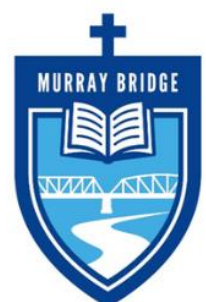




School Performance Report 2024



S'TJOSEPH'S
SCHOOL
IN ALL THINGS KINDNESS

Table of Contents

1.1	Introduction and Background	
1.2	Satisfaction Survey 2024	p. 8.
1.3	School Improvement	p. 9
1.4	Principal Report	p. 15

The following report provides details of the 2024 academic year. This report meets the school's responsibility in reporting information on its 2024 performance (Australian Education Act 2013).

CONTEXTUAL INFORMATION

St. Joseph's School Murray Bridge has a rich history beginning in January 1925 with the arrival of the Sisters of St. Joseph. 100 years ago, a house on Mannum Road became the foundation of the school, where a Convent school was started, catering to both primary and secondary students. In 1934, two stone classrooms were built, which now serve as the administration building.

In 1963, secondary classes were discontinued, and the following year, with growing enrolments and an increasing number of Sisters, a new Convent and additional facilities were built. A house on Florence Street was purchased, and a two-story Convent was erected. The Sisters continued to lead the school until 1999 when the first lay Principal was appointed, and the Convent was renovated into the MacKillop Building, now housing offices, a canteen, and a staff room.

The school expanded significantly in the late 20th century. In 1994, transportable buildings were replaced by the Edwards Building, which provided four new classrooms. In 2005, additional land acquisitions allowed for the construction of a Performing Arts Centre, an overpass to the Church Oval, and new staff car parks on Mannum Road. Continuing growth necessitated further changes, including the demolition of the Sturt Building in 2007 to make way for a modern two-story classroom block and improved facilities.

Since 2023, St. Joseph's School has grown into a Reception to Year 9 institution, with enrolments increasing from 430 students in 2022 to a projected 450 by mid-2025. This growth has been driven by a refreshed marketing strategy, reduced fees implemented in 2020, the successful expansion of the Tenison Woods Middle Years (7-9) building program, and the employment of a new dynamic leadership team. These initiatives have enhanced the school's reputation and created opportunities for future development. With Stage 1 of the 2022 Master Plan completed, the school is now preparing for a Master Plan modification and beginning Stage 2.

This phase includes the construction of new classrooms and a gymnasium, the provision of upgraded performing arts and hard technology facilities, and, importantly, a dedicated indoor community gathering space to accommodate up to 600 people. These upgrades will ensure the school continues to provide modern, connected facilities that reflect its commitment to fostering a vibrant and inclusive community.

St. Joseph's also continues to build strong relationships with local families. In recent years, enhanced transport options have made the school more accessible to families from the Mannum and Callington—Mt Barker Hills townships, reinforcing its position as an affordable and inclusive educational choice for families across the Hills-Murraylands and Mallee communities.

1.1 School Background

School facts

School sector	Non-government
School type	Combined
Year range	R-9
Location	Inner Regional

School staff

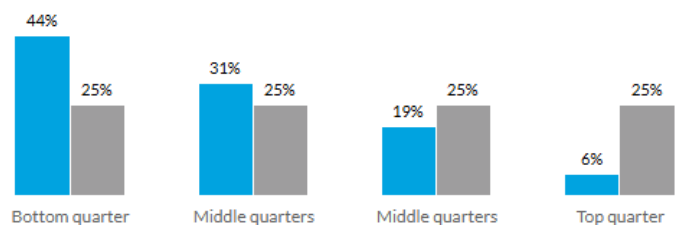
Teaching staff	41
Full-time equivalent teaching staff	34.6
Non-teaching staff	41
Full-time equivalent non-teaching staff	28.5

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	967
Average ICSEA value	1000
School ICSEA percentile	32

Distribution of Socio-Educational Advantage (SEA)

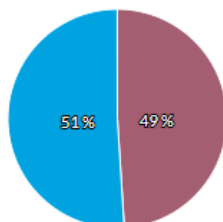


■ School distribution ■ Australian distribution
Percentages are rounded and may not add to 100

Students

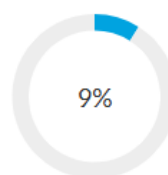
Total enrolments: 431

- Boys 218
- Girls 213



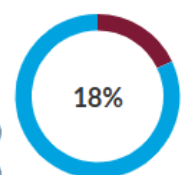
Full-time equivalent enrolments: 431.0

Indigenous students



Language background other than English

- Yes (18%)
- No (82%)
- Not stated (0%)



2024 Enrolment Details by Year Level as of August 2024

Year	R	Year 1	Year 2	Year 3	Year 4	Year 5	6	7	8	9	Total
Total	52 15*	67	43	53	57	56	56	20	18	11	448

* Unfunded reception Students

St. Joseph's Murray Bridge is committed to providing a high-quality education for all students. In 2024, we continued to focus on supporting those with additional needs. Approximately 30% of our student population qualifies for a school card, and we are proud of our highly regarded special and adaptive needs program that benefits roughly 15% of our students.

While our Index of Community Socio-Educational Advantage (ICSEA) score of 967 sits slightly below the national average, it's important to note that 44% of our Socio-Educational Advantage (SEA) falls within the bottom quarter. This data highlights the specific needs of our student population and fuels our drive for continuous improvement.

St. Joseph's core mission remains steadfast: to promote the Catholic faith, instill the Josephite Sisters' charism, and collaborate with families and the wider community. We create opportunities for our students to experience a rich and rewarding education.

We value the dignity of every member of our school community. Our dedicated staff employs a variety of formative, challenging, and engaging learning methods. These methods are specifically designed to be inclusive and cater to each child's unique needs, fostering a just and compassionate environment.

In 2024, we prioritised maintaining and strengthening a learning environment that is significant for students and their families.

Prayer remains an integral facet of daily life at St. Joseph's. We actively strive to ensure that Catholic social teaching is woven into the fabric of our classrooms and permeates the entire school experience.

We look forward to building upon these successes and continuing to serve our students and community in the future.

2024 Average Student Attendance Data

School attendance was monitored and recorded using SEQTA. Parents must notify St. Joseph's School Administration by 9:00 am via phone or email if their child will be late or absent for the day. Teachers record any unexplained absences in SEQTA. The Administration team manages attendance follow-ups, including automated text message reminders, phone calls for ongoing absences, formal letters addressing habitual and chronic absences, parent meetings, and, if necessary, formal reporting to the DfE Truancy Officer. The total yearly average remained the same from 2023 to 2024.

Student attendance rate	Percent ¹
All students	88%
Indigenous students	83%
Non-Indigenous students	88%

Student attendance level (proportion of students attending 90% or more of the time) ²	Percent ¹
All students	63%
Indigenous students	53%
Non-Indigenous students	64%

1.1 b. POST ST JOSEPH'S SCHOOL DESTINATIONS

At the end of 2024, Year 6 students went to the following schools:

Murray Bridge High School	22
Unity College	10
Tindale College	2
St Francis College	1
Other	1

1.1 c. STUDENT OUTCOMES IN NAPLAN TESTING

For 2024 Standardised National Literacy and Numeracy Testing (NAPLAN) results, please refer to My School Website. <https://www.myschool.edu.au/school/49757/attendance/2024>

1.1 d. WORKFORCE COMPOSITION

For 2024, the staff profile at St Joseph's School was:

Total number of staff	82
Teaching Staff	41
Non-teaching Staff	41
Total staff FTE (fulltime equivalent)	34.6
Staff identifying as Aboriginal or Torres Strait Islander	3

All staff are supported in working towards developing and refining their teaching practice through access to mentoring and high-quality professional learning at St Joseph's School. Staff participated in several professional learning opportunities throughout 2024. These included:

- AERO Mathematics – 2024 Explicit Instruction
- Principles of the Writing Revolution
- Cognitive Verbs & Assessment Task Design

- SEQTA Learn – Marksbook and Reporting
- Restorative Practices – REAL SCHOOLS
- Marketing and Communications
- Inclusive Education
- NAPLAN SSSR Analysis
- EALD Levelling
- Science of Reading & Cognitive Load Theory
- CESA Literacy & Numeracy Strategy
- Steplab Coaching
- Continence Care
- Diabetes in Schools
- Autism

TEACHER STANDARDS AND QUALIFICATIONS

At St Joseph's School, we model our love of learning to students through our own commitment to lifelong learning. The breakdown of qualifications of the Teaching and Education Support staff is:

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

1.1 e. FINANCE

2024 School Income/Expenditure by Funding:

Income	\$ Actual 2024	
Australian Government Funding	6,002,956	65%
State Government Funding	1,846,974	20%
Other Income	1,368,740	15%
TOTAL Income	9,218,670	100%
Expenditure		
Tuition - Salaries	6,741,705	
Administration - Other	2,741,346	
Total Expenditure	9,483,052	100%
Trading Accounts (Nett)	-31,387	
Net Profit (Loss)	-\$295,769	

The school's total income for the year 2024 amounted to **\$9,218,670**.
The funding sources are broken down as follows:

65% Australian Commonwealth Funding: This funding is provided by the Australian Government to support the operation of public schools.

20% State Government Funding: The state government provides this funding to supplement Australian Commonwealth Funding and support specific educational programs or initiatives.

15% Other Income: This category includes income from various sources, such as:

- School Fees: Revenue collected from families for school attendance.
- Funded Programs: Grants or funding received from external organisations to support specific educational programs.
- Reimbursement of Salary Costs: This is reimbursement received from external organisations for the salaries of staff involved in specific programs.
- Insurance Claim: Compensation received from an insurance claim.

We understand that some families may experience financial hardship. The school is committed to supporting families through fee remission programs. This data was further referenced at the school's AGM.

1.2 Satisfaction Survey 2024

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

See Appendix A for results.

1.2a Student Survey

- 86 participants of Years 2, 3 & 4 students responded.
- 41 participants of Years 5 & 6 students responded.
- 38 participants of Years 7,8 & 9 students responded.

1.2b Teacher and Leadership Survey

- 24, participant teachers and leaders responded.

1.2c Education Support Officers

- 14, participant Education Support Officers responded.

1.2d Parent Survey

- 21, participant parents/carers responded.

1.3 School Improvement

St Joseph's School School offers many educational experiences and celebrations throughout the year that provide special opportunities for our students, staff, and community. In 2024, these included:

1.3a Enhancing Catholic Identity

Religious Education Assessment

Year 4 students participated in the online Religious Literacy Assessment Tool (ReLAT) testing in 2024. This assessment provides valuable insights into student learning and helps identify areas where future teaching efforts should be focused. Each year, the specific curriculum strand assessed is selected from the "Crossways" program. The results of the 2024 ReLAT will inform curriculum planning for future years.

Parish-School Collaboration

Deacon Arturo Jimenea and Father Philip Marshall are working together with the school to strengthen the relationship between the School and the Parish. Staff members actively participate in various Parish committees, such as:

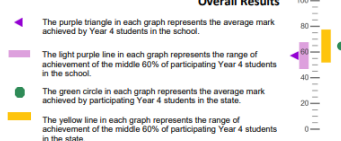
- Parish Council
- Children's Liturgy Committee
- Liturgy Team
- Parish Maintenance

The average total for all Year 4's in this school is **20.0 out of 35 or 57.2%**

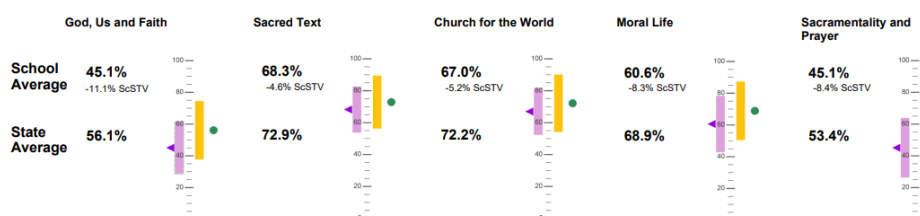
The average total for all Year 4's in South Australia is **22.6 out of 35 or 64.7%**

This school's average is -7.5% below the state average

Overall Results



KNOWLEDGE STRANDS



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:

- Our Catholic Tradition: Throughout the year, there are Masses, Liturgies, Class Prayer, Staff Prayer, and daily Grace. The Parish Sacramental Program was supported by St Joseph's School and our families.
- Mission Efforts: Throughout the year, the school supported those at the fringes in our local and broader community. These included Caritas Project Compassion, Centacare and St Vincent De Paul Society.

- St Joseph's School Feast Day: 19th March and other Saint Feasts
- Recognition of Remembrance Day
- Recognition of Reconciliation Week
- Recognition of Catholic Education Week
- Welcome to School and Graduation Masses
- Fundraising for Catholic Charities and Kickstart Breakfast Program
- Continue to celebrate class liturgies and prayer
- Staff Prayer
- Preparation for Easter – plays, presentations
- Mary MacKillop Day
- Approved Reconciliation Action Plan (RAP)
- PRIMA—Professional association for APRIMs. To implement the RE curriculum program changes, Online Crossways reviewed MITIOG and subsequently coordinated training in MITIOG.

1.3b Focused Vision and Goals

The school leadership team was renewed in 2023 to include a substantial Deputy Principal, Mr Jamie Mulcahy, ensuring continuity in leadership. Additionally, the school's commitment to student well-being was strengthened with the employment of Mrs Nicki Clifford in the Inclusive Education, Student Leadership and Community Wellness role. Positions of Responsibility were provided to Mrs Meghan Rowland, Leader of Learning and four teachers with minor POR Levels to support curriculum programs and early career teachers.

Minimal building works improvements were made in 2024 to ensure funds were set aside for approved land acquisition. Continued WH&S improvements and repairs were carried out, including the refurbishment to support classes with Explicit Instruction delivery and the continued maintenance of the garden and school lawn areas.

1.3c Effective Use of Data

A key focus for the school leadership team in 2024 was fostering a more cohesive learning environment and the inclusion of AERO and Explicit Instruction in school-wide pedagogy. This involved continuing several strategic initiatives informed by data analysis. NAPLAN, Phonics Screening Check, and PAT-M data indicate a significant need for improvement. The principal sourced knowledgeable others to lead and be committed to consistency across the school and teaching the Australian Curriculum.

NAPLAN

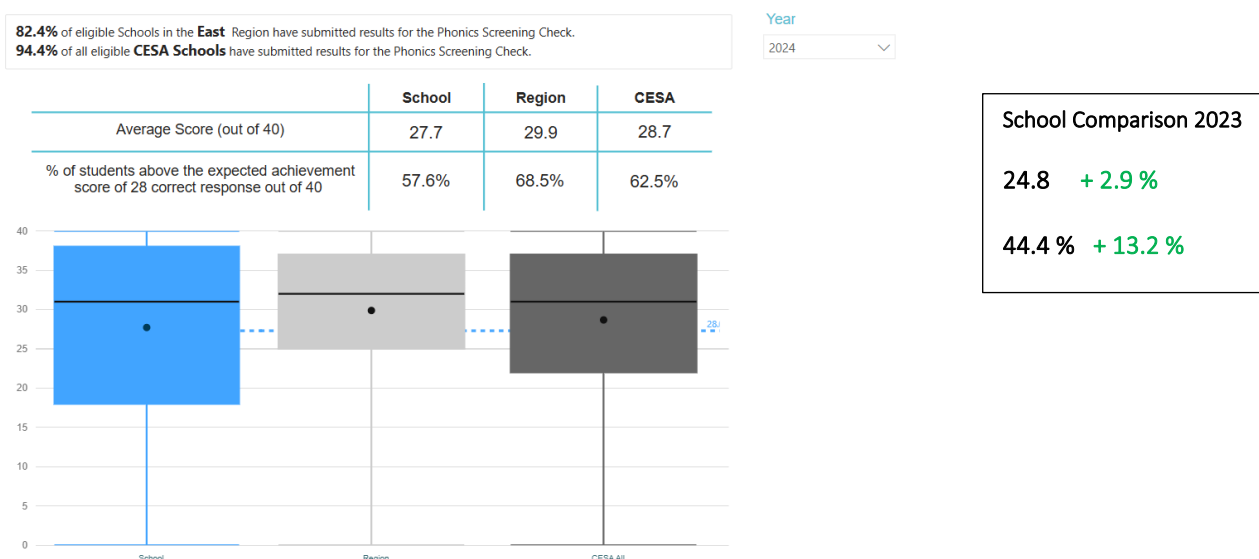
Selected School Year **2024**

St Joseph's School - Murray Bridge Latest Year Latest Year v

Year Level	Reading	Writing	Spelling	Grammar	Numeracy
3	373	396	381	380	388
5	438	421	444	429	447
7	417	437	449	422	439
9	483	501	548	479	502

Improvement indicated from 2023.

Phonics Screening Check



The concerted efforts of our dedicated staff to enhance the learning experience for our students, particularly through the implementation of the MultiLit programs, have produced significant improvements. The percentage of students performing above the expected achievement levels in the Year One Phonics test in 2024 has seen a notable rise, reflecting our commitment to academic excellence. However, further improvements are still to be achieved.

1.3d High-Quality Teaching and Learning

Focus on Evidence-Based Approaches, Practices and Routines

Our teaching methods were based on cognitive science research to engage students effectively, including applying cognitive load theory. Our reading practices follow the 'Science of Reading,' which integrates education, psychology, and neuroscience insights to enhance reading skills.

In 2024, St Joseph's School joined a project with AERO (Australian Education Research Organisation) to implement Explicit Instruction in Numeracy lessons. This included leadership coaching and the employment of a coordinator to participate in an evidence-based implementation model. Through enablers and barriers data collected, anecdotal conversation, and consultation with AERO, St Joseph's School will continue with explicit instruction at St Joseph's School.

Curriculum timetables were developed for each level, featuring morning daily literacy and numeracy blocks. These were aligned to renewed Literacy and Numeracy Agreements. Our literacy block was designed to provide learners with opportunities to build a strong literacy foundation, word recognition, and language comprehension, all essential for successful reading.

The Primary Literacy block included:

- Interactive read alouds
- Shared reading and small group reading instruction
- Listening, interacting, and speaking activities
- Vocabulary instruction (general and academic)
- Phonological instruction
- Comprehension: viewing/listening/reading
- Independent reading
- Handwriting and keyboarding instruction
- Writing: authoring, revising, and editing instruction
- Spelling instruction with a focus on learning phonetic, visual, morphological and etymological strategies
- Explicit and contextualised grammar instruction
- The features of different genres
- Literary devices.

The Secondary Literacy block included:

- Interactive read alouds
- Listening, interacting, and speaking activities
- Vocabulary instruction (general and academic)
- Independent reading
- Writing: authoring, revising, and editing instruction
- Spelling instruction: How to spell words relevant to learning topics
- Explicit and contextualised grammar instruction
- The features of different genres
- Literary devices.

Teachers at St Joseph's participated in ongoing professional learning to enhance their knowledge, practice, and confidence in teaching Literacy and Numeracy. They are familiar with current evidence-based research about effective instructional approaches.

Consistent routines were also established and aligned with cognitive science and explicit instruction. Routines reduced cognitive load, reduced extraneous influence and enabled learners to focus on the teaching and learning. Routines included set seating, A/B partners, using whiteboards and pop sticks with learners' names as a formative assessment tool and redesigning the physical environment with consideration of the placement of furniture and resources.

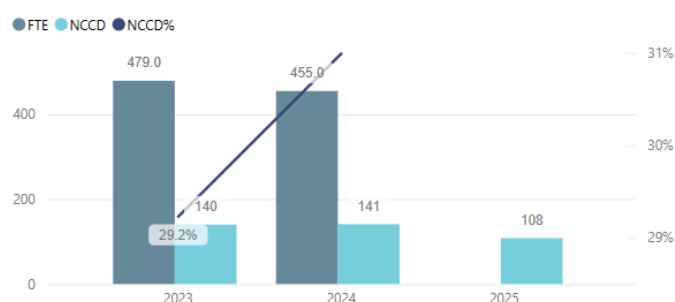
Strengthening Educational Outcomes: Collaboration and Data-Driven Approach

We continued the School Quality Performance Team (SQPT) structure this year. We partnered closely with the CESA consultation team, which included Literacy and Numeracy coaches, a School Performance Leader, and a Learning, Diversity, and Equity advisor. This bi-weekly collaboration utilised a case management approach to analyse student learning data, including NAPLAN and PAT scores and internal assessments.

We progressed in implementing the Students with Disabilities Strategy, which was approved by the South Australian Commission for Catholic Schools (SACCS) in late 2022. A comprehensive three-year Action Plan (2023-2025) was established, outlining specific tasks with clear lines of responsibility, accountability timelines, and allocated budgets.

NCCD – 31% of the school population is recorded on the NCCD Data.

%Range of SWD	2023	2024	2025
E. 25% - 29.99%	1		
F. 30% - 34.99%		1	
No Enrolment Data			1
Total	1	1	1



NCCD Year	2023				2024				2025			
Campus	NCCD	FTE	NCCD%	%Range of SWD	NCCD	FTE	NCCD%	%Range of SWD	NCCD	FTE	NCCD%	%Range of SWD
St Joseph's School - Murray Bridge	140.00	479.0	29.2%	E. 25% - 29.99%	141.00	455.0	31.0%	F. 30% - 34.99%	108.00			
Extensive	8.00	479.0	1.7%	E. 25% - 29.99%	7.00	455.0	1.5%	F. 30% - 34.99%	5.00			
Substantial	34.00	479.0	7.1%	E. 25% - 29.99%	37.00	455.0	8.1%	F. 30% - 34.99%	33.00			
Supplementary	74.00	479.0	15.4%	E. 25% - 29.99%	68.00	455.0	14.9%	F. 30% - 34.99%	52.00			
Support within QDTP	24.00	479.0	5.0%	E. 25% - 29.99%	29.00	455.0	6.4%	F. 30% - 34.99%	18.00			
Total	140.00	479.0	29.2%		141.00	455.0	31.0%		108.00			

Student Needs and Support

At St. Joseph's School, we recognise the importance of catering to our students' diverse learning needs. Approximately 31% of students across all grade levels receive adjustments documented in the National Consistent Collection of Data on Students with Disability (NCCD).

A significant portion of our students requiring adjustments fall under the Autism Spectrum Disorder (ASD) diagnosis. Specifically, 28% (39 out of 140 students) are identified as on the Autism Spectrum. It is important to note that half of this group (approximately 48%) necessitates Substantial or Extensive adjustments within their learning environment.

In 2024, we comprehensively understood each student's unique learning context, including those with diagnosed needs, which is paramount to successfully implementing the IMPACT program. By tailoring our instructional approach to individual student profiles, we created a truly inclusive and supportive learning environment that empowered all students to achieve their potential.

Recognising the need for cultural change within the school community, the SQPT focused on promoting effective pedagogical approaches and fostering a shared responsibility for student success among all staff members. CESA's commitment to this initiative is reflected in their decision to dedicate the consultation team members to the school for up to a full day each week throughout most of 2024.

The school remained committed to Restorative Practices (Real Schools), a teaching and learning approach that promotes respectful behaviour and encourages students to take responsibility for their actions. This approach empowers students to repair any harm caused to others, fostering a positive and supportive learning environment. The Life Buoyancy Institute (LBI) provided IMPACT refresher training for all staff, focusing on new personnel. This comprehensive program focussed on the core principles and practices of metacognition, equipping students with essential skills for critical thinking, self-awareness, and effective communication.

1.3e Strong Home School Community Engagement

In line with Catholic Education South Australia's (CESA) system-wide funding review, the school continued its commitment to affordability in 2024 by maintaining a reduced school fee structure. This initiative aligns with CESA's vision of being an excellent school system that prioritises excellence in learning, student well-being, and affordability. Joey's transition program and Mid-term intake students were not charged a fee.

In 2024, the school community proudly celebrated its students' accomplishments with dedicated celebrations and graduation ceremonies. We were proud to recognise the achievements of 36 students who graduated from the Children's University program.

This initiative aimed to cultivate inquisitive young minds with a lifelong love of learning. Through participation in the program, these graduates accumulated many hours of additional learning experiences outside the traditional classroom setting.

Marking the end of their primary school journey, Year 6 students participated in a special community End-of-Year Mass followed by a celebratory day. This event provided an opportunity to acknowledge their achievements and foster a sense of closure as they transitioned to St Joseph's Middle School or secondary schooling elsewhere.

The school's second graduating class of Year 9 students enjoyed a special, intimate Mass and presentation evening on the school site. This ceremony marked a significant milestone for both the students and the school, highlighting the successful completion of their lower secondary education.

1.4 Principal Report 2024

Our motto, *"In all things, kindness,"* alongside this year's theme, *"Opening our doors to kindness,"* beautifully captures the spirit of compassion and connection we strive to foster daily at our school. Our loved ones are at the heart of life—our families, friends, and the relationships we cherish. These connections enrich us, and as a school community, we are committed to upholding and prioritising them.

Kindness, in particular, has an extraordinary power to uplift. An act of kindness can bring someone hope, brighten a day, or offer comfort. Equally, kindness enriches the giver's heart with fulfilment and joy. At times, when we may feel low, extending kindness to others can also be the most uplifting act for ourselves. In this way, thousands of acts of kindness, big and small, have shaped St Joseph's School this year and over the years.

Like any community's history, our nearly 100-year history includes minimal unfortunate moments we'd rather not dwell on, yet our focus is on the everyday goodness and kindness that define us.

I sincerely thank our families for their unwavering support, patience, and understanding. To our teachers and ESO staff, thank you for your tireless dedication to education and for guiding our students. Your influence on their lives is invaluable.

To our leadership team and School Board members, thank you for your thoughtful and professional direction in shaping the future of our school. Thank you also to our grounds, maintenance, canteen, IT, and administration teams; your work, often behind the scenes, makes St Joseph's a safe and welcoming environment for all. I am deeply grateful for the community's continued support of me as Principal, especially during a time of evolving societal expectations and educational changes. Your kindness, patience, and encouragement mean the world.

2024 has been a year of mostly highs and some lows, offering us all chances to grow and celebrate. Our Grandparents' Day and Book Week celebrations were a special highlight among the many memorable moments. Many family members and friends filled our school with joy and connection. St Joseph's School offered the following programs for the benefit of the students in our care:

- End of Year School Christmas Concert
- Numerous educational excursions and incursions
- Joey's Transition Program for students to prepare for joining St Joseph's School in Reception
- Book Week: Celebrated with a Whole School Book Week Parade
- Science Week: A deep dive into science, investigations, daily wonderings, and high student engagement through hands-on, authentic learning.
- Intervention Literacy Programs: InitialLit – R-2 & MiniLit and MacqLit
- Social and Emotional Programs - Kimochis
- Premier's Reading Challenge
- The Catholic School Festival Choir (CSMF)
- Children's University
- Breakfast Club open to all students
- Private Instrumental Music Lessons: Piano, Guitar, Drums & Vocal
- Wellbeing Coordinator working with children individually and in small groups, along with supporting staff in the classroom in the Upper Primary and Middle Years
- School-based counsellor and Occupational Therapist 2 days per week

In summary, as we approach our 100th anniversary, let us remember that actions can have a significant impact, no matter how small.

As we close this chapter and begin the next, may we be reminded to reach out, connect with our loved ones, and choose kindness in all things. Let us move forward with hearts full of gratitude and a commitment to making our world a more compassionate place.

SCHOOL FUTURE IMPROVEMENT

The following is planned for 2025

- St Joseph's School School Master Plan Reviewed
- Development of the Strategic Plan for 2025 – 2029
- Spelling / Reading – InitialLit/ MiniLit / MSL / Spelling Mastery
- Explicit Instruction – Teach-Well Strategies
- Student Agency & Acknowledgement through the Key Capabilities
- Positive Behavioural Responsibilities Policy and Procedure
- Regular and intentional Facebook posts to share with our community the teaching and learning experiences of our students
- New school website
- Playground space and games upgrade