

Annual Report to Community

2022

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1.1 Introduction and Background

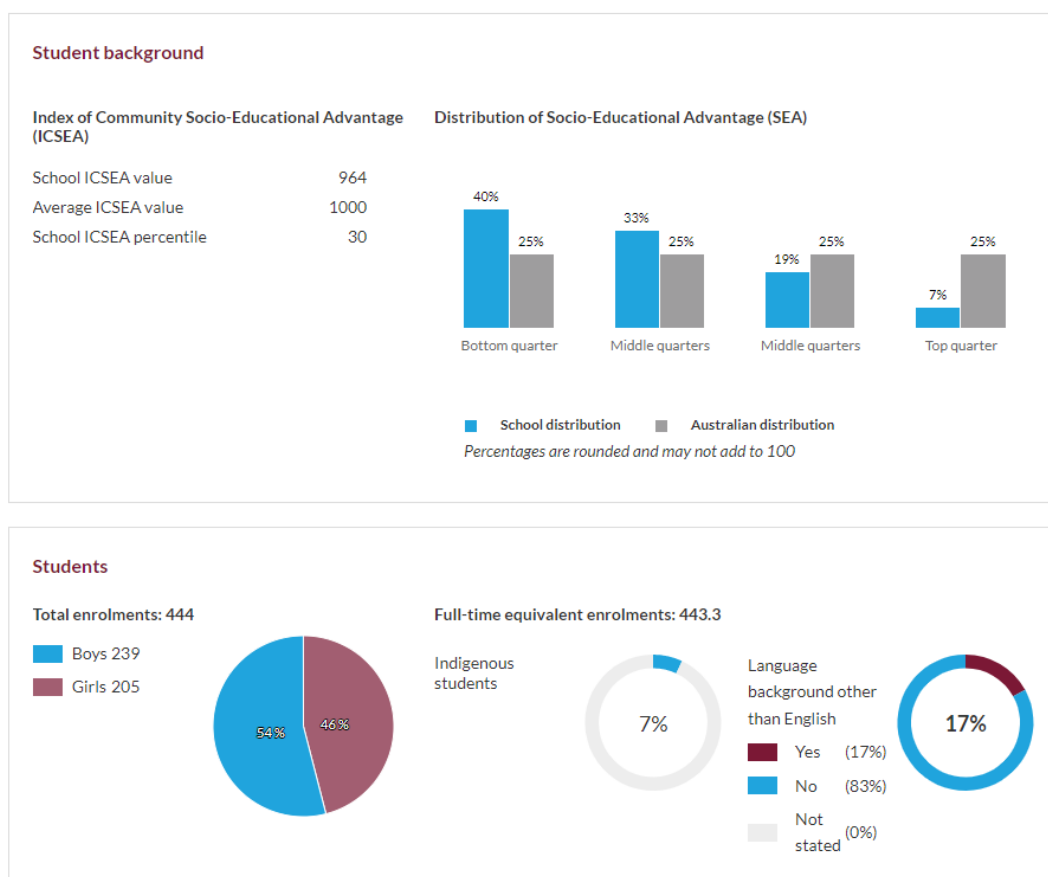
St Joseph's School, Murray Bridge, is an R-9 Catholic school catering to approximately 500 students. The school was founded in 1925.

We acknowledge and respect that we exist within the central homelands of the Ngarrindjeri people, and appreciate the diverse cultures we're a part of in and around Murray Bridge. For almost 100 years, the values we have strived to instil in our community are - Community - Co-operation - Respect - Kindness - Compassion - Inclusion.

Ours is a place that knows every child and gently guides each one to uncover who they are. To us, the well-being of our students always comes first, and it's their voices that shape our learning environment, one that's respectful and safe for all. We provide a Reception to Year 9 Catholic curriculum, focusing on those exciting discovery years of education. Our offering also embraces the Josephite tradition, where small acts of kindness have the power to become extraordinary. We form meaningful relationships with our students and families as this helps us to understand each individual and tailor our learning to what suits them. It's through co-operation and compassion that we can bring to light the best in every child. We also create genuine connections with our community and strive to make everyone feel included, building upon the positive work of Mary MacKillop and how she nurtured a strong sense of belonging among so many. Together, we make a difference in the lives of our students because we know their St Joseph's experience becomes part of who they are, and who they are makes a difference to the world.

St Joseph's School Murray Bridge – In All Things Kindness.

1.1 School Background



Approximately 30% of the school population are eligible for a School card. The school has a highly regarded special and adaptive needs program, and approximately 15% of the school benefits from this. ICSEA measure indicated that the school community is slightly lower than the national average with a value of 964. In this figure, 40% of Socio-Educational Advantage (SEA) is in the bottom quarter.

St Joseph's Murray Bridge is a school that demands innovation, accountability and a clear vision. Our students deserve the best we can provide, which can only be achieved by continually improving. 2022 has seen our school improve in many ways. At St Joseph's, our mission has always been to promote the Catholic faith and instil the charism of the Josephite Sisters within a partnership of our families and community, creating opportunities for our students to encounter wonderful educational experiences. As a school, we respect the dignity of each person within our community. As a collective, the staff at St Joseph's have endeavoured to employ learning processes that are formative, challenging, engaging, inclusive and sensitive to the needs of each child in a fashion that espouses a just and compassionate manner. Throughout 2022 we have endeavoured to maintain and further create an educational environment that matters to students and their families. We have continued to recognise the importance of our Catholic Identity. Prayer is one aspect of our Catholic Identity and integral to everyday life at St. Joseph's Murray Bridge. Within our school, we strive to ensure that Catholic social teaching is evident within the classrooms and throughout the whole school.

1.1.1 Student Attendance

The average student attendance rate for our school in 2022 was 85%.

This is broken down by year groups as follows:

% ATTENDANCE 2022

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
85	86.9	84.7	85.3	85.8	85	84.6	80.9	82

Year Level	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022
Rec	83.9	84.3	83.6	88.4
Year 1	85.6	83.7	88.0	90.0
Year 2	81.7	87.7	83.5	86.2
Year 3	81.2	87.1	86.3	86.5
Year 4	81.4	86.5	86.8	88.4
Year 5	80.3	86.9	86.7	86.1
Year 6	82.4	85.5	85.0	85.5
Year 7	77.1	83.9	80.7	82.5
Year 8	76.2	82.3	88.4	83.5

Process for Non – Attendance Non-attendance is monitored daily, and phone calls to parents follow up absences. Student individual absence and punctuality are reported in mid and end-of-year reports. The repeated or persistent absences that have an identified pattern are addressed by the Principal and/or Student Leadership team with parents. The school has engaged with the local Attendance Officer, CAHMS and Families SA in the cases of chronic non-attendance.

The school also uses the Department of Education process of completing ED171 and ED175 forms.

1.1.2 Post St. Joseph's Pathways

At St. Joseph's, the Year 7 cohort chooses many different education settings for their Secondary Schooling. The table below outlines the percentages of students moving to Secondary School settings:

Secondary School Preference	Percentage of Students moving to this setting
St Francis de Sales College, Mt Barker	1%
Murray Bridge High School	82%
Unity College	10%
Other	7%

1.1.3 Staff Profile

There is 33 teaching staff with an FTE (Full Time Equivalent) of 30.1. There are 15 non-teaching staff colleagues who equate to an FTE of 9.9. No staff identify as Aboriginal or Torres Strait Islander.

1.1.4 Teaching staff qualifications at St Joseph's School

Our school is fortunate to have teachers committed to lifelong learning. The breakdown of the qualifications of the teaching staff are:

	Percentage
Master's Degree	16%
Bachelor of Education Degree	78%
Diploma of Education/Advanced Diploma	5%
Other	1%

1.1.5 Finance

2022 School income by Funding:

St Joseph's School Murray Bridge AGM			
Financial Summary Report - 2022 (Draft)			
		Actual	
		2022	
Income		\$	%
Australian Government Funding	\$	5,698,671.00	70
State Government Funding	\$	1,619,375.00	20
Other Income	\$	812,599.00	10
Total Income	\$	8,130,645.00	100
Expenditure		\$	%
Tuition Expenses	-\$	4,540,708.00	68
Administratiin Expenses	-\$	2,152,556.00	32
Total Expenditure	-\$	6,693,264.00	100
Trading Accounts (Nett)	-\$	9,624.00	
Nett Profit	\$	1,427,577.00	

1.2 Satisfaction Survey 2022

The leadership team of St. Joseph's Murray Bridge elected to work with National School Improvements Partnerships and collect data from the Living Learning Leading Surveys.

The Living Learning Leading Surveys were developed in collaboration with Curtin University are to help schools rate participants' perceptions of the school's performance according to the Living Learning Leading (LLL) Standard.

The LLL Survey suite consists of the following instruments.

1. LLL Parent and Caregivers Survey (to assess the perceptions of parents and caregivers within the school community).
 2. LLL Teaching and Leadership Staff Survey (to assess the perceptions of teachers and leadership (principals, deputy principals, and APRIMs) within the school).
 3. LLL ESO Staff Survey (to assess the perceptions of education support officers within the school).
 4. LLL Student Surveys for:
 - a. Students in years 2, 3 and 4
 - b. Students in years 5 and 6
 - c. Students in years 7, 8 and 9
- LLL Component 1: Catholic Identity
 - LLL Component 2: Curriculum and Co-Constructed Learning Design
 - LLL Component 3: Student Agency, Identity, Learning and Leadership
 - LLL Component 4: Community Engagement
 - LLL Component 5: Safety
 - LLL Component 6: Infrastructure



1.2.1 Student Survey

88% of Years 2-4 students responded

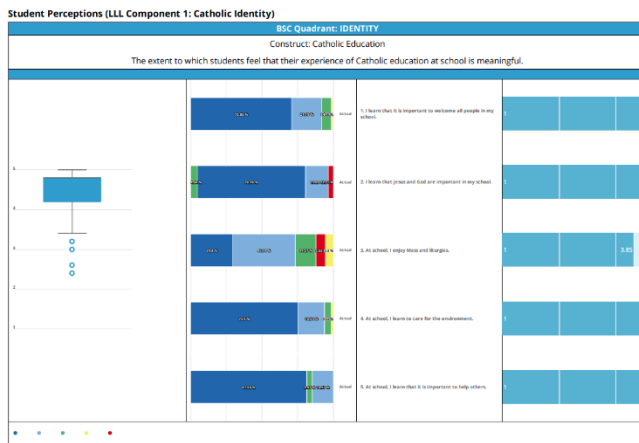
85% of Years 5-6 students responded

71% of Year 7 students responded

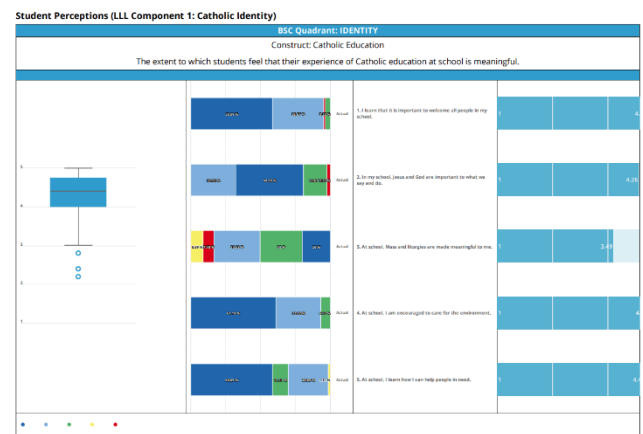
LLL Component 1: Catholic Identity

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

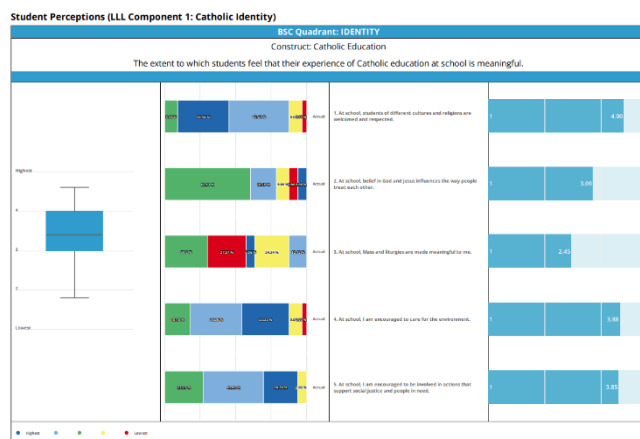
Years 2-4



Years 5-6



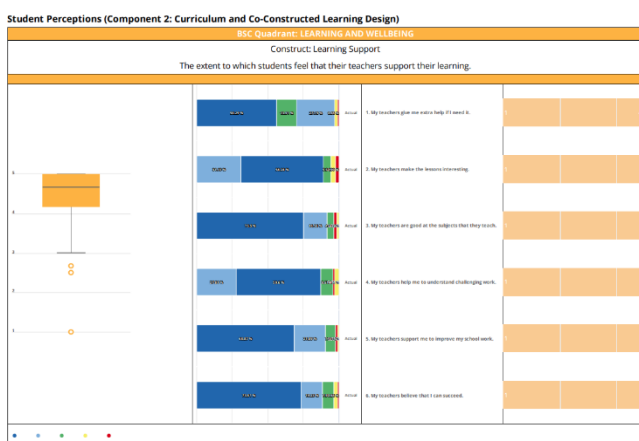
Year 7 & 8



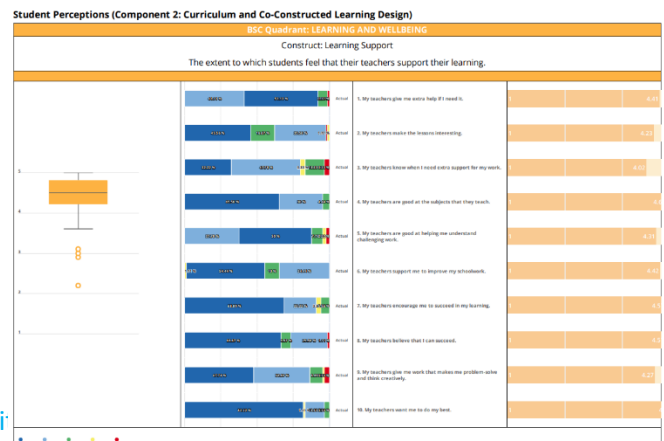
LLL Component 2: Curriculum and Co-Constructed Learning Design

Construct: Learning Support The extent to which students feel that their teachers support their learning

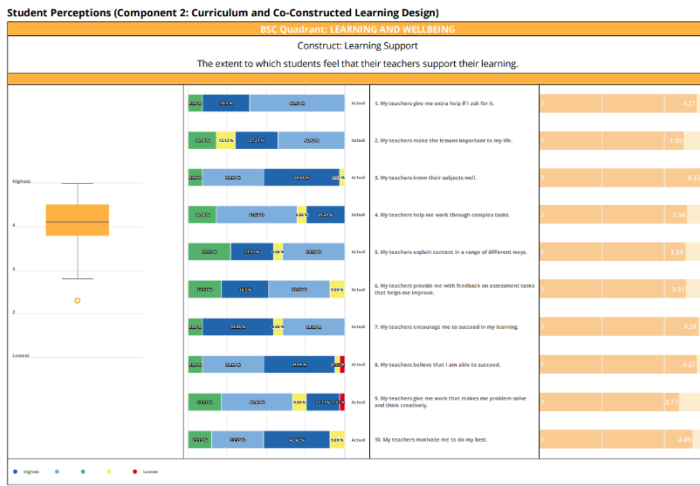
Years 2-4



Years 5-6



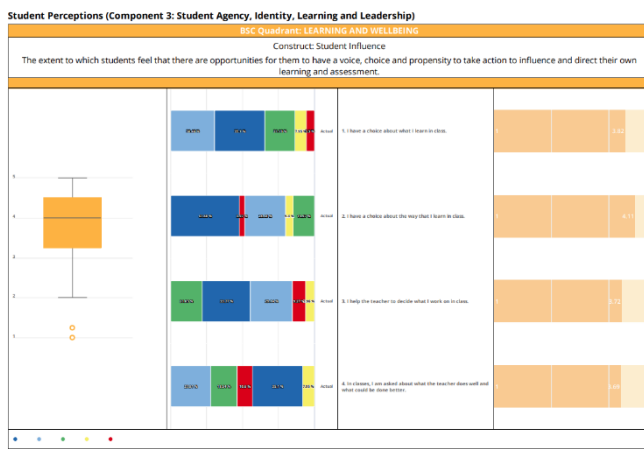
Year 7 & 8



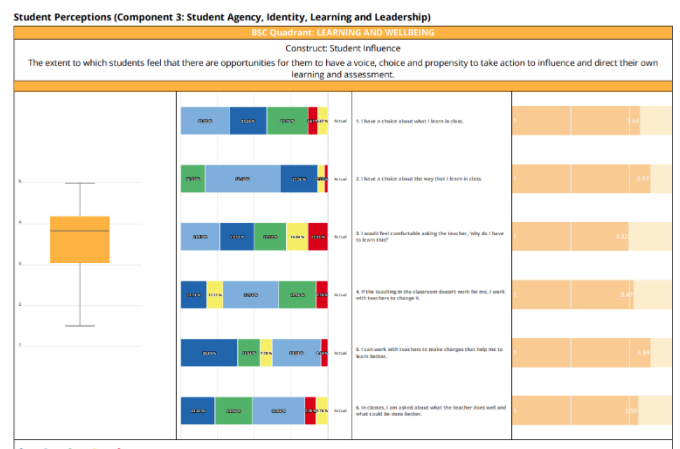
LLL Component 3: Student Agency, Identity, Learning and Leadership

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

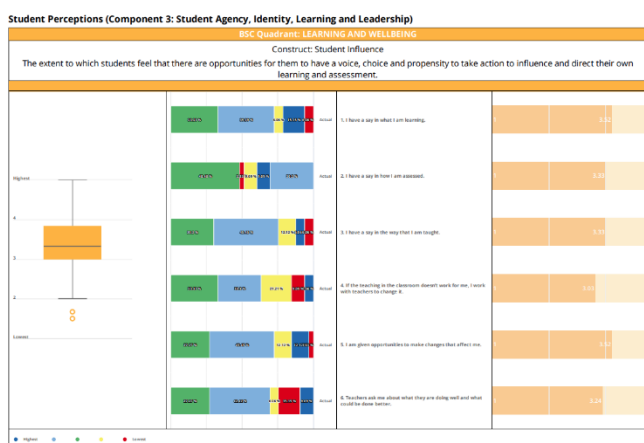
Years 2-4



Years 5-6



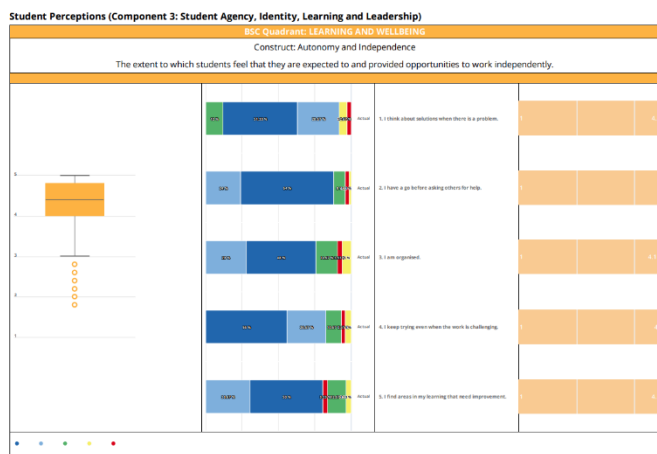
Year 7 & 8



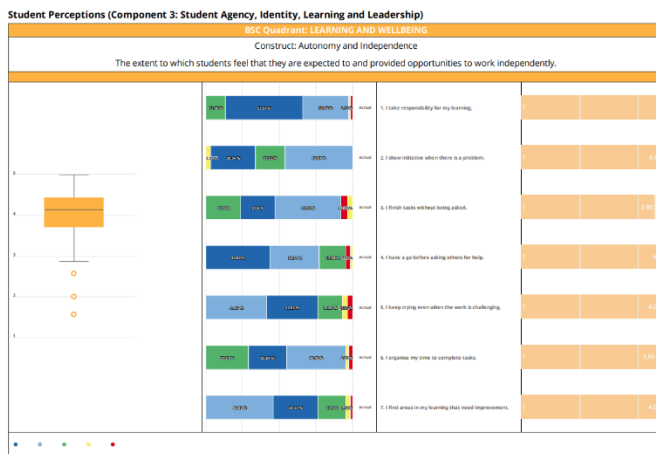
LLL Component 3: Student Agency, Identity, Learning and Leadership

Construct: Autonomy and Independence The extent to which students feel that they are expected to and provided opportunities to work independently

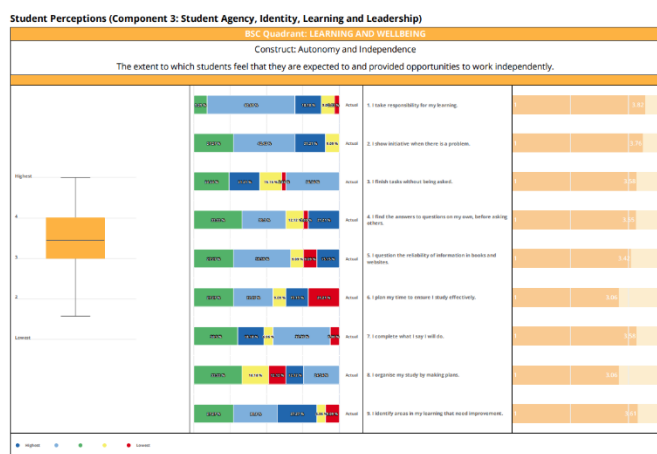
Years 2-4



Years 5-6



Year 7 & 8



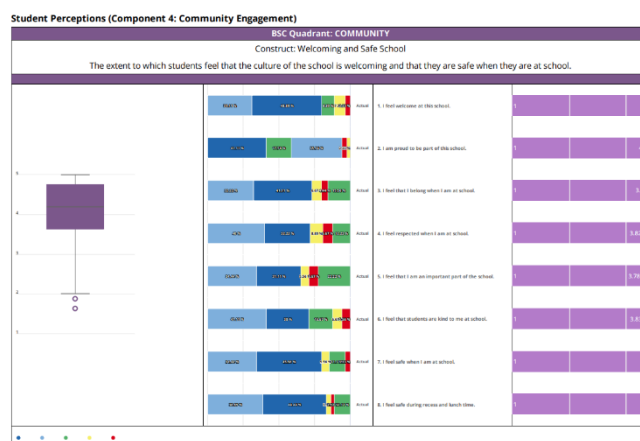
LLL Component 4: Community Engagement

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

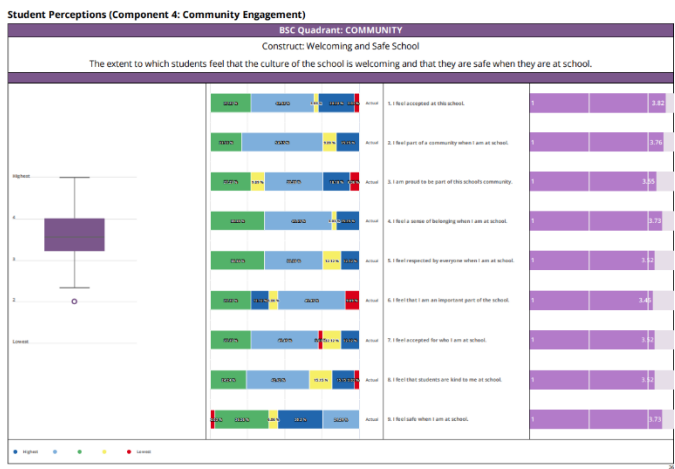
Years 2-4



Years 5-6

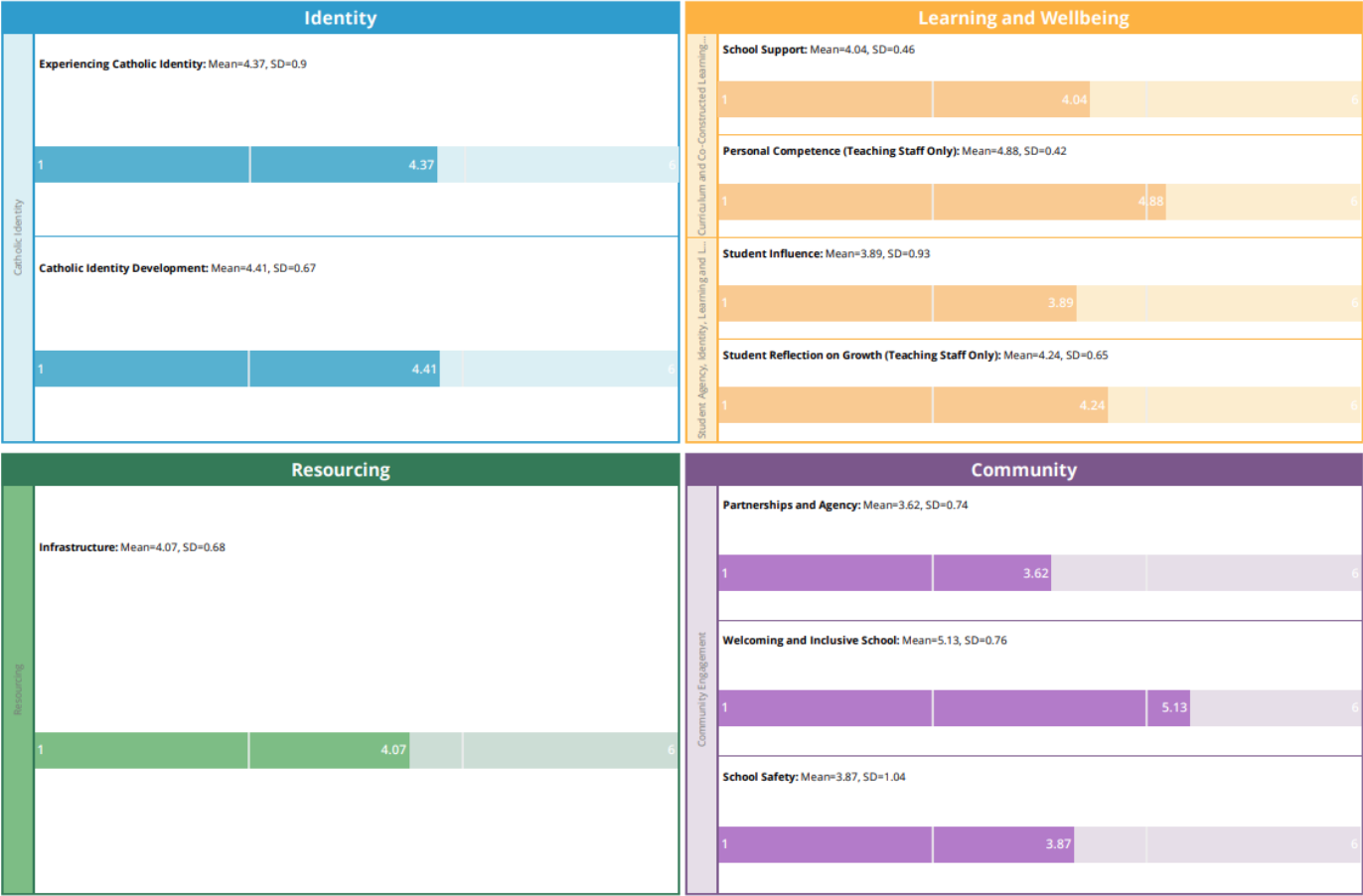


Year 7



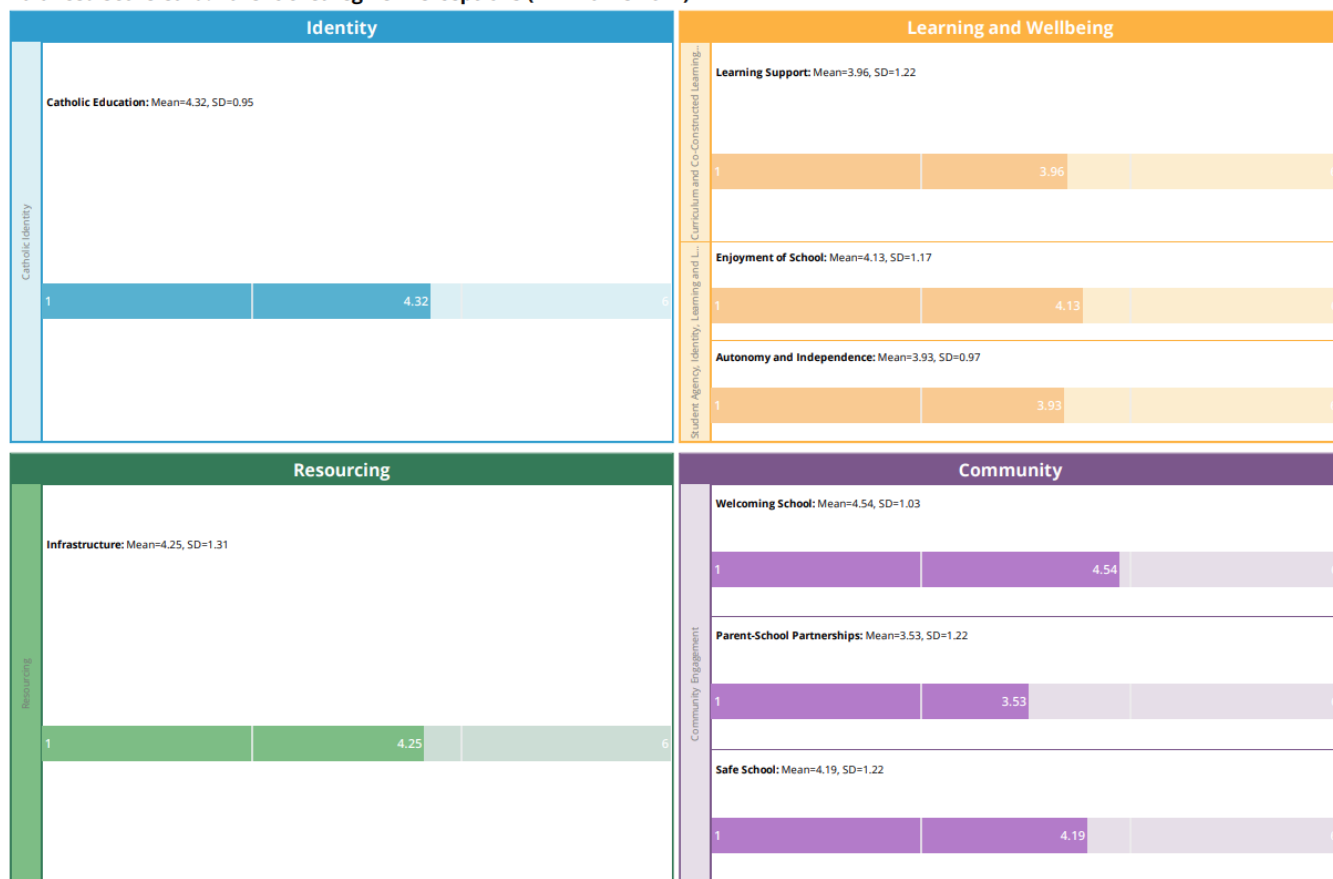
1.2.2 Teacher Survey – 18 Participants 35% of teachers responded

Balanced Score Card: Teacher & Leadership Perceptions (LLL Framework)



1.2.3 Parent Survey – 20 Parents Participated 11% of parents and caregivers responded

Balanced Score Card: Parent & Caregiver Perceptions (LLL Framework)



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1.3 School Improvement

1.3.1 Self-assessment process

In 2022, the school engaged in a self-assessment process that led to developing a School Improvement Plan based on the domains specified in the Continuous Improvement Framework for Catholic Schools (CESA).

In 2022 the School Improvement focused specifically on:

Enhancing Catholic Identity

Testing in RE for Yr 4 students took place. The online testing is known as the Religious Literacy Assessment Tool (ReLAT). The testing highlights areas that require a teaching focus for future years. Each year a different part of the curriculum from "Crossways" is selected for testing.

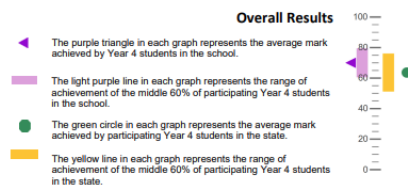
In 2022, we were restricted initially with holding school and class Masses due to COVID-19; however as the year progressed these celebrations became a part of our Semester 2 planned events.

With a new parish priest, Fr Philip Marshall, we strengthened our Parish/School relationship. This is highlighted by several of our staff continuing to serve on numerous Parish Committees: - Parish Council - Children's Liturgy Committee - Liturgy Team - Parish Maintenance.

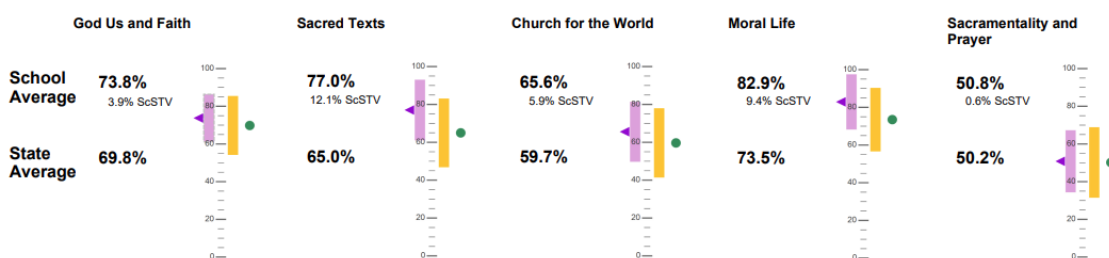
The average total for all Year 4's in this school is **24.5 out of 35** or **70.0%**

The average total for all Year 4's in South Australia is **22.3 out of 35** or **63.6%**

This school's average is 6.4% above the state average



KEY IDEAS



ScSTV the difference between the school and the state average is the **School State Variance**

Other ways we continue to work towards enhancing our Catholic Culture include:

- Celebrate special feast days
- Welcome to School Mass
- Raise money for Catholic Charities and Kickstart Breakfast Program
- Continue to celebrate class liturgies and prayer
- Staff Prayer
- Made in the Image of God (MITIOG)
- Preparation for Easter – plays, presentations
- Mary MacKillop Day
- PRIMA – Professional association for APRIMs. Implementing the RE curriculum program changes, Online Crossways undertook a review of MITIOG and subsequently coordinated training in MITIOG.

Focused Vision and Goals

In 2022 there were substantial changes in leadership. Mrs Ros Oates was appointed, Principal and Mrs Sonja Smith continued her role as deputy principal. We secured an experienced head of Middle School – Annette Lamont.

In 2022 Part 1 a., 1b., and 1 c. were completed and students entered their new learning space in Week 5 of Term 1, 2022.

The new building works included:

1. (a) New Classroom Building (Middle School Years 7, 8 - Year 9)

- A new, dynamic and exciting 2 -storey learning facility to accommodate Years 7, 8 to Year 9
- Connectivity between the learning areas through glazed sliding doors which are flexible to accommodate the needs of the individual learners
- New connecting common areas linking all learning areas
- Quiet spaces for reflection and individual work

- Access to natural light
- Ample storage in all new learning areas
- Student amenities for Middle School students
- A building layout which connects to the future central plaza and provides good site connectivity

(b) Early Years Classrooms - Outdoor Learning Areas

- Classroom links to outdoor learning areas from existing ground floor classrooms
- Newly landscaped outdoor areas around the building by providing glazed accessible links to these spaces
- A new nature play/ outdoor play area
- Established outdoor learning areas along Florence Street and Mannum Road with provision for beautiful screens for privacy and acoustics

(c) New Entry Plaza

- A new entry plaza between the Administration building and the Early Years Classrooms
- A significant and identifiable entry into the School with an entry plaza
- A wonderful space that is a visible, communal gathering point



High-Quality Teaching and Learning

Regular reports were presented to the School Board on the Teaching and Learning, extracurricular and community events. It is difficult to encapsulate in a brief report the depth and breadth of our core work of teaching and learning. We also report on this through the Newsletters, student work that comes home, reports, 3-way interviews/conferences, class newsletters, and Seesaw – a combination of all of this kept parents well informed about what is taking place.

Classes were involved in various curriculum-related activities that enhanced the skills and experiences of the students: excursions, electives, and visiting speakers outside COVID-19 restrictions. Students engaged in various sporting opportunities, including Knockout sports; Inter-school Carnivals; our own sports day; SAPSASA trials and events; and SACPSSA swimming and athletics.

Teachers and their classes hosted teaching students and ESO students for their professional placements. We had a variety of professionals visit our school to work with students, such as Speech Pathologists, Occupational Therapy, Psychologists, Behaviour Education consultants and Special Education consultant. When this happens on site, there is more opportunity for them to work with the class teachers and ESOs so that we can work together in a cohesive manner which is of more benefit to the child and family.

Enrolment and staff training commenced in a Real Schools Partnership – a three years commitment to implementing Restorative Practices and the underpinning methodology to change our school culture.


Updated the IT infrastructure in line with the new building and purchasing various IT devices as needed for the Year 7 and Year 8 students.

Effective Use of Data

'Early Years Assessment' were conducted by class teachers for students involved in their fifth term at school. The PAT, EYA and school-based testing results are combined with many other assessment forms and reporting to inform and guide teaching practice and student learning, track student progress and growth, and report to parents.

Interviews/meetings were offered face-face and by phone during Term 1 and Term 3 they resumed as face to face. Written Semester reports were provided to parents at the end of Terms 2 and in Term 4. St Joseph's School was a Pilot School for CESA in working with the SEQTA reports to be implemented in 2023. Our Literacy and Numeracy goals are to improve learning outcomes for all students at all year levels.

Students in Years 3, 5 and 7 participated in the 2022 NAPLAN online assessment in May.

	2017	2018	2019	2020	2021	2022
			<<	>>		
Compare to	<input checked="" type="radio"/> Students with similar background		<input type="radio"/> All Australian students			
	Reading	Writing	Spelling	Grammar	Numeracy	
Year 3	390	371	374	377	371	
Year 5	468	443	461	447	453	
Year 7	526	485	520	498	509	

Strong Home School Community Engagement

School fee reduction continued in 2022. This was an imperative of CESA systems funding reviews, which determined that we had to consider excellence in learning, wellbeing, and affordability to deliver on the system vision for being an excellent school system.

At the end of 2022 we graduated from Primary school our Year 6 students and didn't hold a Graduation due to moving to Year 9, in 2023.

As a community, we supported each other during less disruptions due to COVID-19, sadness and family trauma. We also celebrated the happiness and milestones in staff, families, and students' lives where possible.

High Expectations of All

Student attendance continued to be greatly affected by the COVID pandemic illnesses. Families and staff did everything possible to prioritise attendance and manage this in a pastorally caring way. Staff were committed to communicating with students and families and providing for learning during periods of absence.

In 2022, the Children's University Program was offered to St Joseph's School students. Despite the disruptions caused by COVID, we had 22 students graduate on November 7.

SEQTA is a teaching and management software system that all CESA schools use. Professional Development was provided in implementing the TIMETABLE, Marks book and Reports in the SEQTA Suite. New staff learnt and existing staff revised how they could create calendar classes to develop their timetables. All staff members learnt how to put their weekly timetable onto SEQTA and clone it for the term/semester. We continued using Pastoral Care within the SEQTA Suite to record pastoral care notes for our students. The Pastoral Care notes used at St Joseph's School record information about all aspects of student life at school.

Individual PPL (Personalised Plan for Learning), adjustments and goals for learning were reviewed across all year levels, and appropriate modifications or actions were implemented to collect data for the NCCD. Review or updating of specialist's assessments was also covered. Staff meetings with senior primary teachers focused on the transition to High School for students in the Year 6 level.

The NCCD (National Consistent Collection of Data for Students with a Disability) continued to be a primary focus at both school and system levels in 2022. NCCD requires us to identify a student's category of disability (physical, social/emotional, cognitive, sensory) and the level of adjustments being made within the school (QDTP – Quality Differentiated Teaching Practice, SUPPLEMENTARY, SUBSTANTIAL, EXTENSIVE). In 2022, 127 students were identified for our census date in August. This was an increase of 32 students. The NCCD data collected in 2022 is directly reflected in the funding we receive through the new federal funding model, which is significant.

Campus	Primary	Year 7	Secondary	Total FTE	Headcount	Completed	Completed %
St Joseph's School - Murray Bridge	131.0	10.0	2.0	143.0	143	127	88.81%
Extensive	2.0			2.0	2	2	100.00%
Substantial	29.0	2.0	1.0	32.0	32	32	100.00%
Supplementary	77.0	8.0	1.0	86.0	86	70	81.40%
Support within QDTP	23.0			23.0	23	23	100.00%
INCOMPLETE DATA							
Total	131.0	10.0	2.0	143.0	143	127	88.81%

1.4 Principal Report 2021

2022 – School Principal AGM Report

Good evening, parents, caregivers and colleagues, it is with my pleasure that I present the 2022 School Board Report on behalf of the St Joseph's School, Murray Bridge.

I appreciate your willingness to attend and support the achievements and progress of our school community, especially after my first 12 months as your substantial principal. My report will briefly overview our progress in 2022 through our educational programs and community.

After believing we had moved past the challenges of 2021 and the pandemic, the first half of 2022 proved just as challenging. Despite the significant disruptions to teaching and learning, the health and well-being of our community remained the focus. The beginning of the school year saw many of our community, school students and staff in isolation due to health and safety protocols. As challenging as this was, all staff rallied to ensure

children at school were provided with a safe and inclusive environment while maintaining routine and stability for children returning from isolation. The staff recognized the impact of the uncertainty and feelings of anxiety caused for both parents and children and worked tirelessly to maintain teaching and learning in challenging circumstances. I couldn't be prouder of how they handled the disruptions of unfinished buildings, landscaping, and continual absenteeism of personnel and students. We focussed on providing clear communication that was timely, consistent, and transparent to alleviate uncertainty for parents and staff.

It was clear that these changes for teachers, students and their carers needed a leadership team with the creativity and expertise to lead an improvement journey in uncertain times. This newly established team took hold of the theme of pastoral care and continued the commitment to meeting the needs of each student from now Reception to Year 8.

As the school environment slowly returned to business as usual, this allowed the focus to shift to the intended priority of Numeracy. We formed a Numeracy Team, who led the school's new approach to Numeracy teaching and learning. Working alongside Emmaths Consultant, a specialist in Mathematics Education, Nadia Abdelal, we began the journey of a consistent school-wide model of practice and assessment in Mathematics.

As a school teaching staff, we continued to explore the work of Lynne Sharratt's CLARITY and 'Visible Learning' through a culture of thinking. The focus was to increase teacher clarity with learning intentions (LI) and success criteria (SC) being implemented across all school year levels. The leadership team worked to strengthen collective teacher efficacy, aiming at building a culture of collaboration across the school while developing relationships of trust and respect among community members. This also included establishing a three-year commitment to professional learning with 'Real Schools' implementing Restorative Practices and the underpinning methodology to change our school culture.

Early in the year, we strengthened our existing communication channels and upskilled staff in communicating through Microsoft Teams and related products to inform, propose actions and give all staff feedback about progress and performance. A collective representative group of staff, students, parents and CESA personnel worked with NATION to define and articulate an authentic brand story for St Joseph's School. This included design collateral examples and an enhanced simple brand style guide. The result was a clear brand manifesto and visual expression documentation for future use.

Until 2022, each school in CESA had its own format and timing for reporting to parents on students' learning. As a component of this, our school is required by the Commonwealth government law to provide parents with a written report of each student's progress each Semester. In Term 3, our school was selected as a pilot school to review several templates from the system reporting platform called SEQTA. This work was led by the deputy principal, Mrs Sonja Smith and at the end of the year, our teachers produced a SEQTA report that will continue to be used by our teachers to report to parents in the future. In 2023, this is an expectation for all CESA schools, and we are well ahead of this process.

The involvement of parents has declined since the disruptions of the pandemic. Fortunately, we did have the participation of parent representatives on our School Board, and I thank them all for their generosity and time in attending regular meetings throughout the year. In the future, we will take on the challenge of re-establishing a close relationship between more parents on-site and parents working together in partnership with us.

A sincere thank you to Fr Philip Marshall, who was always willing to work alongside our school to ensure the faith and life of the school continue to grow. Thank you to the leaving school board members; many of you have been long-standing members of the school board and supported the decision-making process of St Joseph's School expanding to include Years 7 -9. I wish to acknowledge Scott Pearce (past Chairperson), Rebecca Schutz, Amy Sobels and Analise Gates as past parent representatives. I look forward to working with our future board members in continuing to facilitate strong communication between the parish and the school.

Teaching is a challenging profession that provides so much satisfaction when you can impact a young person's journey. Our staff's investment of energy and effort in your children this year has been unprecedented. Never

has the safety of a classroom been at risk, like in 2022. Thank you to every single person within our school, from classroom teachers, education support officers, specialists, administration staff, groundsman and counsellor. The collective effort it has taken to navigate 2022 would not be possible without the dedication and investment of everyone at St Joseph's School.

Staff are continually asked to do more and more, yet they show up every day because they love teaching your children. This year, their commitment and enthusiasm have been affirmed by the fantastic feedback from the school surveys returned at the end of the year.

To Sonja Smith – Deputy Principal, Deb Holland – APRIM, Annette Lamont – Middle Years leader and Margherita Pardoe – Leader of Learning, like the classroom staff, you were challenged like never before in 2022 and without hesitation carried the workload without missing a beat. Words can't express my appreciation for their leadership in challenging times. Thanks to all of you for your continued support and the positive impact you have on our whole community.

I am very grateful to be in the privileged position to lead the St Joseph's School community into the future. I can only do so while our exceptional children, parents/carers, and staff support me.

Thank you.