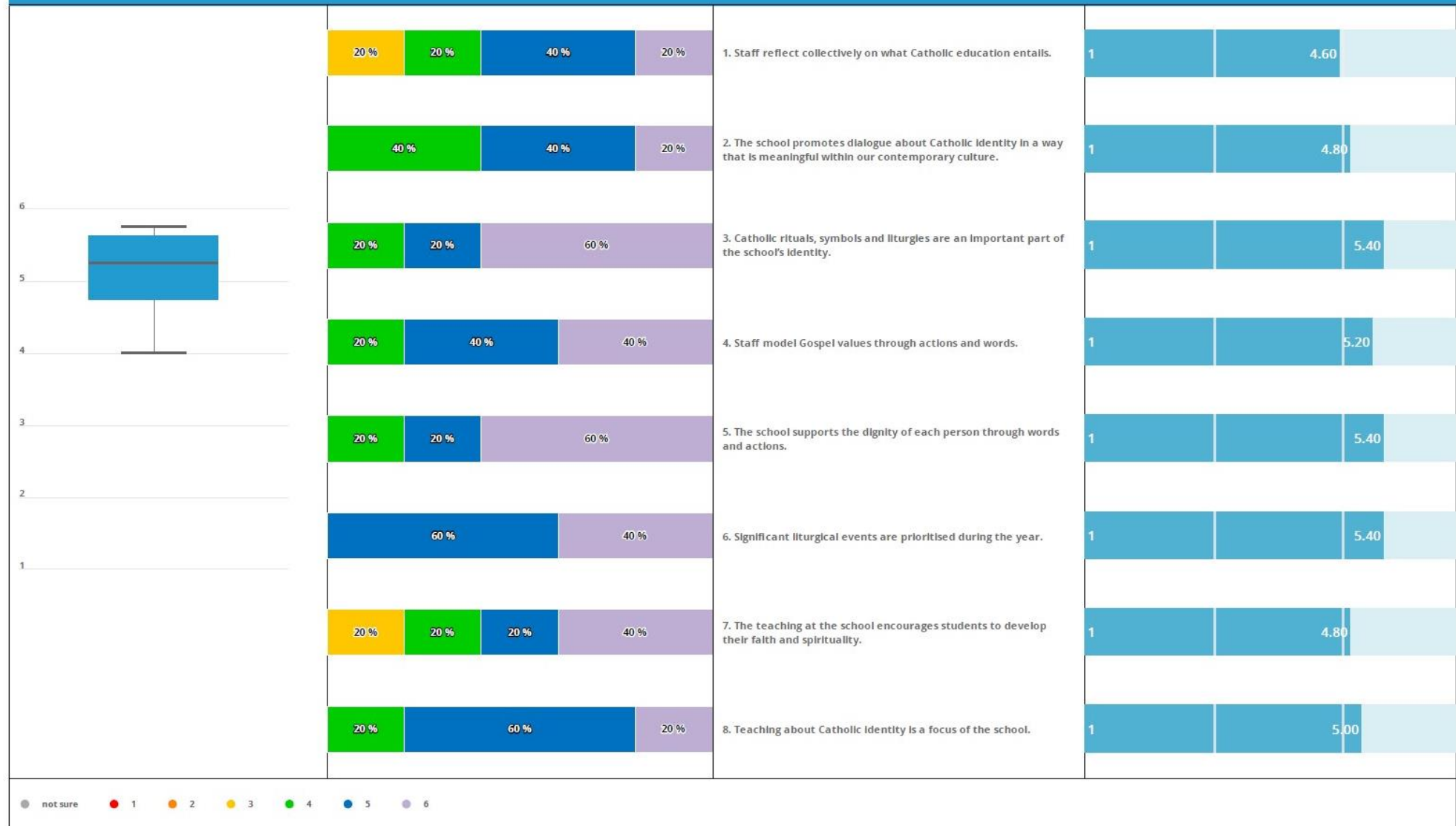
6 = highest or best rating

## Teacher Perceptions (LLL Component 1: Catholic Identity)

### BSC Quadrant: IDENTITY

Construct: Experiencing Catholic Identity

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

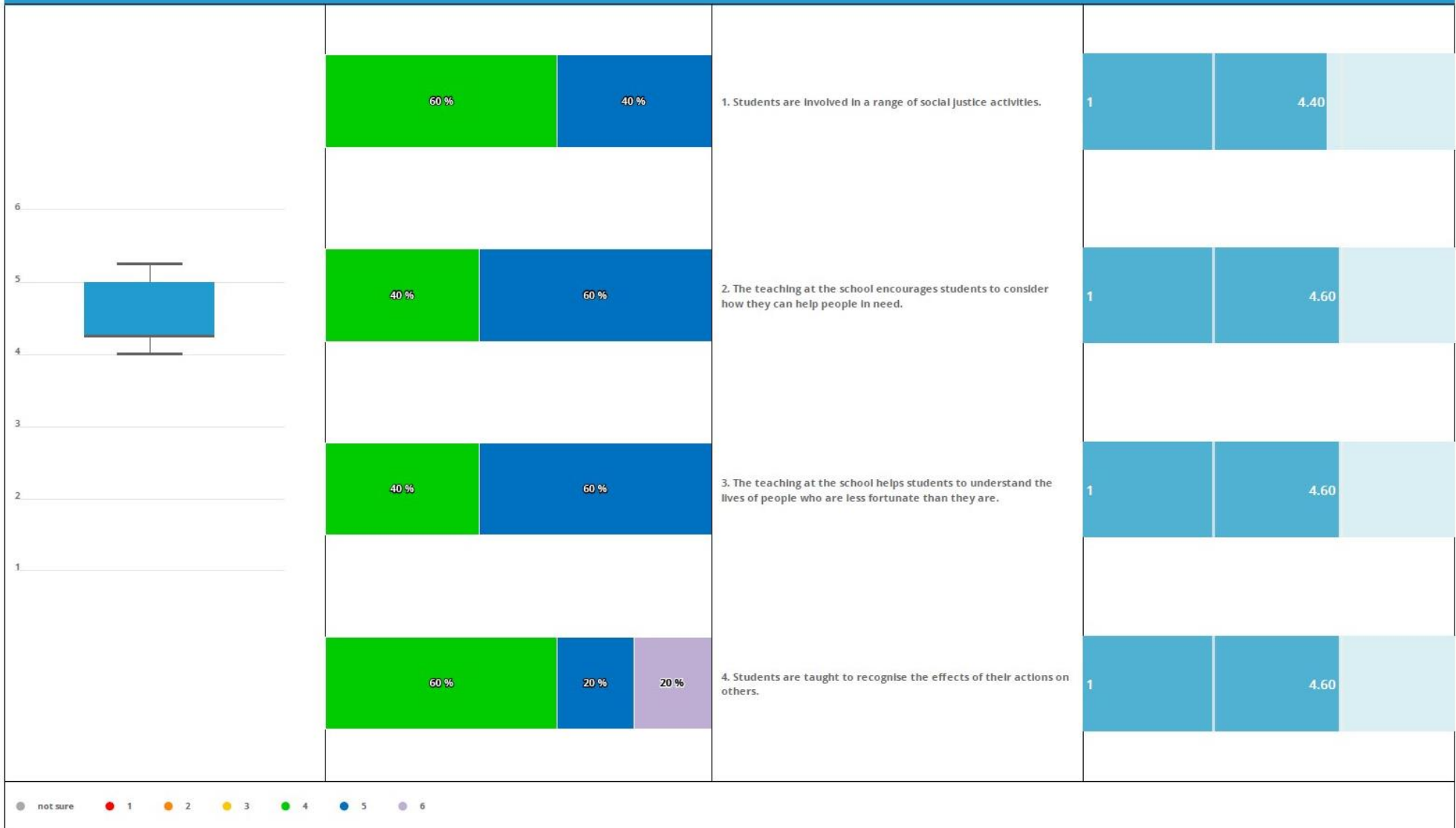


## Teacher Perceptions (LLL Component 1: Catholic Identity)

### BSC Quadrant: IDENTITY

Construct: Catholic Identity Development

The extent to which the identity development of students is contemporary, authentic and meaningful.





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

### BSC Quadrant: LEARNING AND WELLBEING

Construct: School Support for Continuous Improvement and Collaboration

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

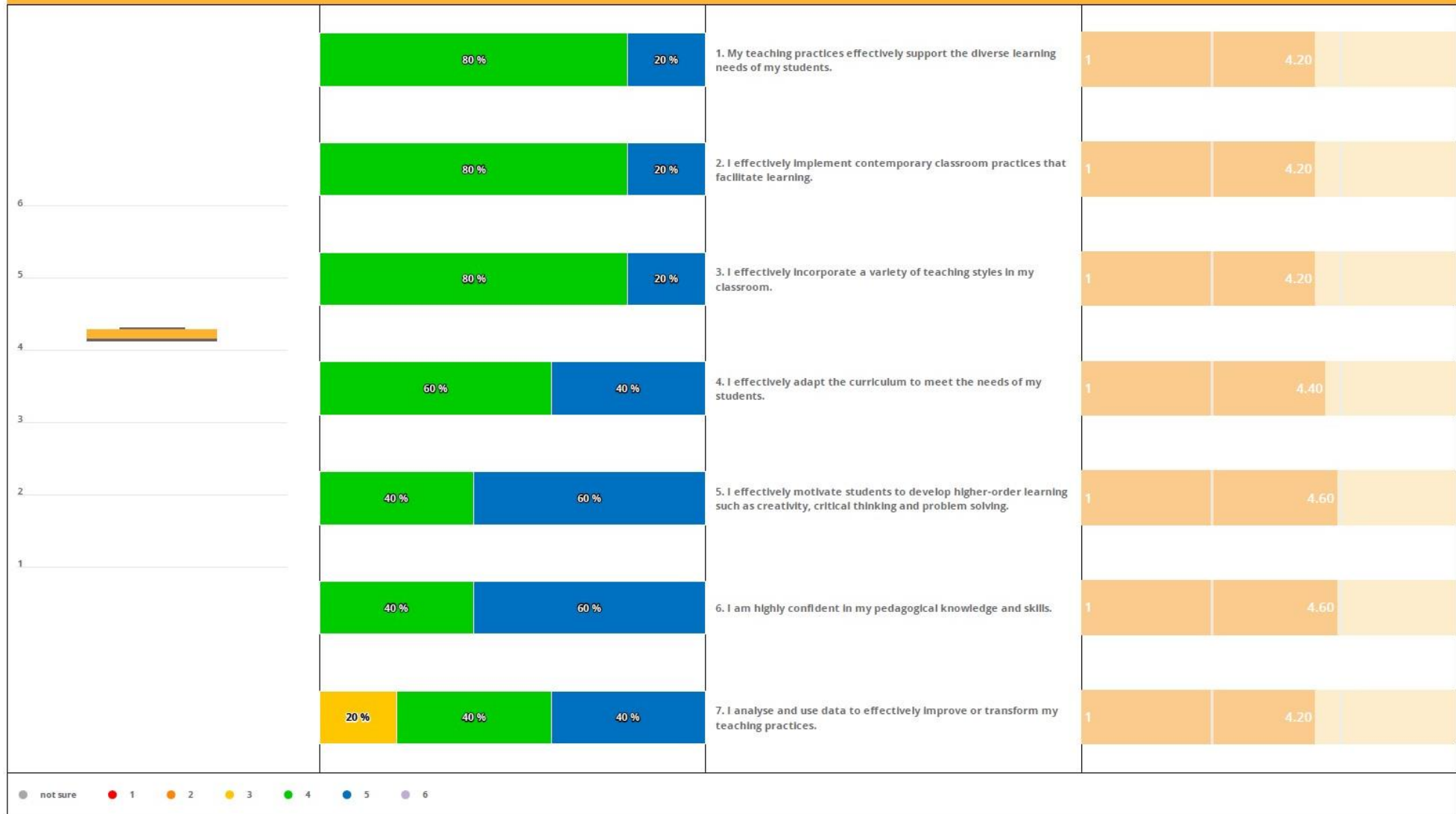


## Teacher Perceptions (Component 2: Curriculum and Co-Constructed Learning Design)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Personal Competence – Curriculum Assessment and Design

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

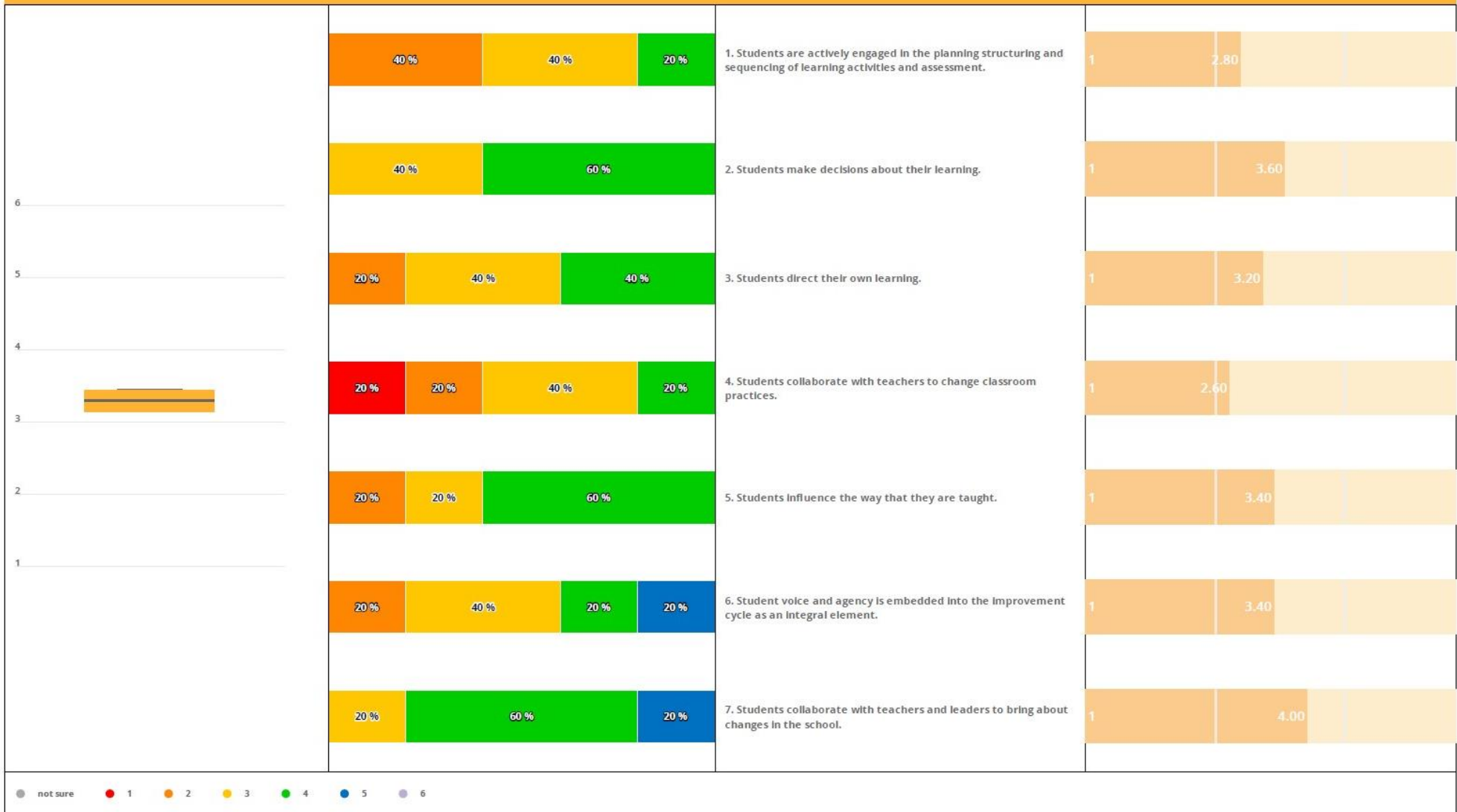


## Teacher Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Influence

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

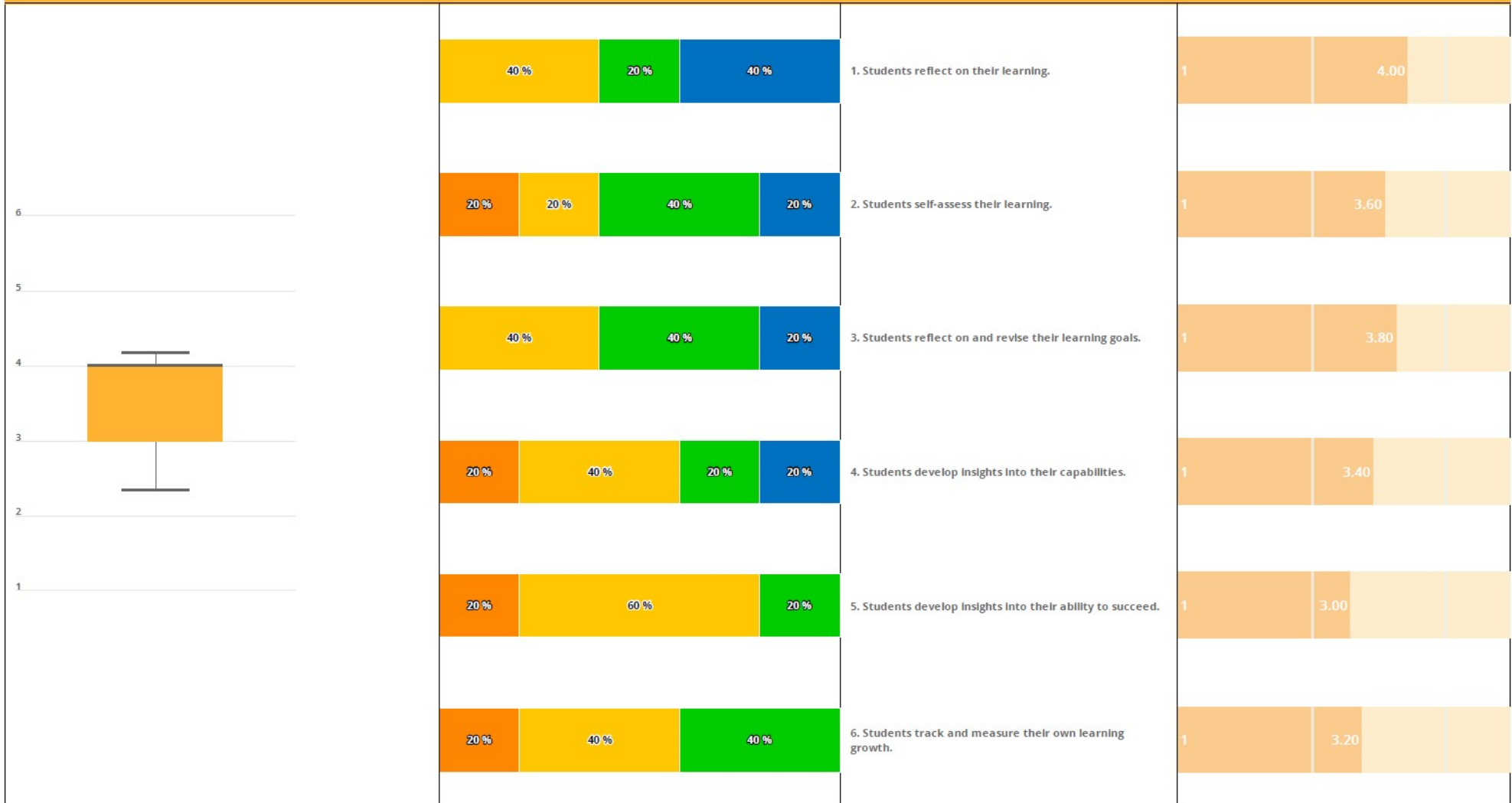


## Teacher Perceptions (Component 3: Student Agency, Identity, Learning and Leadership)

### BSC Quadrant: LEARNING AND WELLBEING

Construct: Student Reflection on Growth

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



● not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

## Teacher Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Partnerships and Agency

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



● not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

## Teacher Perceptions (Component 4: Community Engagement)

### BSC Quadrant: COMMUNITY

Construct: Welcoming and Inclusive School

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



● not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6

## Teacher Perceptions (Safety)

### BSC Quadrant: COMMUNITY

#### Construct: School Safety

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

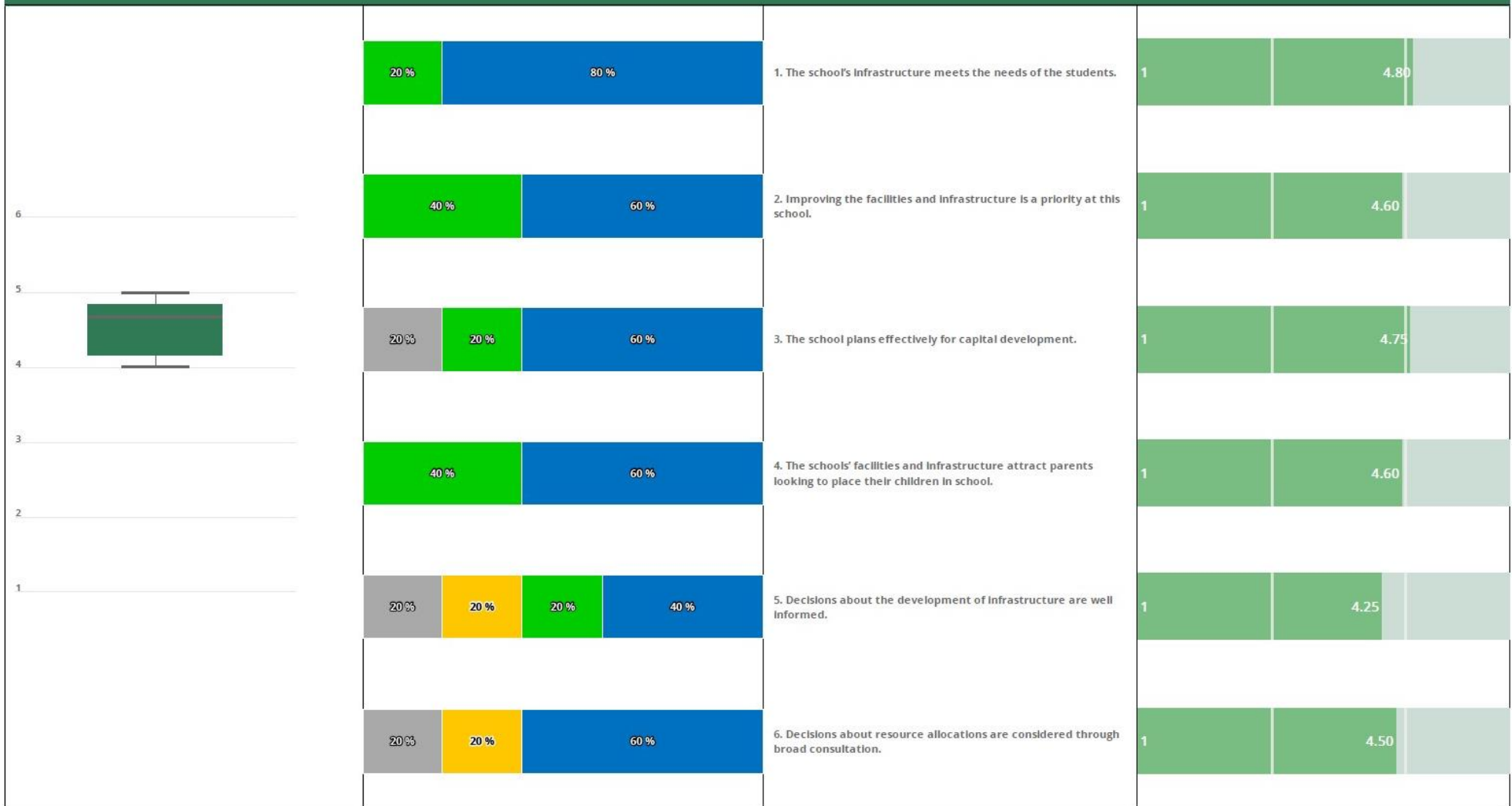


## Teacher Perceptions (Infrastructure)

### BSC Quadrant: RESOURCING

#### Construct: Infrastructure

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



● not sure ● 1 ● 2 ● 3 ● 4 ● 5 ● 6



## School Income

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

# ST JOSEPH'S PARISH SCHOOL COMMUNITY GLADSTONE

**Mr. Martin Hayes**  
**PRINCIPAL REPORT**

22<sup>nd</sup> March 2023

To the community of St Joseph's Parish school, I take this opportunity to present my School Board Annual General Meeting, Principal's report for the 2022 year.

We began 2022 in the midst of COVID-19 restrictions. To help minimize the peak of COVID-19, it had been decided that schools would have a staggered start to the year. We began the first week with a couple of planning days for teachers and then on the Wednesday we began face to face teaching for our R-2 students and the Yr. 3-6s did online/remote learning. This went on for the first 4 weeks of the term. It was a very interesting start to the year, but I must say that it was managed extremely well by all of the staff, both teaching and ESO and I offer my thanks and gratitude for your tireless efforts. The year continued with many interruptions and restrictions applied to social gatherings, which affected who we could and couldn't have at school throughout the year. After three years of not being able to work in a school the way we normally would, we began to feel that we were missing the community feel, so are hoping that 2023 will be different

To Abbie Arbon, Fr Brian Mathews and the members of the School Board, thank you for your continued support, leadership, guidance, wisdom and patience.

To Monica Richards and the members of the Parents and Friends Committee, thank you for your time, talents, hard work and contributions in the many aspects of daily school life as well as local community events. The parents who donate their time for our Parents and Friends are very dedicated and passionate about St Joseph's and we are lucky to have you, especially during these recent trying times.

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## FAITH AND RELIGIOUS EDUCATION

In 2022 we were again limited at times throughout the year with class and school masses and other whole school gatherings, but we remained adaptable, exploring other ways of providing strong connections to our Catholic faith traditions.

We continued with the Position of Responsibility 1 (POR 1) in the area of Catholic Identity. This enabled the principal/Religious Education Coordinator (REC) to delegate some roles and responsibilities to this position. Mr Shane Arbon was again appointed to this position. Shane continued to develop how this role best supports the REC and school. A highlight of the year was the interpretation of the Easter Story that Shane organised with the assistance of locals and a real life donkey. Shane also spent two terms at St Marks College in an Acting Religious Education Leadership role. I would like to thank Shane for his work and leadership in this area.

The 2022 Port Pirie Diocesan theme was “Who is my Neighbour?”. This theme was reflected upon in prayer, liturgies and Masses throughout the year. Our SRC also initiated activities to promote this theme in their classrooms.

- Being apart of “Fred’s Van” roster for St Vinnies
- We began the year with a Mass that welcomed all new families and students
- We celebrated St Joseph’s Day
- The Easter story was told by the whole school through Drama/Photo story
- We raised money for Caritas Australia and Catholic Missions
- We celebrate beautiful Class and School Masses – when possible
- We celebrated Catholic Education Week with the rest of the Port Pirie Diocese.
- Continued introduction of the New Crossways Curriculum.
- A number of teachers completed their Graduate Certificate requirements
- Our School captains laid a wreath and represented the school at the ANZAC Day & Remembrance day services.
- Donating gifts to St Vinnies Giving Tree



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## TEACHING AND LEARNING

Our teaching staff for 2022 were Principal/REC – Mr. Martin Hayes, Yr. 5/6 – Mr. Shane Arbon, Yr. 3/4 – Miss Bailey Millington, Yr. 1/2 – Miss Monica Turci & Reception - Mrs. Jaimie Clark and Mrs. Alex Flannery, Specialists – Mrs. Camilla Tenney & Miss Kelly Sheckle.

Our Education Support Staff were Ms. Andrea Scott, Mrs. Joanna Brand, Mrs. Judy Crawford, Mrs. Carmel Polomka, Ms. Rebecca Sweet, Mrs. Alicia Thomas, Mrs. Maggie Cuthell – replaced by Miss Ashley Hodgson, Mr. Mathew Cadzow – replaced by Mr. Steve Shultz and Mr. Ronald Nash

Due to Mr. Arbon taking on a Religious Education Leadership role at St Marks we had a few staff replace him, including Miss Kelly Shekle, Mrs. Camilla Tenney and Mrs. Ellie Stacey. We also had Ms. Melissa Gadaletta as Acting Principal for three weeks while Mr. Martin Hayes was on long service leave.

In 2020 it was a CESA (Catholic Education South Australia) mandate for each school to appoint a 'Leader of Learning'. Mrs Camilla Tenney took on this role and we were able to continue with Camilla in the role in 2022 after she had returned from Maternity Leave. Bailey Millington had also help contribute to some of this role when Camilla was away. The role included analysing student data (Pat M and R as well as NAPLAN) and presenting it to staff in a way that they can use to plan for better teaching. Camilla also began to revise our Literacy Agreement, which will hopefully be completed and implemented in 2023. This gives direction and expectations about how we teach literacy at St Joseph's.



Another CESA initiative that we implemented in 2021 and followed on through the entirety of 2022 was the Partners in Practice (PIP) Grants. This enabled us to employ the services of a Speech Therapist, Carly Perry, to work at our school one day a week. The main aim of this initiative is to assess where our children are at and provide professional development for our teachers to upskill them in how to best teach our students with literacy issues. As a result we have transformed our approach to literacy, embedding evidence based programs and practices into all of our classrooms, including:

- training teachers to use the Dibels assessment so we can track progress in reading
- implementing PLD for years 2-6 (PLD provides an Australian, evidence-based approach to Structured Synthetic Phonics (SSP))
- Provided teacher training for Little Learners Love Literacy Program for year R-2 teacher (Little Learners Love Literacy is an explicit and sequential literacy approach for teaching to read, write and spell with confidence).

Towards the end of 2022, we were also informed that we had been selected to receive the services of a Psychologist, Trent Ames for 2023, fully funded by CESA. Trent will conduct assessments, work with parents and run staff professional development as required. This is a fantastic opportunity for the school.

The CESA Balanced score card has ensured we have a focus on important facets of our school, i.e. Identity, Teaching and Learning, Resourcing and Community – we are setting targets and sourcing data to show improvement. This will continue to be a challenging but worthwhile task.

Another CESA mandate was that all schools Leadership teams work through the 'Clarity Learning Suite'. The focus of the 'Clarity Learning suite' is *"on building teacher and leader capacity to increase student achievement and growth in an ongoing, sustainable way."* As a school we decided that all of our teachers would be involved in this learning which we had begun in 2021 and will complete in 2022. The learnings will be introduced in 2022.

## Other Significant events:

- We devised and assessment schedule
- Teachers received professional development facilitated by Carly Perry on The Science of Reading – this instigated change to our literacy teaching
- When possible, our children experienced a wide variety sporting opportunities, including: SAPSASA sports, Catholic Carnivals, MNSEC, Gladstone High School Sports Day, use of the Southern Flinders Sporting Complex and our own Sports Day.
- We continued with a specialist Science teacher.
- Increasing ESO support when required
- Continuing to analyse data to improve student learning.
- Teacher training in Makers Empire – 3D printing
- Our Yr. 3-6 students attended a 3 day camp at Mylor Adventure Camp
- Increased Music program to 4 terms

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## COMMUNITY AND PASTORAL CARE

St. Joseph's is very fortunate to have so many people who have contributed to our many achievements during 2022. I extend my sincere thanks and gratitude to all School Board members, Fr Brian Mathews, Camilla Tenney/Bailey Millington, Charlotte Rushworth, Kristin Nicolson, James Wardle, Mat Thomas, Jason Zohs, Eliza Wilson and led by the Board Chair Mrs Abbie Arbon. I take this opportunity to thank all our Board members for their support and dedication to our school.

Our Parents and Friends Committee were again very productive and active in their fundraising efforts last year, raising approximately \$7000 in a year when it was almost impossible to do any fundraising, this amount is so very much appreciated. I would like to express my appreciation to our P& F President, Mrs Monica Richards and to the group of regular parent representatives. All of the fundraising and catering events organised last year are due to the commitment of such a dedicated and hardworking group and to the parents that support them through providing goods and/or services.

I thank all our parents for their commitment to our school and for their crucial support of our home/school partnership. Everyone who has volunteered throughout the year demonstrated commitment to our school through action and service. Without this support we would not be able to achieve all that we do with our students.



I would also like to thank and acknowledge the work of Mrs Jaimie Clark, who took on the role as our School Well Being person late in the year. Jaimie was trained in the “Seasons for Growth” program and worked with a small group. She was also able to catch up with some of the children individually when required, this may be on a one-off basis or more regularly for others.

Some of the other highlights of the year include:

- Continuation of Chaplaincy program – Well Being.
- Continuation of Seasons for Growth
- Continuation of mentoring
- Making time to catch up with parents who have indicated they need some emotional support.
- Continued CESA Well-Being Pulse check
- Offer of Covid hardship support
- School fees remained on hold

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## OPERATIONS AND MANAGEMENT

The main focus for 2022 was the demolition of an existing school building and replacing it with a brand new transportable building which encompassed a new toilet block, new General Learning area, two interventions spaces and a decking area breaking out to the grassed area behind. This was a significant project for our school and did not come without the impact of COVID-19 causing supply issues and increased costs. Although there are a few cosmetic defects to be addressed, overall the building is a fantastic asset to the school and all spaces are being used each day.

At the end of 2021 we received funding through CESA’s “Regional Bus Transport Strategy funding grant” and were able to purchase a 12 seater van and employ a driver. This bus accommodated the overflow of children from Crystal Brook who are not able to access a Department bus, or who were on a bus route that has been discontinued. It has been a welcome addition to our school, especially for those families who are able to access it.

The school also applied, and were successful in receiving a \$300,000 BGA Grant (Block Grant Authority) to assist with landscaping and playground upgrades, to be completed in 2023.



Other Significant events:

- Two classroom interactive White Boards were replaced with new Smart Boards – two more ordered for remaining classrooms
- New furniture purchased for new classroom

In closing I would like to thank our students. It is our students who remind us of why we come to work each day. They have provided us with many memories and brought much joy into our days. It is the students that we put at the centre of all decisions being made at St Joseph's and I feel we do this well.

I thank all the St Joseph's Parish school community for helping to make this past year a positive and memorable one, even through all of the adversity that we faced. I thank you all for your support, understanding, cooperation and patience.

God Bless

Martin Hayes

**Mrs. Abbie Arbon**  
**SCHOOL BOARD CHAIR REPORT**

Welcome to those in attendance for our School Board AGM for 2023. Your support for your school is greatly appreciated.

I would like to acknowledge the people in our school community who volunteered to serve on the board in 2022. Thank you for your time, commitment and the individual skills that you each contribute to our school community.

To those stepping down from their Board involvement, thank you for your service.

For the most part, the Board met twice each term throughout the year and thankfully most school activities throughout 2022 were back to being in person, after the pandemic.

To the staff at SJPS, thank you for the guidance you provide to our children. We are very fortunate to have a team of dedicated, passionate staff here at St Joey's with a wealth of experience. Thank you to you all. Thank you to the administration staff for their continued support to the school and the Board, your efforts are also appreciated.

Throughout and at the end of 2022 SJPS farewelled the following staff – Judy Crawford (who was a long term employee), Kelly Shekle, Maggie Cuthbert and Matt Cadzow. We also welcomed back Camilla Tenney and Rebekah Sweet and had the following new staff take on roles at the school - Monica Turci, Steve Schultz, Alicia Thomas and Ashley Hodgson.

We had Melissa Gadaleta from Saint Mark's College acting in the Principal role for a short stint while Martin took Long Service Leave. Shane Arbon also took on a short term Religious Leader role at Saint Mark's College for Terms 2 and 3. We welcome Jessica Brace to the Finance role in 2023, as a replacement for Judy.

The Year 3/4 and 5/6 classes enjoyed an action-packed adventure camp to Woodhouse in Term 4. A lot of effort was put into the fundraising for the camp (including a Disco as well as hot chocolate and biscuit days). The junior primary classes also enjoyed some activities made possible with the fundraising.

The completion of the building project brought about a lot of excitement in the schoolyard – both for the space it has created and because it meant the use of port-a-loos came to an end! It's a lovely fresh space for the students and staff and we are fortunate to have had the resources to execute the project. The deck of the new building proved to be a great stage for the end of year concert. The students sang a series of Christmas carols which was enjoyed by the school community.

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

The staff, parents and general school community again volunteered their time at Fred's Van (St Vincent De Paul) in 2022. This is a great opportunity to meet new people and work in a team environment, whilst giving back to the community.

Another big thank you must go to the Parent and Friends Committee. Your dedication, hard work and enthusiasm is an asset to our school. The Board, as well as the whole SJPS community acknowledge the hours you put in throughout 2022 for catering and fundraising throughout the year. Special mention must go to Kaitlin Davidson, the P&F Catering Manager who took on this role in what would be the final year of catering for the P&F. Thank you Kaitlin. The Board look forward to working with the P&F again 2023.

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

Abbie Arbon  
SJPS Board Chair



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

I would like to thank the St Joseph's Parents and Friends Committee for their hard work and enthusiasm this year, especially our Secretary, Chantelle Zwar, our Treasurer Andrea Scott, our Catering Coordinator Kaitlin Davidson, and our representative on the School Board, Abbie Arbon.

Once again it is has not been easy to undertake all the activities we would like to, but we are very grateful for the support of the families of our school that has helped us achieve what we have. We were able to hold another successful Easter Raffle, as well as our major fundraiser for the year, a Funky Monkey raffle with tickets sold online and well supported by our wider community.

The P&F were able to donate more than \$5000 to the school. With this money the school was able to buy a 3D printer and we look forward to seeing what the children create with it. We were also able to provide money to offset school camp fees and to purchase some new books for the school library.

While we have made the difficult decision to take a break from catering for outside events, we have continued to enjoy the opportunities to cook barbecues, cater for lunch at Sports Day, help with Fish & Chip days, and provide icecream sundaes as a treat for the students.

Thank you again to the dedicated P&F Committee for all you have done and I look forward to an exciting 2023.

Monica Richards  
P&F Chairperson