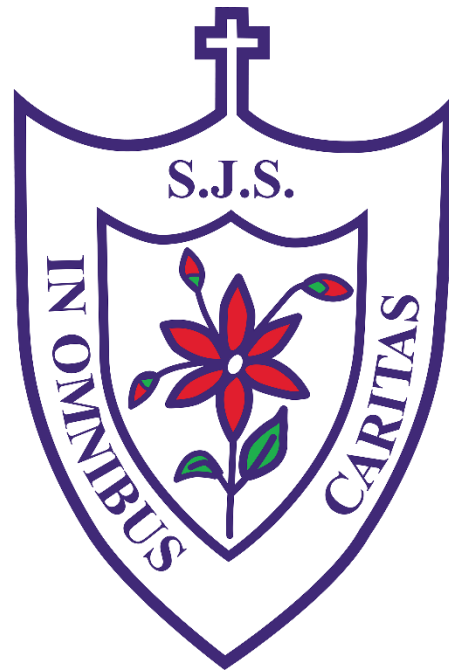


# St Joseph's School Barmera



## - Performance Report 2022 -



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## Reflection

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I am excited to be re-joining the St Joseph's School community, this time as principal, and thank everyone, staff, families, and students, for welcoming me back so warmly. After a few years roaming the Riverland, it does feel like coming home. The many experiences I have had across the Riverland, have readied me for the call to lead St Joseph's School in Barmera to new levels of excellence.

In Matthew's Gospel (Mt 10:1-7) Jesus calls his disciples.

*Jesus summoned his twelve disciples and gave them authority over unclean spirits with power to cast them out and to cure all kinds of diseases and sickness.*

*These are the names of the twelve apostles: first, Simon who is called Peter, and his brother Andrew; James the son of Zebedee, and his brother John; Philip and Bartholomew; Thomas, and Matthew the tax collector; James the son of Alphaeus, and Thaddaeus; Simon the Zealot and Judas Iscariot, the one who was to betray him. These twelve Jesus sent out, instructing them as follows:*

*'Do not turn your steps to pagan territory, and do not enter any Samaritan town; go rather to the lost sheep of the House of Israel. And as you go, proclaim that the kingdom of heaven is close at hand.'*

I often wonder about the twelve Jesus seems to have chosen so carefully. He even calls them by name. I find myself asking whether he could have chosen better: these people seem so far from what an apostle should be, always bickering, and finding it very difficult to understand what Jesus was saying. Yet, Jesus trusts them so much, he even shared his own mission with them!

I realise that Jesus calls me too by name, despite all my failings and limitations, and sends me to join him in continuing his mission in our world today. It is this call that has led me back to Barmera. I look forward to leading St Joseph's School Barmera and can't wait to see all the wonderful things the future holds.

2022 heralds a new era for St Joseph's School Barmera. At the start of 2022 Paul Bennett and Frankie Roberts took charge and generously led the school through the stormy waters of the first half of 2022. Covid-19 continued to challenge everyday school life, with many staff and students succumbing to infection. The staggered start of 2022, disruptive in many ways, also was the last school closure since the start of the pandemic.

I thank Paul Bennett and Frankie Roberts for their leadership of the St Joseph's School Barmera community. I commend their passion and commitment to all.

I also thank the members of the school board, for the support and guidance they have provided me as I started in the role of principal. I thank parents, carers, and grandparents for the endless hours of volunteering, cooking, organising, donating, and doing whatever is necessary to support students—both at home and at school. Special thanks to our staff who, as usual, go above and beyond the call of duty to provide whatever is necessary to add to our students' already rich school experience. Thanks, and well done to an incredible group of professionals.

And finally, a word to St Joseph's School Barmera students: Thank you for all your hard work throughout the school year. I am so honoured to be your principal; you make me proud to be part of this school community. You keep me laughing and young at heart. I am grateful for your joy, astute insights, and amazing talents.

Arriving at the end of 2022 we were faced with yet another challenge in the Riverland. The water levels of the river Murray and surrounding creeks, floodplains and our own beautiful Lake Bonney continued to increase. As our region faced the reality of climate change and environmental injustice, through our rising rivers and waterways, the word renewal came to mind: Renewal of our courage, renewal of empathy, renewal of justice. We hold in our minds and hearts all those affected by the floods.

This year we farewelled Paul Bennett, Frankie Roberts, Michelle Lueth, Katie Hauptman, Kylie Barton, and Jed Millington. Next year Marissa Redden will be on leave to continue in an acting leadership role in Adelaide and Cobie Walters will be on leave to welcome her first child.

Nanda de Winter



## From Father Paul : Parish Priest

My uncle Bernie was picking fruit in the Riverland at the outbreak of World War 2 and enlisted from Barmera. He was killed in action and his Grave is one of many in the El Alamein War Cemetery. An Uncle I never met, but in coming to the Riverland have met a few old timers who knew him well. An unspoken family presence that has lingered since 1939.

Wherever we live we soon form relationships, are reminded of family links, find connections or similarities. Certainly, true for myself, arriving 8 years ago



pretty much as an unknown to most. As a Catholic and as a Priest there is already that family in existence to which you will belong, even if you are a stranger. We share so much, and it is a universal truth.

A similar welcome is extended to all who enrol or work at St. Joseph's, a Charism of Mary MacKillop in particular, and Catholic Education in general. You become part of this family. It has been a year of change as well as ongoing unpredictable matters, yet it has been life as normal, thanks to the quiet



family efforts of the entire school community.

We were sad to see Mr Abella leave, well protected and led by Mr. Bennett at the beginning of the year, and simply grateful to welcome back Ms. De Winter.

Even as we are being impacted by Floods we prepare for that gift of Gifts, God one of us in the Birth of Christ. May His birth bless you all in the ordinary moments of your time.

Fr. Paul



## School Board

Terms 1 and 2 of 2022 saw St Joseph's being led by Paul Bennett as acting Principal and Frankie Roberts as our site leader and I would like to thank the school community for welcoming and supporting them during their time with us. While here, Paul and Frankie presented the school board with some new ideas and areas of improvement, and for this invaluable contribution, I would like to thank them and wish them both the best for the future.

I was very involved in the process of interviewing and appointing a new principal for St Joseph's, a task I feel privileged to have been a part of. It was wonderful to welcome Nanda deWinter back to the school in the role of principal from Term

3. I'm excited about Nanda's vision for the school and to watch the staff, students and community grow under her leadership.

During 2022 we still faced the challenges of Covid, but our children were still able to participate in many activities. Assemblies, masses, liturgies, sports day, a dance performance, class camps, cardboard box sleep out and a biggest morning tea just to name a few. It has been lovely to see parents and carers back at school supporting these activities.

A big thank you to all the staff of 2022 for their commitment, dedication and their support of our students during a challenging

year of change. To the staff who have moved on during the year I wish you all the success for the future.

To the school board members, Kylie, Tahnee, Brett, Sallyann, Paul, Jaylee and Fr Paul, thank you for your support and input during the year and I look forward to implementing some new ideas with you in 2023.

I am looking forward to continuing to promote the amazing and safe learning environment we have to offer at St Joseph's alongside the vision and new ideas that Nanda will bring to our school.

Tracey Ivanovic

## Treasurers Report to St Joseph's School Board AGM 20/03/2023.

As Trish has already said the accounts are still with the auditors so we cannot present them to you. We hope to have them by our next normal board meeting, so that once the board have reviewed them they will be available for perusal at the office upon request.

We are going well financially, and this will allow us to look forward in a very positive light as we start to review our 5 year strategic planning.

Nanda is starting to talk with an architect and some consultants as to where her vision is to take our school into the future.

This involves looking at all avenues to satisfy the growing needs of our existing families and attract new families to our school. This will include looking to bring some more experienced staff to assist, mentor and extend the young and vibrant staff we already have, so as to elevate the levels of achievement by are students.to look to all forms of media to advertise our school not as an alternative but as the school to choose first. We will look to replacing some of the older classrooms with new modern more appropriate learning spaces. Also there may be the opportunity to look to providing an Early Learning facility in our school.

These and other strategies will be looked at further as we move forward to grow our school to 120 students over these next 5 years.

Thank you.

Paul Ivanovic

**St Joseph's School, Barmera**  
**PRINCIPAL'S SCHOOL PERFORMANCE REPORT**  
**2 0 2 2**  
**SCHOOL PERFORMANCE DATA**

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**Staff Profile: Professional Engagement**

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**Staff Attendance-**

During 2022 staff attendance was 85.6% and our staff undertook their leave (sick days, careers leave and bereavement leave) according to their industrial entitlements. This figure does not include teachers on planned long service leave or maternity leave. We also had 1 staff member on part time work cover.

**Staff Retention**

At the conclusion of 2022, 78.3% of our staff were retained from the beginning of the 2022 academic year. At the end of the 2022 we had 0 teachers move to other schools and 4 ESO staff resigned from their positions. During the year we had 2 teachers take leave without pay to take up a position in other CESA schools.

As we conclude another year, I express my appreciation to the following staff as they conclude their association with St Joseph's School:

- Mrs Michelle Lueth: Michelle was a valued member of our Admin Team who provided a welcoming face to St Joseph's behind the front desk. Her ability to undertake multiple roles at once yet maintain a focus on the WHS of our staff and children was greatly valued. We wish her every success in her future endeavours.
- Mrs Katie Viana: Katie's hard work ethic and placing students in her care at the centre of all she did was not only highly valued in our community but will also be long remembered by the students she encountered during her time at St Joseph's School Barmera. We wish Katie all the best for her future.
- Rachel Strong: We thank Rachel for her support of our students in the Early Years during 2022. We wish Rachel all the best for her future.
- Kylie Barton: Kylie was a valued staff member at our school during 2022. We thank her for her expertise and the sharing of knowledge especially for children with diverse needs. We wish Kylie all the success in future endeavours.
- Paul Bennett: I thank Paul Bennett for his leadership of the St Joseph's School Barmera community. I commend his passion and commitment to all. We wish Paul all the best in his new role at Our Lady Queen of Hope.
- Frankie Roberts: I thank Frankie Roberts for her leadership of the St Joseph's School Barmera community. I commend her passion and commitment to all. We wish Frankie all the best for the future
- Jed Millington: Jed cared for our school grounds with diligent effort and precision. We wish Jed all the best for the future.

**Expenditure and Teacher Participation in Professional Learning-**

During 2022 **100%** of our staff participated in a range of learning activities. **\$501.00** per teacher was spent to allow us to undertake the following professional development activities:

During 2022 Staff attended:

- Rock and Water
- Peaceful Kids Program
- PLD (Promoting Literacy Development)

- Australian Professional Standards for Teaching
- PAT Testing (Numeracy and Literacy)
- Disability Standards for Education for Primary Schools (NCCD)
- CESA Learning Manager Online WH&S
- MITIOG (Religious Education)
- SEQTA Online Learning and Pastoral Care
- RRHAN-EC training and updates
- Phonics Screening Test Training
- CESA Induction for New Teachers Training
- The Resilience Project

### Staff Qualifications

The table below highlights the qualifications that our 9 teaching staff have obtained:

Masters	3 teaching staff	33%
Degree	9 teaching staff	100%
Diploma	0 staff	0%
Graduate Certificate	2 teaching staff	22%
Graduate Diploma	0 staff	0%

### Workforce Composition

In 2022 St Joseph's School had 21 staff. There are two main roles: 9 Teaching Staff 42.8% and 12 Education Support Officers 57.2%. We have a Leadership Team comprising a Principal a Campus Leader and a Leader of Learning.

We have the following staff to support our staff and students:

- Leader of Learning (Numeracy & Literacy)
- Librarian
- Sport Co-ordinator
- Groundsman/ Maintenance

Our Administration Team consists of:

- Finance Officer
- Secretary
- Work, Health & Safety Officer

Our staff composition reflects the following characteristics:

- Male 4 19.04 %
- Female 17 80.95%

Level of Education:

- Secondary 9 42.85%
- Diploma 1 4.76%
- Tertiary 11 52.38%

## School Finances

Income	\$Total	\$ Per Student
Australian Government recurrent funding	1555603	16908
State Government recurrent funding	480406	5222
Fees, charges, and parent contributions	71124	733
Other private sources		
(Excluding income from government capital grants)		
<b>Expenses</b>		
Tuition Expenses	75767	823
Administration Expenses	209614	2278

\*2022 Financial data was finalised and audited by KPMG in May 2023



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## Key Student Outcomes

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### Student Attendance

The average student attendance rate in 2022 for our school was 89.4%

Student Enrolment by Year Level (August)		
Rec 19	Yr 3 12	Yr 6 11
Yr 1 8	Yr 4 9	
Yr 2 11	Yr 5 21	<b>TOTAL 91</b>

### Description of How Non-Attendance is Managed By The School

Classroom teachers undertake the class roll each morning using their iPad/Computer and accessing our student management system, SEQTA. When the network is down a paper version is undertaken by the Class Teacher.

By 9.10am our Administration Team are documenting messages left by families on our phone system indicating if their child will not be attending school. This information is cross checked with the Class Teacher's Attendance Roll. If there is no legitimate note or message received re a child's non-attendance, a phone call is made to one of the child's carers.

If a child is away for an extended period of time (more than 3 days), a pastoral care phone call is made by the classroom teacher to the family. In the event of a child being absent for extended periods of their schooling, a meeting is arranged between the principal and the family to discuss ways to rectify attendance. In extreme cases where no contact is made by the family to our school, we seek the support of the DECD Attendance Officer. Fortunately, this seldom occurs.

### National Assessment Program Literacy & Numeracy (NAPLAN)

St Joseph's School continues to utilise PAT Testing (ACER) to review the learning needs of our students in collaboration with NAPLAN data. This determines areas of the curriculum which may require further attention including staff professional formation and teaching and learning resources.

Our data from 2022 NAPLAN has identified the following trends:

- On average, our Yr 3 cohort are below expected standard
- Year 5 Reading result is at national average
- Year 5 Writing, Spelling Grammar & Punctuation and Numeracy results are below national average

Analysis of NAPLAN data and PAT data has highlighted focus areas in Literacy and Numeracy

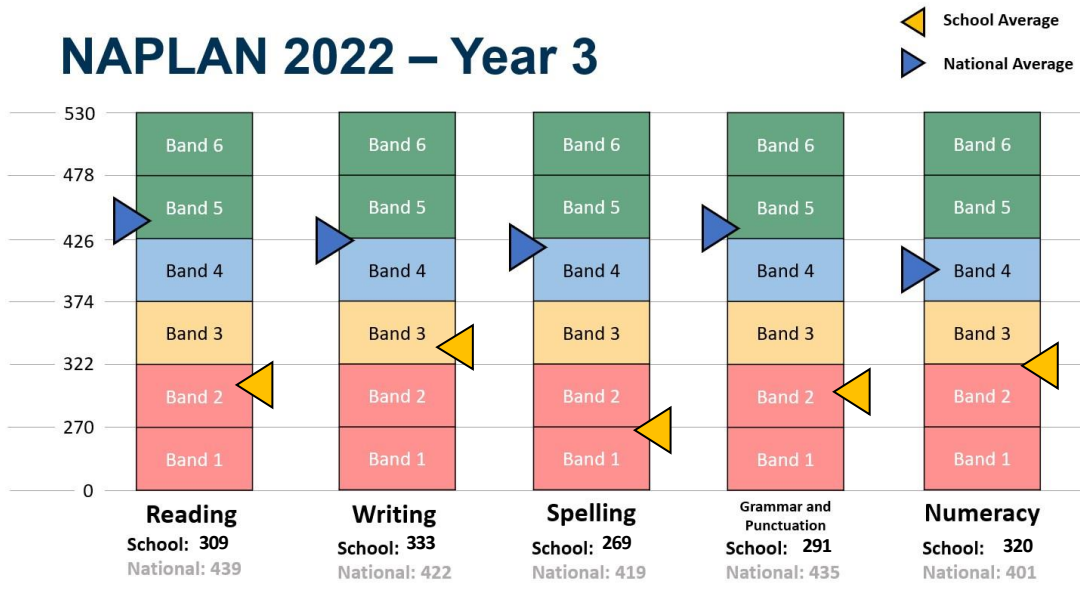
Our goals are:

- In 2023 Student Results in the average NAPLAN score for all students in each domain over time, compared to the average score of students with a similar background to be 'above' (green) in Year 3 and Year 5 Reading, Writing, Spelling, Grammar and Punctuation and Numeracy.  
- Use data from 2022 NAPLAN to determine the areas of curriculum focus and intervention to reach goal 1 in 2023.
- Utilise the system coaches to decipher the NAPLAN data from 2022 and set future benchmarks for St Joseph's School.
- By 2025 the average NAPLAN score (blue line) will have jumped 2 band levels for Years 3 and Year 5.
- Several changes and strategies have been implemented to focus on improvements in literacy and

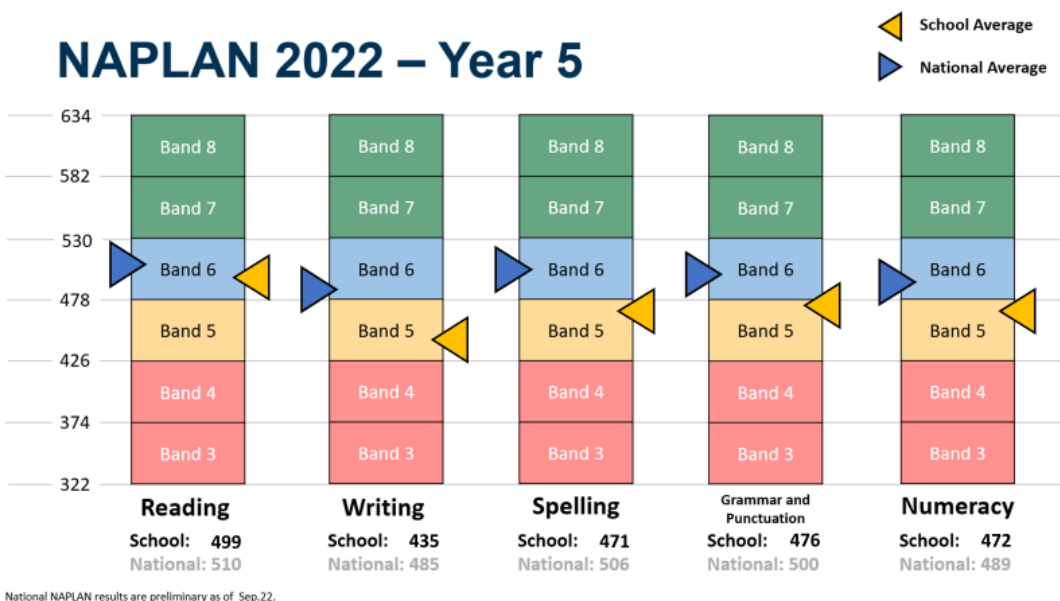
numeracy outcomes and PAT Data. These include:

- CLARITY suite themes and pedagogical practises introduced to all staff.
- Literacy and Numeracy Framework for teaching are established.
- PAT-R and PAT Maths tests being conducted twice a year – as a more standard measure of growth and to inform the teaching and learning in each classroom. Specific staff meetings with teachers to create data walls, focus on the 'gaps', and increase the 'growth' in all students' data.
- In 2023 begin the process of Case Management Meetings with the SQPT team to improve student academic growth in Numeracy.
- Continue working with System Coaches in Numeracy and Literacy to evaluate the data collected in 2022 and improve teaching pedagogical practices using PLD and Jocelyn Seamer

## NAPLAN 2022 – Year 3

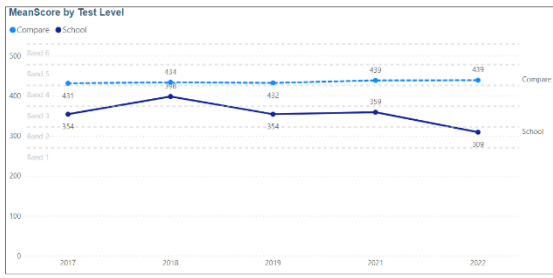


## NAPLAN 2022 – Year 5

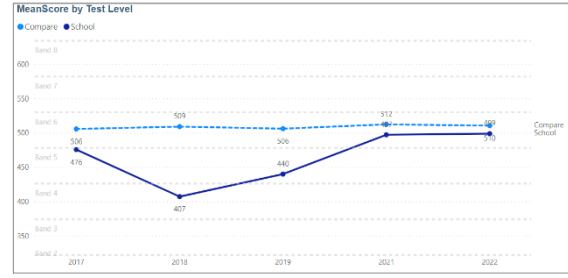


# Longitudinal Trends 2017 – 2022

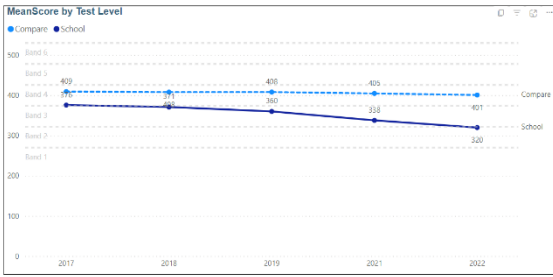
(No NAPLAN 2020)



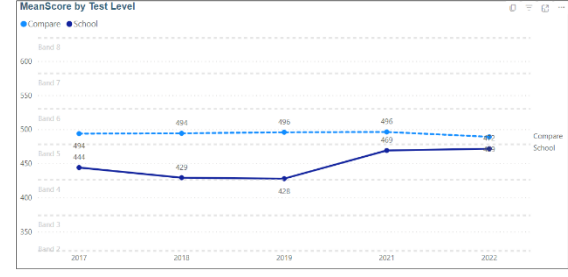
Year 3 Reading



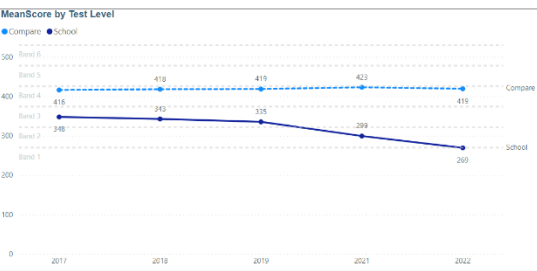
Year 5 Reading



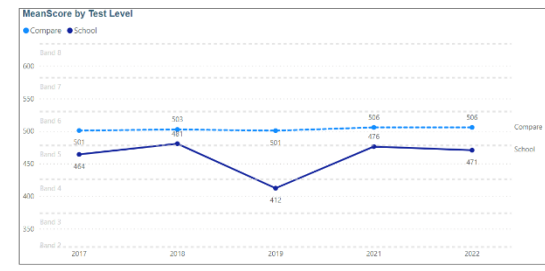
Year 3 Numeracy



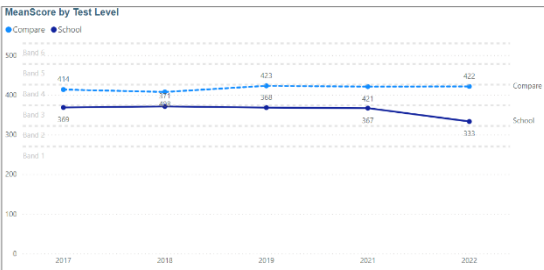
Year 5 Numeracy



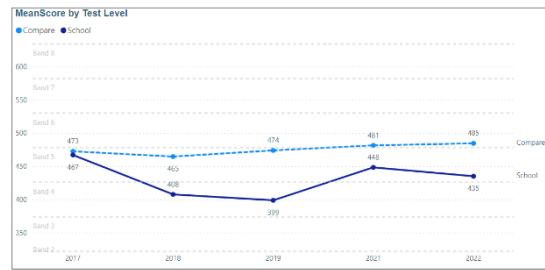
Year 3 Spelling



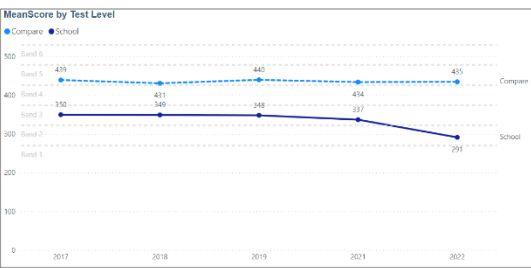
Year 5 Spelling



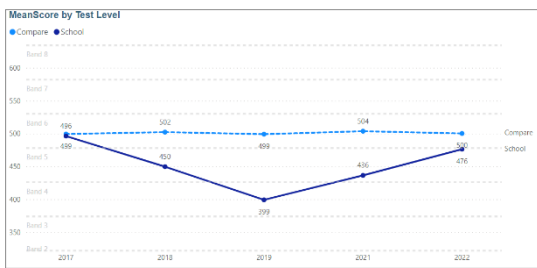
Year 3 Writing



Year 5 Writing



Year 3 Grammar



Year 5 Grammar

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## Value Added Activities

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In 2022 St Joseph's School has been hindered in what we have been able to provide for our children due to the restrictions placed upon community gatherings due to C. Children were able to participate in our Regional Sports Carnivals, Sporting Schools program and Sports Day.

Listed below are the activities which were offered and were communicated through our fortnightly newsletter:

- Breakfast Club
- Splash Day
- Graduation Mass
- Year 6 & 7 Day Out
- EY Movie Night
- PY Camp
- Carols Night
- MY Camp
- Remembrance Day
- Sports Day
- SACPSSA Athletics (Santos)
- Book Week
- SAPSASA Basketball – Loxton
- Feast of St Mary of the Cross MacKillop Day
- First Holy Communion
- YEL Forum
- SAPSASA Soccer – Renmark
- Reconciliation Week : National Sorry Day
- Book Fair
- SAPSASA Cross Country
- NAPLAN Testing
- Catholic Education Week
- SAPSASA Football & Netball – Loxton
- First Reconciliation
- Whole School Netball Clinic
- SAPSASA Athletics – Waikerie
- Lenten Breakfast
- Ash Wednesday
- Shrove Tuesday
- SAPSASA Swimming – Loxton
- Swimming Sessions – Berri

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## Parent, Student and Teacher Satisfaction

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Catholic Education SA also provides schools with a structured process to obtain comprehensive feedback from families, staff and students via the Living Learning Leading (LLL) surveys which are facilitated by Curtin University, W.A. These surveys are undertaken in Term Three and there is an expectation that over the next few years we will be able to track our longitudinal progress with key matters that reflect the satisfaction of our school community to the services offered at St Joseph's School.

## Parent Satisfaction

Parent satisfaction with St Joseph's School is evidenced in the feedback received through conversations with parents as they interact with staff. Many parents have taken the opportunity to communicate their appreciation for the school's staff and the leadership team's care and support. Parents were encouraged to provide feedback by speaking with staff via email and the school interview process.

The LLL surveys were undertaken by 9 families/caregivers. N = 9

- **Focus 1: Catholic Identity**  
The extent to which parents and caregivers feel that their children's experience of Catholic education at school is meaningful.  
Out of the score of 6 – the average response was 5.23
- **Focus 2: Learning & Wellbeing**  
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.  
Out of the score of 6 – the average response was 5.18
- The extent to which parents and caregivers feel that their children enjoy school and find it interesting.  
Out of the score of 6 – the average response was 4.89
- 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.  
Out of the score of 6 – the average response was 4.51
- **Focus 3: Community**  
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.  
Out of the score of 6 – the average response was 6.0
- 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.  
Out of the score of 6 – the average response was 4.74
- The extent to which parents and caregivers feel that the school provides a safe environment for their children.  
Out of the score of 6 – the average response was 4.74
- **Focus 4: Resourcing**  
The extent to which parents and caregivers feel positive about the school buildings and grounds.  
Out of the score of 6 – the average response was 5.41

## Staff Satisfaction

The staff engaged in several formal and informal forums to provide feedback on their experience of 2022. Professional teacher reviews for each staff member were held in Term 2 & Term 4. Staff members provided positive feedback about their role and contribution to the school. These discussions assist in determining ongoing professional development for staff and to ensure alignment with school and system initiatives.

## Student Satisfaction

The LLL surveys were undertaken by 21 Yr 2 – Yr 4 students N = 21

- Focus 1: Catholic Identity  
The extent to which children feel that their experience of Catholic education at school is meaningful.  
Out of the score of 5 – the average response was 4.27  
  
The extent to which students feel their religious education classes are interesting and allowing them opportunities to ask questions and share their ideas.  
Out of the score of 5 – the average response was 4.08
- Focus 2: Learning & Wellbeing  
The extent to which children feel that their teachers support their learning.  
Out of the score of 5 – the average response was 4.26  
  
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.  
Out of the score of 5 – the average response was 3.44  
  
The extent to which students feel that they are expected to and provided opportunities to work independently.  
Out of the score of 5 – the average response was 4.23
- Focus 3: Community  
The extent to which students feel that the culture of the school is welcoming and that they are safe when they are at school.  
Out of the score of 5 – the average response was 4.42
- Focus 4: Resourcing  
The extent to which students feel positive about the school buildings and grounds  
Out of the score of 5 – the average response was 4.45

The LLL surveys were undertaken by 21 Yr 5 – Yr 6 students N = 21

- Focus 1: Catholic Identity  
The extent to which children feel that their experience of Catholic education at school is meaningful.  
Out of the score of 5 – the average response was 4.14  
  
The extent to which students feel their religious education classes are interesting and allowing them opportunities to ask questions and share their ideas.  
Out of the score of 5 – the average response was 4.03
- Focus 2: Learning & Wellbeing  
The extent to which children feel that their teachers support their learning.  
Out of the score of 5 – the average response was 4.15  
  
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.  
Out of the score of 5 – the average response was 3.94  
  
The extent to which students feel that they are expected to and provided opportunities to work independently.

Out of the score of 5 – the average response was 4.03

- Focus 3: Community

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

Out of the score of 5 – the average response was 3.62

- Focus 4: Resourcing

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

Out of the score of 5 – the average response was 4.13

Furthermore, every term, Catholic Education SA schools undertakes a Classroom Pulse Check-In. The purpose of the Classroom Pulse Check-In is to find out how students feel about their school experience.

Students are asked questions about their perception about their:

- Identity
- Learning
- Relationships
- Sense of Belonging

The aim is to "check-in" with our students and measure how they feel, and help schools identify any potential social, emotional, or learning needs that they may have.

Catholic Education SA will also use them to highlight Catholic Schools trends that may need to be addressed across the State.

