

Staff Reports for Board Meeting Term 1 Week 3 ~ 13th February 2024

Rec LH, PH and SH:

It has been a very successful start to the new school year. Elisha has fitted in seamlessly and it's great to bounce ideas off her as she has lots of experience. We are very excited to have 3 Reception classes and high enrolments this year, which is great for the school's future. All teachers within our school have done an amazing job promoting the amazing things we do at this school and having a presence in our community also helps. Our new students have done exceptionally well to settle into routine and have been well supported by last year's Mid-Year intakes. We have been able to settle them into a routine and they have responded well. We all have our challenges, but we have put in place structures to support all students. We have been doing our best to engage our new parents as best we can with updated SeeSaw posts daily and was great to have them once again at our Welcome assembly. Parents were very excited that they could share the 1st few days of school with their children with no restrictions in place.

Our ESO support has once again been amazing with Miss Dana Hansen, Mr Dimitri Kanakaris and Miss Mikayla Warner showing amazing support to all our students in all 3 reception classes. They all have an amazing ability to connect with students and can provide support to any students that require it. Our kiss and drop routine have allowed for our students to gain independence early in their schooling life. They can unpack and prepare themselves for the day independently and we are very proud of all our receptions for the way they have started the school year. We have conducted many assessments including letter recognition, number recognition, phoneme awareness and letter and number formation. This has informed our teaching and has allowed for scaffolding within the classroom.

We have implemented Literacy programs including Heggerty, which is completed every day for 10 minutes and includes initial sounds, rhyming, segmenting, blending and end sounds. We are still running our Reading for success program across all classes and targeting specific learning. It is based on the students understanding simple sounds to support their reading and writing. It is a good way for us to get an understanding of the student's prior knowledge.

In Numeracy we have been looking at number and making sure our students have a solid understanding of letter formation and recognition. We begin each lesson with Daily number, warm up and then the explicit teaching. We are also incorporating many literacy and fine motor activities as part of our morning routine.

We have spent the 1st 2 weeks setting up positive routines and structures and look forward to what the year will bring.

1/2 KC, KV and SP:

The Year 1/2 Cohort has had a very successful start to the school year. We have started off with consistent routines which has supported students in their learning structures. Each lesson has been delivered with a clear learning intention and success criteria, providing clarity on lesson content. Students are following class expectations well and are doing a fantastic job with promoting the school values. Our parent information night was a great success, with an impressive number of parents attending.

Through our Catholic Identity, students will be participating in activities within Religious Education lessons and other curricular areas, where they will have the opportunity to 'let their light shine', tying in with the theme for this year. This week, each student will take part in decorating our prayer cloth, expressing how they will let their light shine through art. We can't wait to see the beautiful result and to showcase this as a special part of our classroom identity.

The first two weeks of learning has been based on relationship building in our classrooms, with students participating in rich learning activities, supporting them in building new relationships and expanding their friendship circles. Students have had so much fun doing this and have been open to trying new things, building their confidence in various ways. In Social and Emotional Learning, growth mindset has been a significant focus, exploring the power of 'yet'. Our ESO's have been working exceptionally well as a team, supporting students, and assisting teachers where possible. We have started off strong with our data collection, collecting literacy and numeracy data through testing. This will enable us to analyse the data as a team, targeting student learning needs.

In Literacy, we have begun by testing students with a high frequency words assessment and a phonemic awareness spelling test, with data assisting teachers in allocating students into their specific targeted groups. We have also begun with DIBELS testing and Sparkle reading assessment, identifying student's reading levels. Students have also been tested on basic alphabet recognition, including letter identification, formation, and phonemic awareness. As of Week 3, students will be allocated into their word study groups and will begin with a focus on the Multisensory Structured Language components. We will also begin structured literacy lessons looking at grammar and genre writing – narrative texts.

In Mathematics, we have started off the year with basic number assessment, including number recognition, skip counting, rote counting, and number formation. In class, teachers have started off with teaching basic number, building students' confidence through hands on activities and games. Students have had fun collecting data, creating graphs, and answering posed questions. This inquiry topic has promoted a positive outlook on Mathematics as students have thoroughly enjoyed collecting data, asking their peers varied sets of questions, which has also encouraged positive relationship building in the classroom.

3 HM and HS:

We have had a wonderful start to 2024 in the Year 3 Hub. The two Year 3 classes are settling into their new spaces and are embracing their place in the middle/upper primary cohort. Students are currently in their third week back with explicit teaching and they are adapting well to classroom routines and structures. Last week, students participated in swimming lessons, which ran very smoothly and were enjoyed by all. Students are also engaging positively during specialist their lessons with Mrs Giulia Del Zoppo, Mrs Belinda Pfeiffer, and Mr Thomas Smart.

Parent information night was a success and parents that could not make it have been provided all the same information through the parent handbook. We look forward to meeting the remainder of our parents at times throughout the term, such as parent/teacher interviews.

This term, a group of students in Year 3 will be receiving their first sacrament of Reconciliation and they are starting to prepare for this event. In Religion lessons we have been focusing on the new Diocese theme of 'Let Your Light Shine', Project Compassion and the season of Lent.

English: In English, we have been setting up the structures of our various literacy programs including Spelling, writing, 'Let's Write', and handwriting lessons. We are streaming spelling lessons across the two classrooms and have conducted a placement assessment to determine the groups for this. There will be five groups within the cohort, ensuring that each student has spelling words that are catered to their needs. With NAPLAN approaching in Week 7, our writing focus for the first half of the term has started with persuasive texts and will move into narratives within the next couple of weeks. In addition, students continue to engage in 'Let's Write' lessons; writing from themed task cards three times a week to develop writing stamina and creativity. Students are in the process of completing PAT spelling and reading tests to document the growth we will see over the year.

Mathematics: The Year 3 cohort have begun a unit on Number and Place Value in Maths, and it is evident that the students are gaining greater understandings of what place value is and the importance of it. This unit will continue into the next few weeks. In addition, students have become familiar with and are enjoying the daily 'Let's Calculate' routines. We have also completed PAT mathematics to document achievement levels for the beginning of the year and to show overall growth throughout the year at school.

SEL and Child Protection Curriculum: In SEL, as part of our wellbeing program 'Program Achieve', the focus to start the year is on the areas of Work Confidence, Persistence, Goal Setting, Time Management, and Teamwork. Students have embraced the introductory lessons on growth mindset and goal setting. Later in the term in Child Protection we will be covering the topic of 'the right to be safe'.

HASS and Science: We will be covering Civics and Citizenship within HASS this term, making connections to our school and classroom values. This encompasses: the importance of rules and laws in a community, belonging to a community and being an active citizen, personal identities, diversity in our local community, and local government services. We will be moving into Science in the second half of the term.

4/5 PH, RW and TL:

The Year 4/5 HUB is thrilled to report a successful start to the academic year. With a focus on establishing classroom structures, routines, and engaging assessment tasks, we have laid a strong foundation for a productive term ahead.

Classroom Structures and Routines: In the initial weeks of the term, our priority was to establish effective classroom structures and routines. Through clear communication and consistent reinforcement, all students have responded positively, demonstrating a readiness to engage in learning activities. The establishment of these structures has provided a conducive environment for both teaching and learning.

Assessment Tasks and Data Analysis: To better understand the academic levels and needs of our students, we conducted thorough assessment tasks during the early part of the term. These assessments have provided valuable data that allows us to tailor our teaching strategies and interventions to meet the diverse needs of our students. The analysis of this data has been instrumental in guiding our planning for the term, ensuring that we address specific learning goals effectively.

Swimming Program: The commencement of the swimming program in Week 2 has been met with enthusiasm from our students. Beyond the enjoyment factor, this program plays a crucial role in imparting essential water safety skills and survival techniques. We are delighted to witness the progress and confidence of our Year 4/5 students in the water, reflecting the positive impact of the swimming program on their overall development.

Welcome Mr. Thomas Smart: We are pleased to welcome Mr. Thomas Smart to our team. His addition has brought fresh perspectives and energy to our classroom environment. Students have enjoyed getting to know Mr. Smart and actively participating in the Physical Education curriculum under his guidance. His expertise and dedication have already made a positive impression, enriching the learning experience for our students.

As we reflect on the first weeks of the term, it is evident that we have made significant strides in establishing a productive and supportive learning environment in the Year 4/5 HUB. With the groundwork laid and the addition of Mr. Smart to our team, we are poised for a busy yet rewarding term ahead. We are excited to continue nurturing the growth and development of our students, and we look forward to the opportunities and challenges that lie ahead.

6 JM:

What an exciting start to the year! Year 6JM have begun the year continuing to build on the culture developed last year, based on Respect, Safety, Learning and Trust. We have spent two weeks doing the Leadership Program and the students have been reflecting on what makes them a good leader, as well as writing speeches for the leadership positions. We have spent 4 days of Week 2 at the pool working on our swimming and water safety skills, which has been a highlight of the first two weeks.

Our Year 6 ESOs Desiree Guy, Eva Matulick, and Rachel Dring have been working with students, assisting them in consolidating routines, daily jobs, and building their relationships, which will assist them in working in small groups to extend learners or to assist for targeted learning.

Assessment Data: Diagnostic tests have been undertaken in Maths, Spelling, Reading, and Writing this term, giving us data to establish where the students are at individually and as a cohort. This data has informed us of each student's learning pathways which has guided our curriculum planning to support and extend all students in their learning.

English: In English this term we will continue to use a word study approach through the PLD program to break down the origin of the words and to target specific phonemes/grapheme combinations. The students have been allocated a specific group and spelling list to align with their learning ability. Our writing program will begin with the genre of Persuasive, which is aligned with the leadership program. The students will be writing persuasive speeches, as well as a persuasive text about a famous leader. We are also working to establish guided, shared, and modelled reading routines to support students in developing their reading strategies, comprehension, and vocabulary.

Maths: In Maths, we will begin with establishing our "Daily Number" routine with Mental Maths, Times table club and other short activities, which will become the warm-up for our Maths lessons. Our learning in Maths this term will start with consolidating skills and knowledge in properties of number and the students' ability to use the four functions.

Home Learning: Home Learning in Year 6JM will build on the routine developed last year. The focus will be on establishing and maintaining a regular reading routine. The students will also complete a Maths and Literacy task each week, as well as any work not finished in class.

We are looking forward to an exciting year ahead!

Religious Identity:

Diocesan Theme 2024: This year's Port Pirie Diocesan theme is "Let Your Light Shine." I am looking forward to exploring this theme in our community throughout the year.

Parish Masses: We have 3 Parish School Masses organised for this Term.

We look forward to celebrating our faith with our parish and the opportunities for our students to exhibit their leadership in the faith dimension.

Lenten Program: I have been to the Liturgy group meeting about this and contributed to the program. As well as recorded 2 weeks of the Gospels by our year 5 and 6 students. The program will be launched next weekend at Mass and an opportunity for parishioners to join me in the Parish at 2pm on Thursdays will also be offered.

Sacramental Dates: I have met with Fr Hau and the other APRIMS in the OLOR Parish to coordinate the Sacramental dates - the following dates have been organised for our Renmark Centre celebrations.

Reconciliation - Tuesday 26th March 6.00pm

First Eucharist – Saturday 1st June 6.30pm Mass

Confirmation - Sunday 1st September 9am Mass (OLOR Berri)

We look forward to supporting the students on their faith journey through these special Sacraments.

Celebrations: Other events that will be celebrated this term are:

Shrove Tuesday / Ash Wednesday / Staff Reflection Day / St Patrick's Day / St Joseph's Day / Harmony Day / The Annunciation of the Lord / Palm Sunday / Holy Week / Easter Sunday (Monday)

Prayer focus: We have a focus on Prayer throughout the school for the beginning of the year as we provide opportunities for students to spend time connected to God. Classes have been supported in creating welcoming sacred prayer spaces in their classrooms.

Mini Vinnies: I am going to be coordinating our Mini Vinnies this year with Giulia Del Zoppo we have lots of awesome ideas. Please contact me if you have any ideas.

HPE and School Sport:

PE

R-2: Students have been learning new games that they are able to play at Recess and Lunch times. These games help students learn about taking turns, teamwork and how to use equipment safely.

The classes will have tennis sessions with John Pick during term 1 for a Sporting schools Funding.

Year 3-6: Students have been developing their tennis skills, Athletics in preparation for SAPSASA Athletics, and European Handball.

Students have been working on developing their personal best and being competitive with their own efforts without solely focusing on being a winner or first. The response from classes has been great with students discussing their achievement in personal efforts against their previous efforts.

Health

Students will consolidate Health topics within PE lessons this year. Our topics for this term are Sun Safety and Hygiene.

SAPSASA

We have had a great interest across the Year 4- 6 grades so far. St. Joseph's is preparing for the Riverland district Swimming Carnival (Week 4) and is also booked to represent in the Athletics Carnival (TBA). Our students will have Swimming Trials preparing for the Swimming meet and our Athletics Squad will begin trials before school in the coming weeks. It is appreciated when students are willing to give up some of their time and persist in developing and preparing themselves to be selected to represent their school.

LAT:

In LAT we have been focusing building culture in the classroom and how every student is unique and see things differently through Art. A tree my way and a dot as I see it were two activities we completed in week 1.

We have been taking about theme 'Let you Light Shine' and how students let their light shine. Students created a drawing on what make them shine.

We look forward to teaching Languages, Arts and Technology this term.

ESOs:

What a fantastic start to the 2024 school year particularly with our new students and families welcomed into the St Joseph's School Community that continues to grow and flourish each year.

With such a positive start the ESO team have established roles and responsibilities that align with established year level hub groups in which they will work to support students social, emotional, academic, and emotional growth in the St Joseph's school learning environment.

The current ESO structure consists of:

Reception Hub: Dana Hansen, Dimitri Kanakaris, and Mikayla Warner.

Year 1/2 Hub: Larisa Bright, Lily Haynes, Jami-Lee McKelvie, and Mel Watkins.

Year 3 Hub: Linda Lawnton, Lily Haynes, and Desiree Guy.

Year 4/5 Hub: Kiara Lodge, Reeni Blackley, Eva Matulick and Bianca Halliday.

Year 6 Hub, Eva Matulick, Desiree Guy, and Rachel Dring.

IT Support and administration: Reeni Blackley.

Junior Primary Intervention Coordinator: Larissa Bright.

Upper Primary intervention Coordinator: Kiara Lodge.

Library support: Jami-Lee McKelvie, Desiree Guy and Eva Matulick.

Work Health safety officer: Rachel Dring.

Wellbeing coordinator: Linda Lawton.

School counsellor: Kiesha Barber.

The team works collaboratively and in conjunction with one another, supporting each other as well as each hub group when required. All ESO staff are clear in envisioning students' growth and are happy to work across year level bands. The ESO team have been working hard alongside teachers to establish routines and structures within each class that best support individual learners.

The ESO team have warmly welcomed Miss Mikayla Warner who will be participating in the AFL Sports Ready Program this year whilst supporting in the reception learning environments. We wish Mikayla all the best with her study. We wish Miss Lily Haynes all the best as she completes her final year of university studies which will result in the completion of her bachelor of primary education by the end of the 2024 school year. The ESO team congratulated Miss Dana Hansen in the recent achievement of the CESA Transition to Teaching Scholarship.

As a team we look forward to the opportunities to support students' educational growth in the 2024 school year with a focus on the Diocesan theme of 'Let Your Light Shine'.

Student Wellbeing:

This term we are looking forward to bringing awareness to more of our school values. In week 5 we are focusing on 'Be Green Day' which aligns with Clean Up Day. Our aim is to help teach our students the many ways we can make a difference by reducing, reusing, and recycling to keep our school beautiful and help save our planet. Our waste bill for last year at St Josephs was over \$8000 just for the red bins. This term we are encouraging our families to pack nude food lunch boxes which will help reduce the amount of rubbish going into the red bins, which means fewer red bins going out each week.

Keisha and I continue to work with students in small groups, in one-on-one therapy sessions and during regulation sessions. This intervention helps to support students' wellbeing and learning outcomes, helping students to feel connected and ready for learning and feel safe, regulated, and ready to challenge themselves. These groups are already helping to support and build stronger relationships between students.

In the sensory/wellbeing room we have a variety of activities available to support students when spending time in there to regulate. Activities such as drawing, Beyblades, sensory toys, cars, Lego, games, doll house and plasticine. Within this space, Charlie (therapy dog) is also available when

an adult is present. The students can choose to have some alone time and read a book curled up in a bean bag for their break or they may choose to have company and to talk to someone, during this time they can take Charlie for a walk, play a game of UNO or Jenga or simply go pick veggies from the veggie patch. The wellbeing and sensory room are a calm safe place for students to regulate or have quiet time to themselves. Our students have really enjoyed helping in the vegetable garden, picking apples and cucumbers and tending to the 3 worm farms at school. These activities are a good chance for us to connect with students and help support them socially by meeting and mixing with other students and learning new skills.

Charlie has been very effective in supporting students our new students to settle in. He has been busy supporting students at kiss and drop and has loved spending time in different classrooms and interacting with students and staff. He offers a great distraction from worries and helps students to relax and regulate. Charlies daily schedule consists of helping students regulate before school and during classes, emotional support for students, and helping to create a calming atmosphere when he is in the classroom. This term Charlis will be undergoing further training to help support his role at our school. He will be learning some new skill and tricks which will be very popular with the students.

We are looking forward to the many exciting things happening this term.