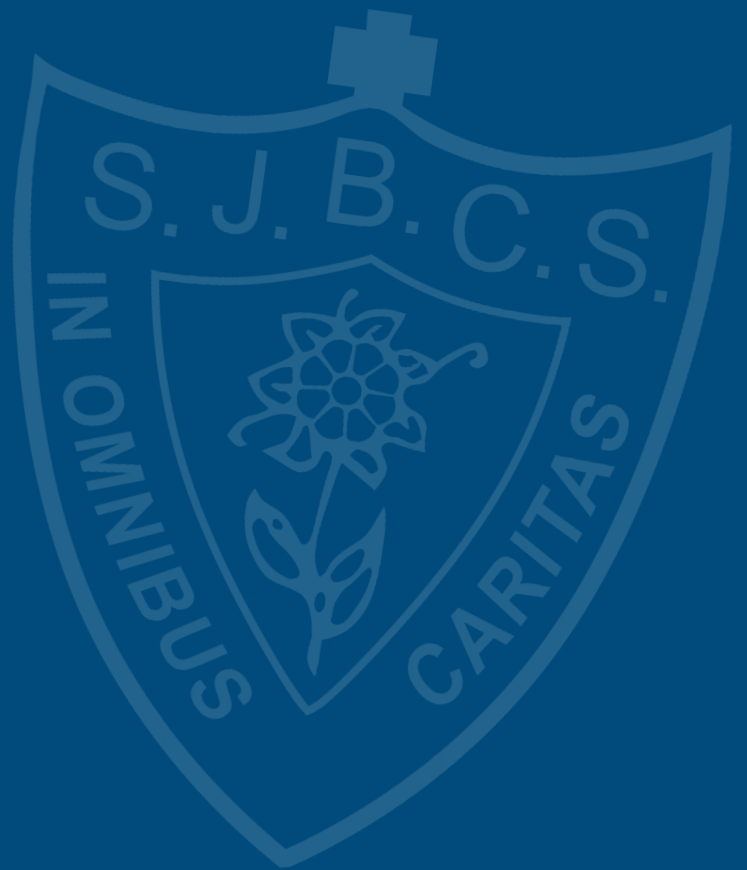


St John the Baptist

Catholic School



2022 Annual Report

School Profile

St John the Baptist Catholic School is a coeducational school catering for students from Reception to Year 6. The school is a welcoming, vibrant, faith filled community, where we work together with families to grow each child's educational and spiritual development, inspired by the service of St Mary of the Cross Mackillop. Our school motto "In Omnibus Caritas" (In All Things Love) is a guiding principle in all that we do.

The Australian Curriculum is implemented at St John the Baptist Catholic School from Reception to Year 6 which sets the expectations for what students are taught across the various learning areas. The learning progress of each child is monitored, supported and developed and continuous feedback is provided to each student and their family.

Social and emotional learning is taught explicitly across the school. We wrap our students in a Circle of Care which includes support from a school chaplain and school counsellor.

Extracurricular activities include opportunities for students to excel in the sporting arena, as well as the expressive and performing arts and music.

As a Catholic School we look forward to working in partnership with families, building a cooperative relationship between home and school to develop thriving, capable learners.



School Board

President	Fr Denis Ssemuju
Principal	Mr Todd LaForgia
Deputy Principal	Mrs Jo Livingstone
Chairperson	Mrs Kylie Adams
Treasurer	Ms Toni Stevens
Secretary	Mr Chris Flatman
Board Members	Mrs Dani Amato
	Mrs Sally Leonard
	Mr Russell Jurie
	Mr Adam Keegan
	Mr Sava Politis





Agenda

1. Kaurna Acknowledgement of Country & Welcome
2. Opening Prayer
3. Apologies
4. Minutes from previous AGM
5. School Board Reports:
 - Principal – Todd LaForgia
 - Chairperson of School Board – Kylie Adams
 - Finance
 - Parents and Friends
6. Voting for positions on School Board
7. School Board Farewells



Principal's Report

This AGM Principal's Report is a reflection paper on the 2022 school year and is in line with the requirements of the Schools Assistance Act.

In 2022 a Strategic Plan for the school was finalised. The Strategic Plan (2022-2026) considers the school context and local priorities but is also aligned to the broader system directions and strategy for Catholic Education SA - Towards 2027: Expanding Horizons and Deepening Practices.

The Strategic Plan has at its core 7 key pillars:

- Catholic Identity and Mission
- Students
- Diversity, Equity and Inclusion
- Learning and Teaching
- People, Leadership and Culture
- Financial Stewardship and Improvement
- Participation in Mission and Purpose

The work across the school in achieving the goals and targets in these areas during 2022 is captured and outlined below.

Catholic Identity and Mission

A key goal in 2022 was to highlight the school's continuing commitment to ecological conversion and action. At the beginning of the year, the school theme 'A Call to Care' was introduced to the school community and set the foundation for our prayers, thoughts and actions across the year. The school theme was linked closely to our Vision Statement to ensure we continued look for ways to live out our school vision.

The school was led ably by our Year 6 Social Justice Leaders who initiated the recycling of soft plastics across the school. This became a core focus for the school in living out the theme. Across the year, a vast amount of soft plastics was saved from entering the school landfill bins.

The whole school also supported Laudato Si Week in May. Across each day of the week all sixteen classes joined in simple but practical initiatives to highlight our support and care for the environment. As a school community we are committed to ecological sustainability and in 2023 we will continue to implement considered and deliberate action in this area.

Students

A focus throughout 2022 for our staff and students was to ensure the schools Learning Dispositions were being used to reflect on the student's growth as a person, learner and leader.

The Learning Dispositions are learner qualities that enhance a student's ability to learn. They are life skills which are essential for success at school and in the wider world.

The Learning Dispositions are:

- Collaborative
- Resilient
- Engaged
- Persistence
- Reflective

The Learning Dispositions were explicitly explored as part of the school's wellbeing program and displayed in each classroom. They were also reflected and reported on as part of the student's assessment tasks.

In 2022 the Learning Dispositions were further highlighted with awards presented to the children at our weekly school assembly. The awards were presented to students who were demonstrating growth, or the skills associated with a particular disposition.

Diversity, Equity and Inclusion

The teaching staff at St John the Baptist Catholic School continued to refine the documentation of adjustments for students within their classes using the SEQTA Learner Management System. The staff also continued their communication and partnership with families for those students who required Personalised Plans for Learning (PPL's). The work and learning in this area has been continual and ably led by our Deputy Principal, Jo Livingstone.

Learning and Teaching

In 2022 we continued our work in consolidating a whole school approach to literacy. This was again led by literacy consultant Linda Clune. Linda's involvement was less 'hands on' than in 2021 as the teaching staff continued to implement the structured, sequenced synthetic phonics approach to the learning of reading. Linda continued to be a critical friend as we implemented this approach.

Complementing our literacy work was the broader implementation of the Playberry intervention program to assist students who are experiencing literacy difficulties. Paula Gill coordinated and led the intervention throughout the year. Teresa Mori was trained in the program in 2022 with the aim to increase access to the program in 2023.

Another focus in 2022 was the release of classroom teachers from their teaching responsibilities for half a day each term to meet with the Leadership Team. The purpose of the meetings was for the teachers to explore with the Leadership Team how the data collected throughout the term in relation to learning and wellbeing was being used to improve educational outcomes for individual students. This work also complemented that of the School Quality Performance Team and their professional learning and engagement in the Clarity Learning Suite, a whole of system approach to improving educational outcomes for our students.

People, Leadership and Culture

The focus in this area for 2022 was to ensure staff professional appraisals were linked to the Australian Institute for Teaching and School Leadership (AITSL) Standards and that goals associated with each staff member were clearly aligned with school and system priorities.

I am pleased to report that the target was achieved, and we will continue to ensure staff professional appraisals into the future are clearly aligned to school and system directions.

Financial Stewardship and Improvement

Throughout the year we continued to work collaboratively with the Planning and Development Team at the Catholic Education Office to ensure the acquired land at 332 and 336 Anzac Highway was developed in line with the site Master Plan. Once work began on demolishing the properties, we were pleased to be able to gain the additional property at 334 Anzac Highway. This property settled in mid-December 2022 and is now under the school's ownership. The acquisition of the three properties completed the intended property purchases along Anzac Highway and will allow the school to move forward with the development of the Master Plan in 2023. We look forward to providing the students with additional green space on which to play and extra car parking for the school and parish communities.

Participation in Mission and Purpose

The goal within this strategic pillar focused on implementing CESA's ICT initiatives. For St John the Baptist Catholic School, this meant participation as a pilot school (one of nine across Catholic Education) in reporting to parents via the SEQTA Learner Management System.

I am pleased to report that this target was accomplished, and student reports were completed within SEQTA and provided to families at the conclusion of the 2022 school year. Following the success of the pilot, it is to be noted that all Diocesan Schools are required to use SEQTA for reporting purposes from Semester One 2023.

Acknowledgement and Thanks

The children at St John the Baptist Catholic School are guided every day by a very dedicated staff, each using their individual and unique talents to enrich not only the learning outcomes of each child, but also importantly the spiritual, social, emotional and physical. I thank the staff wholeheartedly.

Thank you to the School Board for their continued support and positive encouragement in 2022. I would particularly like to thank Kylie Adams for her leadership as Board Chair. All Board and Parent Committee members and volunteers give extra time in their commitment and involvement in the school. The school simply could not function without their support. I thank you for the many contributions you have made to the success of the 2022 school year.

Again, we are particularly grateful and appreciative of the support of our Parish Priest, Fr Denis. Fr Denis with the backing of the wider Parish team provided much time and support across many facets of the school. Thank you.

I wish all members of the St John the Baptist Catholic School community a happy and enriching 2023 as we continue to work alongside you to provide a Catholic education where your child can become a thriving person, capable learner and a leader for the world God desires.

Todd LaForgia
PRINCIPAL



Chairperson's Report

The St John the Baptist Catholic School Board for 2022 comprised of Fr Dennis Ssemuju (President), Todd LaForgia (Principal), Jo Livingstone (Deputy Principal), Kylie Adams (Chair), Adam Keegan (Vice Chair), Chris Flatman (Secretary), Toni Stevens (Treasurer), Daniella Amato, Sava Politis, Sally Leonard, and Russell Jurie. The Finance Committee comprised of Todd LaForgia, Jo Livingstone, Pam Marks and Toni Stevens.

Renee Wilson completed her tenure on the Board at the start of 2022. I would like to formally thank Renee for her significant contribution, thoughtful analysis, strategic thinking and clear advice on Board matters during her four years as a Board member including two years as Treasurer.

2022 Board Year

The start of the 2022 school year was incredibly unique and challenging due to the COVID 19 pandemic. The majority of our students commenced Term 1 via online learning with only the Receptions and Year One classes returning to school on site. After a few weeks, the whole school returned on site and the health, safety and wellbeing of students and staff was an absolute focus of the school as COVID safe practices were implemented, adapted and reviewed constantly. The school Leadership team, Todd LaForgia, Jo Livingstone, Amanda Razon, and Michael Cimarosti, all our teachers, staff and volunteers did an extraordinary job of navigating an unprecedented time where the situation was changing daily as Adelaide experienced several waves of COVID 19 cases, particularly during Terms 1 and 2.

Todd and Jo kept the Board informed of the changing environment, how the teachers and students were working through the challenges, COVID safe practices, planning, consultation with Catholic Education South Australia (CESA) and the continual review of the size and timing of events, such as Sports Day, excursions and planned camps. The flexibility, adaptability and commitment of our leadership team, teachers and staff to our students and their education, wellbeing and personal growth was outstanding and was highly commended by the Board. Through the difficult times, the St Johns school community, as always displayed our school motto "In All Things Love" and supported each other with care, kindness and a hopeful outlook.

Throughout the year the Board was kept informed of many elements of St Johns' areas of focus, challenges and successes through regular Board meetings, Principal Reports, Finance Reports and Staff reports presented and discussed at each meeting. The Board and the leadership team spent time reviewing the schools strategic plan and how we have progressed well in many areas within the action plan during a busy year. Another highlight during the year was the purchase of two properties (blocks 332 and 334) along Anzac Highway which will significantly increase the play space for the students at St Johns. This was welcome news to students and families and the planning for how this space will be used commenced in 2022. The acquisition of these properties aligns with our Master Plan and the new building completed in 2021 and the plan to provide a modern and practical space for the students to grow and develop their personal strengths and interests.

As a Board we are very proud of the outcomes that our leadership team, teachers, staff, and students have achieved, and I have summarised some key successes below that have been accomplished during this challenging and busy year:

- St Johns is recognised as a leader in the area of our Common Assessment Rubrics that have been developed, implemented, and refined at St John the Baptist Catholic School over the last few years in a whole of school approach. Other schools are seeking advice from our leaders and teachers on the work we have done to achieve consistency in our reporting on student progress.
- St Johns continued to focus on literacy throughout the school and data has shown clear improvements in literacy outcomes.

- Feedback from CESA and our student survey Pulse data is that our students' results sit within the 'excelling' range for student wellbeing which is a fantastic outcome.
- The St John the Baptist Catholic Parish and school have continued to work together on strengthening our Catholic identity through the sacramental program, class masses, playgroup and the Parish and School community dinner.
- Our sports program has grown significantly this year to the highest number of St Johns students ever participating in extra-curricular sport.
- Our lunchtime clubs (games, Minecraft and art) and Homework club have received strong interest from the students and provide some diverse options for play for the students.

These fantastic achievements represent the hard work, commitment and ongoing efforts of our dedicated staff at St Johns who are focused on achieving excellent outcomes for our students.

The success of St Johns is also achieved through many contributions from our committed and generous community who contribute their time, effort and hard work. The Board would like to acknowledge and thank:

- The Leadership Team, Todd LaForgia, Jo Livingstone, Amanda Razon and Michael Cimarosti who demonstrate positive leadership and commitment to our school every day. Thank you for your motivation, responsiveness, strategic vision, focus on continuous improvement and for striving to provide the best learning environment for the students.
- Our wonderful teachers and administrative staff, whose drive, energy and dedication to the students and school is exceptional, in particular during the challenges of 2022. Thank you for your time, hard work, continuous support and guidance of the students to ensure they achieve positive outcomes and develop into being their best selves.
- The St Johns Finance Committee, in particular Pam Marks and Toni Stevens, who work incredibly hard to ensure the school's financial stability is strong, whilst managing funding arrangements associated with COVID 19, the new building and the purchase of the properties in addition to the regular budgets.
- Karen Klingberg, Mary Murray and the Parents and Friends Committee for all the events they have held in 2022 which have brought fun, joy and connection to the school community at an important time. Thank you for such a variety of social and fundraising events, including Ladies night, school discos, Colour fun run, Sports day, sausage sizzles and many more events. Thank you for all your time and hard work, it is greatly appreciated by the whole school community.
- Father Dennis, Amanda Razon and the St John the Baptist Parish staff who support the St Johns children and parents through the sacramental program and special liturgies throughout the year.
- All the volunteers who support our school in so many ways such as Sports team coaches, canteen duties, excursion volunteers, classroom reading and many other ways. Your time, enthusiasm and positive contribution creates our valuable, friendly and welcoming St Johns community which is greatly appreciated.
- I would also like to thank my fellow Board members for their time, critical analysis of our strategies, progress, and commitment to achieving positive outcomes at St Johns. The teamwork, in-depth discussions, diverse ideas, consideration, planning and reflection that we achieve as a group is invaluable and contributes greatly to the accomplishments at St Johns.

The Board looks forward to a fantastic year in 2023 as our students continue to adapt, learn and grow in our wonderful St Johns school community.

Kylie Adams

Chair, St John the Baptist School Board.

Finance Report

The school receives its income from three main sources:

- Government Funding (Commonwealth and State)
- Tuition fees and charges
- Private Income

Full time equivalent enrolments at the beginning of the 2022 school year were 341 students. At the August census the school enrolments numbered 352. This included 11 students who began their school journey in Reception mid-year.

The Financial Report below is a summary of our unaudited financial statements. The school's auditors KPMG are currently in the process of finalising the audit for the 2022 school year.

The school was also able to acquire the property at 332 and 334 Anzac Highway. 332 and 336 Anzac Highway properties were demolished and are now earmarked for future development and incorporation into the school grounds.

Throughout 2022, COVID-19 continued to impact on families. The school worked with families to support financially during an uncertain time. Our Term 3 mid-year intake remained fee free as an indication of this ongoing support.

The closing cash at bank at the end of December was \$1,021,944 and we met our required reserve of \$596,743.

END OF YEAR FINANCIAL DASHBOARD						
BALANCE SHEET			CASHFLOW BUDGET			
	Closing 31/12/2022	Movement	Open Balance		YTD Actual	YTD Budget
Cash	1,047,388	-177,735	1,225,123	School Fees	973,992	861,723
Debtors	162,140	5,129	112,333	CEO & Other Income	268,382	130,685
Provision for Doubtful Debts	-63,208	65,952	-129,160	Government Grants	4,352,943	4,032,866
Other	57,876	34,579	23,297	Trading Account	85,350	84,595
LSL Receivable	734,877	37,725	679,174	Cash Inflows	5,680,667	5,109,869
Current Assets	1,939,073	-34,350	1,910,767	Tuition Salaries & Allowances	-3,316,664	-3,070,129
Fixed Assets	12,603,366	2,247,478	10,355,888	Other Tuition	-346,999	-333,820
LSL Receivable	54,249	-2,767	57,016	Admin Salaries & Allowances	-338,887	-318,730
Non-current Assets	12,657,615	2,244,711	10,412,904	Grounds, R&M & Cleaning	-292,613	-195,025
Total Assets	14,596,688	2,210,361	12,323,671	Utilities	-56,997	-77,910
Fees/Income in Advance	15,950	-1,300	17,250	Insurance	-38,722	-37,900
Sundry Creditors	137,282	80,029	57,252	Administration / Other	-193,719	-109,384
Accruals	206,635	-19,175	225,809	Levies	-310,067	-254,923
Borrowings	376,523	119,357	257,167	Interest	-81,111	-117,601
Other	0	0	0	Training	-10,989	-30,000
LSL Payable	734,877	37,725	697,152	Loan Principal Repayments	0	0
Current Liabilities	1,471,267	216,636	1,254,630	Trading Accounts	-96,435	-152,497
LSL payable	54,249	-2,767	57,016	Clearing accounts	-57,254	0
Borrowings	4,176,818	1,748,147	2,428,671	Cash Outflows	-5,140,457	-4,697,919
Other	-4,096	-116,664	112,568	Net Operating Cash Flows	540,210	411,950
Non-Current Liabilities	4,226,971	1,628,716	2,598,255	Loan Drawdowns	1,093,639	2,100,000
Accumulated Funds	8,898,450	365,008	8,533,442	Loan Principal Repayments	757,847	-342,707
Surplus (Deficit) for Year	0	0	0	Other Capital Income	8,136	15,000
Equity	8,898,450	365,008	8,533,442	Capital Expenditure	-2,583,008	-2,887,500
Total Liabilities & Equity	14,596,688	2,210,360	12,386,327	Net Capital Cash Flows	-723,386	-1,115,207
				Non Cash Flow items	4,800	0
				Total Cash Flows	-178,376	-703,257

**NB the enclosed financial summaries are unaudited financial statements. The final audited financial statements will be presented at the School Board meeting once finalised

APRIM Report

We founded the year with a school theme, “A Call to Care”. This was inspired by the Australian Catholic Bishops’ Social Justice Statement, “Cry of the Earth, Cry of the Poor” which speaks about the importance of caring for all things. The first staff day of the year included a presentation of the theme with a school prayer.

Faith in Action & Outreach Programs

Our community continues to enjoy the richness of tradition through both class prayer and formal prayers of liturgy and Mass. Class Masses and Liturgies of the Word continued each week throughout the first half of the year. In Term 3 students joined parishioners at Mass on Wednesday mornings at 9:30am. We celebrated the Feast of the birth of St John the Baptist by having a whole school Liturgy in the church. Then in August, St Mary of the Cross MacKillop’s Feast Day was celebrated with a Whole School Liturgy of the Word.

The school theme inspired several initiatives throughout the year. Students were moved with compassion for a number of events happening in our country and around the world. They set up a prayer wall by tying coloured ribbons to represent their prayers for others.

St John’s supported a number of charities in 2022 and a number of activities were planned throughout the year. The Year 6 Social Justice captains were very active in driving initiatives which included, Project Compassion, Winter appeal – clothing for homeless and Backpacks for SA kids.

Parish-School Connections

Our school and parish community participated in a survey “Searching for Parish Engagement”. The purpose was to collect data from school staff and parishioners of what their vision of future parish engagement would look like.

The school also was involved in a pilot program that connected the parish and playgroup program. The purpose was primarily to deepen the relationship between the parish, school and wider community. Karina, the playgroup co-ordinator organised small craft packs suitable for children and families to take home. These packs were available to parishioners to collect from the weekend Masses. This was received positively by the parish community.

Made in the Image of God (MITIOG) Human Sexuality Curriculum

The MITIOG curriculum continued to be utilised this year. Ms Dani Franklin oversaw the training of the teaching staff who were new to the school and Catholic education.

The program continues to support parents in their role as the first and foremost educators in human sexuality. Through implementing this program, we continue to value education in partnership with parents.

Sacraments

This year, 11 students from St John the Baptist Catholic School prepared for and received the sacraments of Reconciliation, Confirmation and First Communion at St John the Baptist Church. Thank you to Fr Denis, Fr John, Fr George, Heran and Mary-Anne.

ReLAT (Religious Education Literacy Assessment Tool)

The Year 4 students participated in ReLAT Religious Literacy Assessment Tool in Term 3. ReLAT is a tool that collects data on the students’ knowledge of the Catholic faith. It is conducted online and takes a similar format to the NAPLAN assessment. The assessment was developed by the Catholic Education Office for all Year 4 students in Catholic Schools in South Australia. It was the first year that the assessment was based on the revised Crossways Curriculum.

Staff Formation and Well Being

The staff reflection day in September was held in Brighton. Our focus was on the Josephite charism and our school's Vision and Mission. It was a positive day that nourished our staff's faith and knowledge of the Catholic faith in the Josephite lens. It also supported their wellbeing through the opportunity to engage in discussion and time spent together.

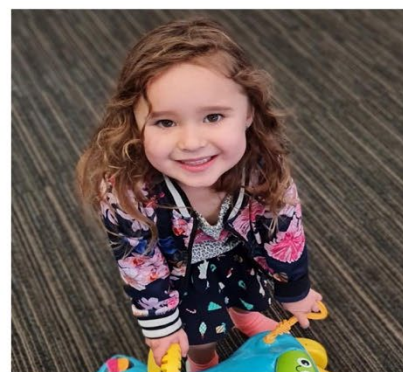
Chaplaincy

Mary Aquilina, our newly appointed School Chaplain has become a great asset to our community. Mary worked on Wednesdays and Thursdays where she supported the liturgies, Masses and Playgroup on Wednesday mornings. Mary took the initiative to connect with families through these events and hold small group activities to promote student wellbeing.

I would personally like to give a short note of thanks to the school community, the staff, families, students and parish for their support throughout the year. It has been a delight to work within an environment with such a positive and joyful community spirit. I look forward to the continual learning and growth for our students and community.

Amanda Razon

Assistant Principal Religious Identity and Mission (APRIM)



Leader of Learning Report

Literacy

Throughout 2022 we continued our professional learning focus on how we are teaching Reading and Spelling. This included building upon our previous year's learning on how we have incorporated more explicit teaching of phonology and morphology into our literacy blocks. Staff have continued to reflect and engage on this learning and how these changes towards a more evidence-based approach are implemented in their classrooms. We were supported throughout the year by our knowledgeable other, Linda Clune who worked closely with myself and the teachers of each year level, in areas of professional understanding, planning, observations and feedback, assessments and scope and sequencing of our programs. As the year progressed, staff became more confident and reflective of these improvements to our teaching.

Reporting via SEQTA

In the second half of 2022 we participated in a CESA pilot to use our learning management system, SEQTA to collate and produce our end of year reports. This involved staff learning and continuing to build their skills in how to access and use SEQTA through staff meetings and extra support sessions. Staff are to be commended by the way they engaged this opportunity to trial a new CESA system and process, amongst what was already a busy time of the year. It was pleasing to see how smoothly and successfully the process went.

Assessment Rubrics

Throughout 2022 we continued to work of how we use assessment rubrics to provide the best indication of achievement and next steps for learning for each child. This included looking at the language used on them, applying grade information and ensuring they are clear to interpret. We also looked at other ways to share learning and achievement to ensure we create a continuous feed of assessment. These rubrics are also used and created with children, to identify the success criteria needed for them to achieve at different levels.

Data Collection and Use

Over the year, staff continued to become more confident collecting and analysing data to inform their teaching. As a staff we spent time looking at Dibels, PAT-R, PAT-M, NAPLAN, Phonics Screening Check and our Pulse data. In addition to this, data from class-based assessments were also analysed throughout the year. Time was allocated in staff meetings and other release time for staff to reflect on what information is gathered and what it tells them about learners at the individual, class, cohort and school level.

Sharing of Practice

Throughout 2022 we were contacted and visited by several schools who asked to come and speak with us or see in action, practices that we have established here. This reflects the high standard of teaching and learning we have here, and of the staffs' commitment to a continued improvement mindset.

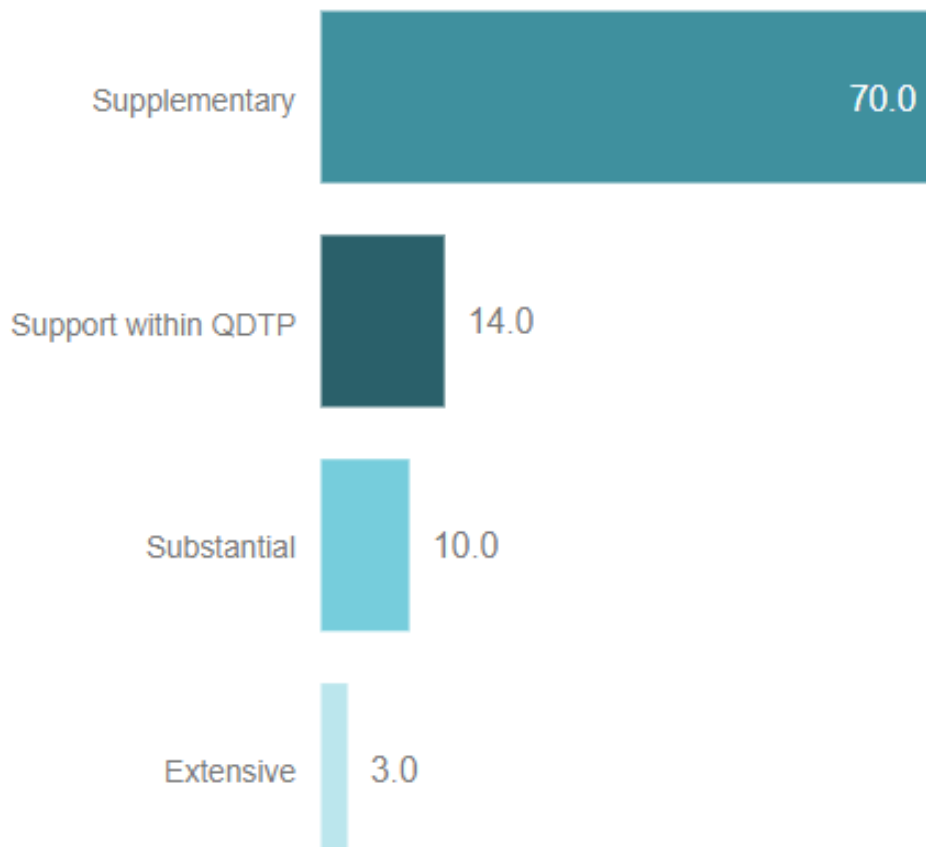
Students with Disability

NCCD

In 2022 St John the Baptist Catholic School submitted students' information for the Nationally Consistent Collection of Data (NCCD) for all students that received learning support and adjustments to meet the needs of their learning and wellbeing. Teachers have utilised SEQTA to document all of this information in one central location. Throughout the year staff have met with parents, allied health professionals and CESA consultants to document, review and update adjustments that have been provided to each student.

Each year in the August census, this data is entered into the NCCD Portal. This documentation is recorded for each student that has received a minimum of 10 weeks of adjustments between August 2021-August 2022 to improve their learning outcomes. The level of Disability is identified under 4 Categories depending on the level of support required. While the number of students receiving support did not change significantly, there was an increase in the number of students who were identified as "Supplementary" when compared to 2021. This is due to the level of documentation that was enabled by SEQTA, professional development for staff and increased confidence in making adjustments for students to support student's outcomes against the expected achievement level.

STUDENTS RECEIVING ADJUSTMENTS



Personalised Plans for Learning (PPL)

All meetings with parents/carers and Allied Health professionals regarding student learning and goals were documented; student work samples were collected, and curriculum adjustments were used as evidence for NCCD. Teachers were also provided time to develop specific learning programs for students requiring a PPL.

The use of SEQTA Learning Manager has continued to be refined and developed by staff to record the functional impact of disability, enter adjustments, record the level of adjustments, the broad category of disability and evidence that supports ongoing monitoring and review of students. Consultation with families/carers and Allied Health professionals is a requirement for NCCD. This has also been documented on SEQTA. Further to this, diocesan Catholic schools within our region have requested opportunities to visit St John the Baptist Catholic School and see how we are using SEQTA to support our documentation.

Working in partnership with allied health professionals is a priority. We provide space for speech pathologists, counsellors, occupational therapists, psychologists, behavioural therapists and Autism SA staff to work with students. Teachers met with these specialists throughout the year to ensure the learning goals aligned with classroom support.

Intervention Programs

2022 saw the refinement of a whole school synthetic phonics program, supported by Linda Clune from Fullarton House. Throughout the year, Linda met with year level learning teams to plan and develop a scope and sequence of teaching reading in line with the student data collected at the beginning of the year. The impact of this professional learning for staff and the daily practice for students was evident in the data collected at the end of the year showing significant growth for individual students and year levels overall. Intervention strategies have included the withdrawal of students from the class and professional learning for classroom teachers to incorporate new pedagogies into their practice.

Teresa Mori, an ESO was trained in the Tier 3 - Playberry Program. This extensive training was provided by Hansberry Consulting and staff from Fullarton House. Teresa now works alongside Paula Gill to enable a greater number of students to have access to this specialised support. Years 3 to 5 students are supported through this program each week.

Minilit Intervention targeted students in Year 1. Twenty five students accessed this small group literacy intervention, providing revision of sounds, high frequency words, reading strategies and also incorporated writing strategies. Throughout the intervention, the children were regularly assessed to identify areas of growth and areas that required further revision. Class teachers, worked in partnership with support staff to regularly provide updates on the student's progress and what further supports could be provided in the classroom. Small group sessions occurred during the morning literacy block, designed to complement and revise the sounds and strategies being taught in class.

Year 4 Teachers, Andrea Aoukar and Megan Pratt were provided with professional development using the 'Word Cracker' pedagogy with Bill Hansberry and Linda Clune. The Word Cracker program is designed to move students to greater independence in reading and spelling. Students began to look at

morphology and etymology of words, encouraging them to break words into syllables and look at the meaning of words as well as word origins.

SEQTA Reporting

In 2022 St John the Baptist Catholic School was selected by CESA to be a part of a pilot to implement SEQTA reporting into our school. Staff used 'SEQTA Marksbook' to generate the data for these reports and the End of Year Report was trialled using the new template document. We hosted three schools that had requested for us to show them how St John the Baptist Catholic School staff use SEQTA, how we report continuously to parents using Rubrics as well as visit our classrooms to observe the Literacy Blocks using the Synthetics Phonics Program and Playberry.

Feedback from staff at these schools was overwhelmingly positive, particularly in the area of our whole school approach to developing a consistent and regular feedback cycle. The documentation and processes for reporting to parents in the manner currently used at St John the Baptist Catholic School is unique and being sought from other Catholic schools.



English as an Additional Language Report

In all schools across Australia, the Commonwealth Government provides funds to establish English as an Additional Language (EAL) Programs for children who speak or understand a language other than English in their home for a reasonably high percentage of their time. The amount of EAL funding that each school receives is dependent upon the number of EAL students with the highest needs, meaning that their skills in speaking, reading, writing and comprehending English fall below an expected level. Each year, teachers use the *Learning English: Achievement and Proficiency (LEAP) Levels* to formatively assess the Standard Australian English (SAE) proficiency of EALD students using written and oral language evidence. This data allows teachers to track progression by identifying what the learners know and what they need to know next.

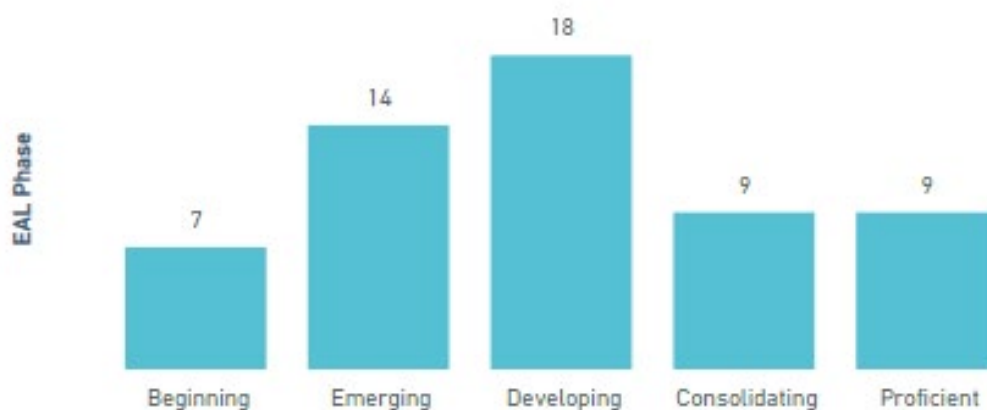
In 2022, 57 students were identified and submitted for EAL Funding. 7 students were identified as Beginning, 14 students as Emerging, 18 students as Developing, 9 students as Consolidating and 9 students were above the required benchmark level in their literacy development.

In 2022 we:

- Collaborated with the Catholic Education SA EAL Co-ordinator
- Collected EAL students' writing- written language, assessed, and moderated this data with EAL Coordinators
- Collected, assessed and moderated oral language data for EAL Reception - Year 6 students
- Provided resources for Classroom Teachers to support student progression
- Assessed 57 students, 10 more than the previous year.
- Provided another staff member with professional development and training in assessing and supporting classroom teachers.

Our Improvement Plan for 2023 will provide further professional learning for another staff member, to ensure all staff across all year levels have a team member that is able to provide assistance and resources to support students with English as an additional language as well as New Arrivals to our school community.

EAL Data Collected in 2022



Little JB's Report

Little JB's continued to support the transition of children into the school in the term prior to school start. The program ran each Friday during Term 2 in the lead up to the mid-year Reception intake. During Term 4, two sessions were held on a Monday and Friday to cater for the larger group of children who begin school in January. On average, 16 children attended each transition session.

In 2022, another element of the Little JB's program was the continued connection with the Child Care Centres and Kindergartens within our local area. Pat Nicou our coordinator, has established positive relationships with these early childhood settings over several years. She spent time visiting the children who were enrolled in the Little JB's program in their early childhood environment prior to their commencement in the program. Pat also coordinated visits to the school of the Child Care Centres once COVID restrictions allowed. We look forward to 2023 where we can continue to build on the established relationships and introduce many more children to the wonderful community and resources at St John the Baptist Catholic School.

Playgroup Report

We have enjoyed another year of playgroup and we will be celebrating our third year in July 2023.

On average we have 17- 24 families per week attend with positive feedback of how excited the children are to attend each week. Many of these families have been with us since our first week and we have welcomed many more from our school, parish, and local community.

This year the Catholic Education Early Years team arranged for all SPiCE playgroups to have their Playgroup SA registration fee paid by them. This is saving of \$90 per year.

We now invite our Year 5 students to join us in playgroup sessions. They have a roster system, and we have four students attend each week. This is allowing the students to build on their communication skills and develop the skills they will need for leadership roles in Year 6. It is a joy to see them so engaged and the little ones just love having their big friends to play with.

At the end of this term we will be launching Paint Playgroups REaD (PPR) A literacy initiative that all SPiCE playgroups will be participating in . Paint the Town REaD is an early literacy community scheme that encourages the whole community to read, talk, sing and rhyme with children from birth, so that they will be ready for reading and writing at school.

Research shows that the early literacy skills developed before starting school are the foundation and therefore vital for attaining competency in reading and writing at school – and future success and happiness in life. Our PPR program will involve a continual book swap for children Birth - 5 years of age.

We continue to hold our end of term morning teas as a way of joining together to celebrate each term.

Karina Overall
Playgroup Coordinator

Parents and Friends Report

On behalf of the Parents & Friends Committee it gives me great pleasure to report on the activities co-ordinated by the St. John the Baptist Catholic School Parents and Friends for 2022.

The committee for 2022 was:

- Jo Livingstone – Deputy Principal and Parents and Friends primary contact
- Pam Marks – Treasurer (does not attend meetings)
- Bernadette O’Rielley – Staff Representative
- Mary Murray - Chairperson
- Karen Klingberg - Co-Chairperson

Committee members: Keely Yates, Kathy Parini, Sophie Cook, Megan Spokes, Sarah Dennis, Neeta Saldanha, Zoe Seiffert, Toni Stevens, Victoria Thurston, Amy Simpson, Michelle Politis, Karen Harvey, Georgia d’Assumpcao, Lisa Powell, Kate Piasente, Hilary Sadler, Filomena Francis.

2022 was a challenging year regarding organising events still bound by COVID restrictions. As a committee we focused on providing community and fundraising events for children and families within the parameters.

Our 2022 events included:

- Mother’s Day/Father’s Day stalls
- Easter Raffle
- Shrove Tuesday – cooking pancakes
- Quiz Night
- Colour Fun Run
- Ladies Night
- Sports Day BBQ
- Bake Sales
- Disco
- Donut Day
- Cheese and Chocolate drive
- Dad’s Movie Night

The major fundraising events for the year were the Colour Fun Run, Ladies Night and the Sports Day BBQ. These major events combined raised just under \$16,000 which is a fantastic effort for a year with restrictions. The success of these events was not only due to our wonderful school community but the amazing committee who worked extremely hard to make these events possible.

We continued with the idea of Parent Representatives for each class. These Parent Representatives were the key people to liaise with and send information out from the Parents and Friends to our school community. They assisted and rallied together helpers for community activities such as class open mornings, Mother’s and Father’s Day Stalls and they set up class Facebook pages, etc. More importantly they were the initiator of connections between the families from their class.

We are excited as a committee to bring forward new ideas for 2023. Many of our committee members are continuing in 2023 as we welcome some new parents to join us. As a parent committee we would like to thank Todd LaForgia, Jo Livingstone, Bernadette O’Rielley and all the staff and School Board for their support. In closing we would like to thank the 2022 Parents and Friends committee members for their commitment to sub committees and the generous giving of their time and efforts during 2022.

Karen Klingberg
Parents & Friends Committee

WHS Report

The following is a summary of WHS performance for the reporting period 31/01/2022 to 16/12/2022.

1. Injury Data

Injury data for the reporting period is summarised in the tables below.

Total no. workers compensation claims	0	Total no. employees currently on rehabilitation	0
No. of injuries resulting in lost time	0	Total lost time	0
Total no. of incidents/injuries/near miss reports	0	Total no. of investigations conducted	0

Summary of body parts injured from workers compensation claims and incident reports.

Part of Body	No. Injuries	Part of Body	No. Injuries
Upper Limb	0	Hands/fingers	0
Lower limb	0	Feet/toes	0
Back	0	Eyes	0
Trunk	0	Head	0
Psychological	0	Other	0

Note: A lost time injury is a work-related injury that results in time off work by way of a Prescribed Medical Certificate.

2. Reportable Incidents

The number of reportable incidents to Workplace Services: 0

Workplace Services attended: Office N/A

Actions taken as a result of the incident: N/A

3. Consultation

The number of scheduled WHS consultative meetings and workplace safety inspections versus actual is shown below.

Frequency	Meetings		Workplace Safety Inspections	
	Planned	Achieved	Planned	Achieved
	2	2	1	1

4. Training

The number of employees inducted and trained according to the training program are summarised below.

No. of new employees (including TRT's)	9	No. of new employees inducted within 1 week of commencement of work	3
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Training Program	Planned	Achieved
Slips, Trips & Office Risks for Schools	1	1
Equal Employment Opportunity	1	1
Work, Health & Safety for Schools	1	1
Fire and other Emergencies at School	1	1
Ergonomics and Manual Handling	1	1

5. Safety Initiatives

The following WHS strategies have been put in place during 2022:

- Regular assessments conducted with the building Contractor to ensure erection and demolition work was carried out with minimal disruption to students and staff.
- Volunteer procedure with current and new volunteers is ongoing.

Volunteer procedure with all current and new volunteers.

6. Areas Identified for Future Improvement

The following areas have been identified for future improvement:

- New Evacuation Diagrams have been developed and placed throughout the School and Administration
- New Evacuation and Lock-in Procedure developed and will be implemented during First Term 2023

Mick Grandey
WHS Officer



