



St Joseph's School
TRANMERE

THE ANNUAL REPORT TO THE SCHOOL COMMUNITY FOR 2022

Presented at the School AGM – Wednesday 22nd March 2023



The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown, it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches.

Matt 13:31-32

SCHOOL CONTEXT

St Joseph's School Tranmere is part of the inspirational story of Blessed Mary MacKillop, a pioneer for Catholic Education throughout Australia. Our school was established in 1927 by the Sisters of St Joseph and the parishioners of the Tranmere Church, this creative and life-giving partnership continues for us today. Our community was led by the sisters until 1985 and their charism shapes our story in an ongoing way. We continue to use the traditional logo adopted by many Josephite Schools with the original Latin "In omnibus caritas" being translated as "Love in everything."

The Parable of the Mustard Seed inspires the work of our school:

The kingdom of heaven is like a mustard seed that someone took and sowed in his field; it is the smallest of all the seeds, but when it has grown, it is the greatest of shrubs and becomes a tree, so that the birds of the air come and make nests in its branches. Matt13:31-32

The parable speaks of role of the school to be a place of nurture that enables the growth, development and flourishing of all who come here.

The foundations of our school are faith, learning, community, opportunity.

Vision

We are a vibrant learning community built upon relationships that nurture the growth, creativity and full possibility of all.

Mission

- We live our Catholic [faith](#) through our relationships, our liturgical life and our commitment to charity, justice and ecological conversion.
- We provide a [learning](#) culture that is creative, engaging and promotes growth for all children.
- We build [community](#) within and beyond the school through welcoming, listening and working as partners in children's learning and development.
- We create [opportunity](#) for all children to find their place in the world.

Values

Our core values, inspired by the gospels and by our Josephite charism are:

- love
- respect
- justice
- gratitude
- excellence

STAFF PROFILE

1. WORKFORCE COMPOSITION

Teaching Staff

Total: **18** Fulltime equivalent: **13.2**

Non-teaching Staff

Total: **11** Fulltime equivalent: **4.8**

Staff who identify as Aboriginal or Torres Strait Islander: **0**

2. STAFF ATTENDANCE

Staff attendance for the year was **89.12%**. Staff took personal, long service, parental and special leave, as is their industrial entitlement.

3. STAFF RETENTION

One teacher retired and four teachers finished contract positions at the end of 2022.

4. TEACHING STAFF QUALIFICATIONS

- Diploma of Teaching 5 **28%**
- Bachelor Degrees 18 **100%**
- Masters Degrees 4 **22%**
- Postgraduate Certificates 6 **33%**

5. PROFESSIONAL LEARNING

Staff place a high importance on professional learning as part of their ongoing commitment to continuing their own learning in a changing educational landscape. Staff were involved in training in these areas:

Synthetic Phonics (continued from 2021)
 Morphology (continued from 2021)
 Berry Street SeL Program
 SEQTA Training: program, Assessment and Rubriks
 Speech and Language Development in Children
 Identifying Students at Risk of Speech and Language Difficulties
 Clarity
 PAT Assessment Data Analysis
 Assessment Task Design

A total of **\$33,156** plus was spent on the professional development. This includes relief teacher costs, unfunded and funded PD release including Eastern STAR Project, plus the cost of training courses for teaching and non-teaching staff.

STUDENT ATTENDANCE

1. ENROLMENT BY YEAR LEVEL & GENDER 2022

YEAR	R	1	2	3	4	5	6	TOTALS
BOYS	22	17	13	13	16	9	17	107
GIRLS	24	16	16	19	16	13	19	123
TOTAL	46	33	29	32	32	22	36	230

2. TOTAL ENROLMENT: 230 students (including 8 mid-year Reception intake students).

3. INDIGENOUS STUDENT ENROLMENT: 0.43%

4. STUDENTS WITH LANGUAGES OTHER THAN ENGLISH: 2.5%

5. STUDENTS WITH DISABILITIES (extensive/substantial/supplementary level of adjustment): 23%

6. STUDENT ATTENDANCE 2022:

Year Level	Term 1 %	Term 2 %	Term 3 %	Term 4 %
Reception	91.8%	90.4%	87.4%	91.7%
1	87.9%	87.9%	85.6%	89.4%
2	82.7%	82.7%	90.7%	92.0%
3	89.6%	89.6%	90.1%	91.5%
4	90.7%	90.7%	84.3%	91.6%
5	92.2%	92.2%	92.3%	95.1%
6	89.3%	89.3%	88.8%	90.0%
Average	89.2%	89.0%	88.5%	91.6%

Our school manages non-attendance in a variety of ways including daily roll book log in, text messages for unexplained absence, follow up phone calls for ongoing absence, parent meetings and formal reporting if required.

STUDENT LEARNING OUTCOMES

1. NAPLAN

NAPLAN 2022 DATA SUMMARIES:		YEAR 3				
AREA	Students Participating %	EXEMPTION	WITHDRAWN	ABSENT	% who attained National minimum standards	MEAN SCORE
Reading	97	0	1	0	100	426.6
Writing	84	0	1	4	100	437.2
Spelling	94	0	1	1	100	438.9
Grammar/Punctuation	94	0	1	1	100	423.7
Numeracy	94	0	1	1	100	388.1

NAPLAN 2022 DATA SUMMARIES:		YEAR 5				
AREA	Students Participating %	EXEMPTION	WITHDRAWN	ABSENT	% who attained National minimum standards	MEAN SCORE
Reading	100	0	0	0	100	503.6
Writing	100	0	0	0	100	468.9
Spelling	100	0	0	0	100	491.3
Grammar/Punctuation	100	0	0	0	100	491.3
Numeracy	100	0	0	0	100	474.9

2. OTHER STANDARDISED DATA COLLECTED

Other data collected and collated in Accelerus includes:

- PAT-M, PAT-S and PAT-R in years 2 to 6
- Dibels Reading assessment-Beginning, Middle and End year
- Phonological Awareness Screening Test for children in the early years
- Year 1 Phonics Screening

Students with additional needs have their learning adjustments documented in a Personalised Plan for Learning (PPL). This includes the setting of SMART goals, which are reviewed regularly in collaboration with the Director of Teaching and Learning.

STUDENT, PARENT AND STAFF SATISFACTION DATA

1. STUDENT SATISFACTION & WELLBEING

Students in Year 5 and 6 were invited to complete the Living Learning Leading Survey LLL during 2022. Students were asked to rate from 1- 5 their experience of the school across these areas with 1 being the lowest and 5 the highest.

Upper Primary Student LLL Survey (50 participants)					
Catholic Identity	1	2	3	4	5
I learn that it is important to welcome all people in my school	-	-	6%	34%	60%
At school I am encouraged to care for the environment	-	-	6%	34%	60%
At school, I learn how I can help people in need	-	2%	14%	32%	52%
Learning and Wellbeing	1	2	3	4	5
My teacher gives me extra help if I need it	2%	-	20%	28%	50%
My teachers are good at helping me understand challenging work	-	-	18%	42%	48%
My teachers encourage me to succeed in my learning	-	-	6%	36%	58%
My teachers give me work that makes me problem-solve and think creatively	-	-	14%	38%	48%
Student Agency, Identity, Learning and Leadership	1	2	3	4	5
I have a choice about the way I learn in class	2%	2%	28%	30%	38%
I take responsibility for my learning	-	-	2%	36%	62%
I keep trying even when the work is challenging	-	4%	10%	34%	52%
I show initiative when there is a problem	-	-	18%	24%	58%
Community	1	2	3	4	5
I am proud to be part of the school community	2%	4%	12%	26%	56%
I feel that I am an important part of the school	4%	4%	14%	24%	54%
I feel safe during recess and lunch time	-	2%	6%	24%	68%
Resourcing	1	2	3	4	5
The classroom are welcoming places to learn	-	2%	10%	40%	48%
The equipment that teachers use during lessons help me to learn (such as classroom resources or technology)	-	-	16%	34%	50%

2. PARENT/CARER SATISFACTION

Parents/carers were invited to complete the Living, Learning Leading Survey in 2022. The Survey focused on Catholic Identity, Learning and Wellbeing, Resourcing and Community. Parents and Carers were asked to rate from 1- 6 their satisfaction of the school across these areas with 1 being the lowest and 6 the highest.

Parent and Carers LLL Survey (30 participants)						
Catholic Identity	1	2	3	4	5	6
The education at the school encourages my child/ren to develop their faith and spirituality	-	7%	3%	30%	40%	10%
At school, my child/ren are encouraged to care for the environment	-	-	13%	27%	20%	40%
At School my child/ren are encouraged to help those in need	-	3%	13%	30%	27%	27%
Curriculum and co-constructed Learning Design	1	2	3	4	5	6
The teachers understand my children's needs	7%	7%	27%	37%	10%	13%
The teachers communicate with my child/ren respectfully	-	10%	10%	47%	17%	17%
The teachers believe that my child/ren will succeed	3%	7%	17%	33%	13%	20%
Student Agency, Identity, Learning and Leadership	1	2	3	4	5	6
In general, at school my child/ren are expected to take responsibility for their learning	3%	-	23%	40%	27%	3%
In general, my child/ren develop effective ways to learn	3%	20%	17%	37%	13%	7%
In general, at school my child/ren learn time management and organizational skills	6%	23%	10%	37%	7%	10%
In general, at school, my child/ren learn skills that will prepare them for the future	10%	3%	23%	33%	13%	13%
Community	1	2	3	4	5	6
The staff are welcoming to my family and me	-	10%	7%	20%	23%	37%
My family's culture and background are respected	-	-	10%	13%	20%	43%
I feel respected by everyone when I am at the school	3%	-	10%	23%	23%	37%
Communication between the school and my family is sufficient	17%	20%	20%	17%	23%	3%
The adults at the school create an environment that helps my children to feel safe	-	10%	17%	27%	23%	23%
The policies at the school are effective in creating a safe environment	-	20%	23%	17%	30%	10%
My children feel safe at school	-	13%	23%	13%	27%	23%
Infrastructure	1	2	3	4	5	6
The school's Facilities and grounds are well maintained	6%	-	6%	47%	23%	17%
The school's facilities and grounds provide a stimulating and welcoming environment	10%	6%	13%	37%	27%	7%
The facilities of the school meet the needs of my child/ren	10%	6%	27%	23%	27%	7%

3. STAFF SATISFACTION

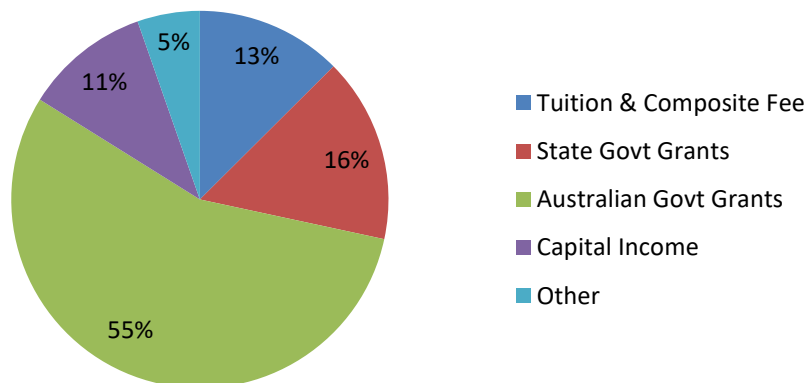
Staff were invited to complete the Living Learning Leading Survey LLL during Term 3, 2021

Staff LLL Survey (12 participants)						
Catholic Identity	1	2	3	4	5	6
The school promotes dialogue about Catholic identity in a way that is meaningful within our contemporary culture	-	-	-	-	41%	59%
Teaching about catholic identity is a focus of the school	-	-	-	8%	33%	58%
Students are involved in a range of social justice activities	-	-	-	-	33%	67%
Students learn how to reflect on Bible stories to develop personal values and ways of living	-	-	-	-	50%	50%
Students are taught to recognise the effects of their actions on others	-	-	-	-	58%	42%
Learning and Wellbeing	1	2	3	4	5	6
There is a shared vision for learning	-	-	8%	-	58%	33%
Teachers collaborate in planning, review and assessing the curriculum	-	-	-	8%	67%	25%
My teaching practices effectively support the diverse learning needs of my students	-	-	-	11%	67%	22%
Student Influence	1	2	3	4	5	6
Students are actively engaged in the planning, structuring and sequencing of learning activities and assessment	-	-	33%	50%	17%	-
Students make decisions about their learning	-	-	33%	42%	17%	8%
Students influence the way they are taught	-	-	25%	42%	25%	8%
Students collaborate with teachers and leaders to bring about changes in the school	-	-	-	50%	42%	8%
Community	1	2	3	4	5	6
There is a welcoming culture	-	-	-	8%	42%	50%
There is a culture of inclusion	-	-	-	-	75%	25%
Staff understand and accommodate the diverse needs of students	-	-	-	-	58%	42%
The school's policies and practices are consistent with Catholic social teaching	-	-	8%	17%	42%	33%
The policies and practices of the school create a safe environment for all	-	8%	8%	33%	42%	8%
Infrastructure	1	2	3	4	5	6
Improving the facilities and infrastructure is a priority of the school	-	-	8%	-	8%	83%
The school's facilities and infrastructure attract parents looking to place their children in school	-	8%	-	8%	17%	67%

SCHOOL INCOME/EXPENDITURE SUMMARY

1. FUNDING 2022

St Joseph's School Tranmere Revenue Breakdown 2022



2. SUMMARY OF INCOME/EXPENDITURE

2022 Summary of Financial Results (unaudited)

	\$		\$
Recurrent Income		Capital Income	
School Fees	535,118	Capital Income	477,003
Other Income	267,702		<u>477,003</u>
Government Grants	3,161,829		
	<u>3,964,649</u>		
Recurrent expenses		Capital Expenses	
Salaries & employee benefits expense	2,398,001	Land, building, equipment	2,027,083
Admin exp incl. grounds, levies & utilities	868,282	Capital works in Progress	-219,507
	<u>3,182,606</u>		<u>1,807,576</u>
Trading Accounts			
Uniform/Other	-3,813.50		
OSHC	-4,286.04		
	<u>-8,099.54</u>		

SCHOOL IMPROVEMENT

2022 initiatives and priorities

Completion of Stage 1 of the Master Plan – Adventure Play space & Refurbishing of Parish Hall & OSHC/Community Centre
 Completion of Multi sports Space – Hard court surface
 Completion of training for staff of BSEM (Berry Street) Social & Emotion Program
 Continuation and refining of the Wellbeing Weeks Program for the start of the year
 Review QPT (Quality Performance Team) roles and frequency of meetings
 Introduce a new Leader of Learning to implement SETQA for teaching staff
 Purchase a 3D printer
 Employ a Student Counsellor to work 2 days a week
 Introduce the Chaplaincy program to our school
 Employ new specialist teachers in PE & Music
 Begin to grow our instrumental program, increasing choice of instruments
 Create a new Wellness Hub to support students as well as an intervention space for MiniLit
 Continue to grow our community links with Campbelltown Council, Landcare & UniSA Magill.
 Change to school address to accommodate new entrance
 Begin Professional learning for staff around visible learning- using the Clarity Suite
 Develop and implement our new Policy on Respectful Relationships
 Launch the 2022-2024 Strategic Plan for the school community

2023 initiatives and priorities

Research and develop a Year 5/6 Laptop Program
 Review and implement a new Student Leadership Model
 Introduce a Wellbeing & Support Dog to work 3 days a week to enhance our Wellbeing Program
 Grow and promote our Playgroup program, based in our new Community Centre with improved amenities
 Organise an Official Blessing and opening of the Stage 1 developments
 Introduce Professional Learning Communities (PLC) to the school and leadership to work closely with a community
 Introduce Learning Walks to the school as part of our Visible Learning Program
 Begin Stage 2 of the Master Plan – The Learning Street Project Part A
 Develop and implement a Marketing Strategy to grow our school enrolments
 Design and build a new Sports Shed with Shade structure
 Build our extra curricular program to provide a greater range of activities
 Improve and streamline the drop off and pick up zone in Birkinshaw Ave
 Research and investigate how to develop the school Vegetable garden program- (Fork to Fork)
 Build School community through P & F providing social and fundraising events throughout the year
 Provide staff with SEQTA training to implement programs and the new reporting system for CESA schools
 Develop an ICT strategic plan
 Provide staff with Whole school Professional Learning in Literacy – focus on Writing

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