

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

Rec LH, PH and SH:

It has been a very busy few weeks in the Reception area. Routines have been established and the students have settled into school life. Over the past few weeks, we have been collecting data through testing the students on their alphabet knowledge, phonemic awareness, number recognition and letter and number formation. We have collated this data and we have been able to establish scaffolded learning groups to support students and their specific needs.

During English, we continue to run with our Heggerty program every morning which looks at rhyming words, syllables, initial and ending sounds. This takes about 15 minutes in the morning and begins our literacy block. We also look at handwriting and pencil control. We then move on to our Science Of Reading Program that looks at specific sounds, high frequency words and sentence structure. We finish our Literacy block by completing our Book Study unit. We look at various types of text and their structure.

Our maths unit has looked at basic number, this includes developing finger discrimination, understanding and demonstrating the 5 principles of counting (number sequence, cardinality, conservation, one-to-one correspondence and subitising), recognising numerals with correct number name and formed correctly, rote counting to 20 forwards and backwards from any starting point, counting small collections of objects with accuracy and be able to order numerals to 10. We have also started with Shape and Pattern and continue to develop those skills with students.

For our HASS topic, we are looking at families and celebrations. Students discover the different celebrations that different families and cultures partake in and look at the similarities and differences between the two.

We really enjoyed our visit about the Murray Darling Python, pancake day, be green day and our ongoing celebration of Lent in the lead up to Easter.

We are looking forward to many upcoming events including St Patricks Day, Harmony Day, Easter and our 3 Way Parent Student Teacher interviews.

1/2 KC, KV and SP:

The 1/2s have had a busy start to the 2024 school year and have now reached the midpoint of Term 1. There has been a big focus over the last 7 weeks with establishing routines and classroom expectations. Term 1 has seen the completion of a range of testing, and staff are now beginning to test for end of term interviews (in week 11). We are still implementing our 'kiss and drop' procedure and most students have developed their confidence to enter the school independently or farewell their caregiver/s and enter the classroom positively.

Over the last couple of weeks, we have launched our 'Reading for Success' literacy program, with students being placed into individualised groups based on their ability and phonemic awareness. In Genre Writing, we have been learning about narrative structure and mapping/creating our own fairytale stories. In Grammar, we have been learning about writing conventions relevant to structuring interesting and correct sentences.

In Numeracy, students have been learning about place value. This is a unit of work that we enjoy teaching as there are so many 'ahh ha' moments and it creates a fantastic building block towards many other numeracy concepts. Students continue to practise and consolidate our skills of fundamental numeracy like formation, using number lines/100s charts and skip counting throughout our lessons and daily maths chats (let's calculate). Teachers are preparing for end of term number testing to track the development and progression of students' basic number understandings.

In Religion, we have begun looking into the Caritas Australia 'Project Compassion' stories. Students complete relevant tasks and assessments that develop their understanding of the impact that our support and donations have on the lives of many people. We have begun looking into the Lenten seasons and the build up to Easter and have completed our Lenten promises and sacrifices.

We continue to extend students through play-based learning in the discovery area and have particularly enjoyed setting up activities in the outdoor spaces outside the classrooms. The hot weather has fostered water-play based activities such as water painting, ocean discovery tubs and outside painting.

Staff and students have had a wonderful start to the term and cannot wait to see what the rest of the term brings.

3 HM and HS:

The Year 3 cohort has been working hard with most students undertaking NAPLAN tests over the weeks 7 and 8. We are so proud of all the effort and hard work the students have put in to ensure that they were prepared.

Students are consistently following the classroom routines, rules, and school values, showing how they can be role models for the students in grades below them. All students are engaging positively during specialist lessons with Mrs Del Zoppo, Mrs Pfeiffer, and Mr Smart.

Religion: In Religion lessons students have been focusing on the new Diocese theme of 'Let Your Light Shine', Project Compassion and the season of Lent. Within the season of Lent, students have given up items in which they love to represent what Jesus gave up for our lives. This term, a select group of students will be undertaking their First Reconciliation sacrament. As a cohort we have begun learning about this important celebration and preparing for this event in Week 9.

English: We are streaming spelling lessons with five groups, utilising ESO support and ensuring that each student is having spelling words that are catered to their needs. Mrs Amy Hunt is working closely with groups of students for spelling intervention on Tuesdays and Thursdays. Miss Kiara Lodge is also conducting spelling support with a small group on Mondays, Wednesdays, and Fridays. This intervention also supports students with their decoding/reading skills.

Three times a week students write from a themed task card called 'Let's Write'. This program focuses on writing stamina and creativity. Students have completed a Persuasive writing unit and have begun a Narrative writing unit.

Reading assessments have taken place and reading programs have been established in the classes with a focus on comprehension.

Mathematics: Classes are working through a Place Value unit, which has supported students' knowledge of numbers. Students are learning to decompose, regroup, order, partition and represent numbers in different ways. The students have also been revising other previously learnt topics and skills in preparation for NAPLAN.

SEL, health and child protection curriculum lessons: To start the year, we have been undertaking 'getting to know you' activities and focusing on the school's values of respect, learning safety and trust. SEL lessons are based on the wellbeing program called Program Achieve. Students have been focusing on areas of growth mindset, persistence, goal setting and time management. Building these skills supports students to take responsibility for themselves, their actions, and their learning.

HASS: We have had a focus on Civics and Citizenship within HASS this term and connecting these to the values we have at school. The areas in which the classes are covering are:

- Making choices and making decisions democratically
- Importance of rules in a community
- Rules and laws
- Belonging to a community and being an active citizen

- Personal identities
- Diversity in our local community
- Local government services in the local community

4/5 PH, RW and TL:

NAPLAN Testing: Our Year 5 students recently undertook the NAPLAN assessments with admirable determination and focus. We observed their commitment to performing to the best of their abilities, and we eagerly await the results, which we anticipate will reflect their hard work and dedication. HASS (Humanities and Social Sciences):

In our HASS curriculum, we are currently exploring the themes of European exploration and Australia's indigenous history. Our students are engaging in thought-provoking discussions and interactive activities that delve into the cultural, social, and historical aspects of these topics. By examining the First Nations people's experiences and the impacts of colonisation, we aim to learn about indigenous life before settlement.

English: Our English curriculum is currently focused on persuasive writing. Students have embarked on a creative journey, beginning with the development of persuasive advertisements to promote various healthy habits. Building on this foundation, they are now tasked with crafting persuasive letters addressed to Principal Don DePalma, advocating for specific enhancements or changes within our school community. This project not only enhances their writing skills but also nurtures critical thinking, communication, and leadership abilities.

Mathematics: Within mathematics, our students are immersed in a comprehensive exploration of numerical concepts. They have completed the initial phase of our number unit, which covered fundamental topics such as place value, number ordering and comparison, identification of odd and even numbers, and rounding. Through a combination of hands-on activities, group discussions, and problem-solving tasks, students are developing a robust understanding of mathematical principles essential for their academic progression.

Physical Education (PE): Our PE program continues to provide students with enriching opportunities for physical activity and skill development. Specifically, students in 4/5TL & PH have been actively participating in tennis sessions facilitated by John Pick, a renowned tennis coach. The engaging nature of these sessions has fostered a love for the sport and encouraged students to embrace an active lifestyle. Additionally, our involvement in SAPSASA athletics trials and the recent success at the SAPSASA football carnival highlight the positive impact of extracurricular sports activities on student well-being and teamwork.

Science: In the domain of science education, our focus is on exploring the concept of forces. Through hands-on experiments, demonstrations, and interactive discussions, students are gaining a deeper understanding of the fundamental principles governing motion and interactions in the physical world. The practical nature of these activities not only enhances scientific literacy but also cultivates curiosity, critical thinking, and problem-solving skills among our students.

Our Year 4/5 cohort continues to thrive academically, socially, and physically. We remain committed to providing a holistic and enriching learning experience that empowers our students to succeed academically and flourish as responsible, compassionate, and engaged members of our school community.

6 JM: T1 W8

It's been an excellent start to the year in Year 6, and the students have settled well into Year 6 life. Over the last 5 weeks we have seen our School and House Captains elected, as well as our Canteen Managers and Mini Vinnie's committee. In the next 4 weeks, the students will be running stalls at

St Joseph's Day, going on the Year 6 Camp to Woodhouse and attending a Renmark Schools Leadership Day.

Assessment Data: Assessments have been completed in the last 4 weeks in the areas of Maths, Spelling, Reading, and Writing, and students have been assigned to particular groups for each area. The groups enable us to plan the curriculum to ensure that work is being differentiated to support lower-level students and extend those who require extension work beyond the Year 6 curriculum.

English: In Spelling, we continue to use the PLD program, and each student has been placed into a group that targets a particular level of spelling. Each group receives a different word list each week and focuses on a specific phoneme/grapheme/suffix/prefix. We are almost at the end of our Persuasive Writing unit, and the students have written and presented their persuasive speeches that were related to the Leadership Program. The students have been learning about different language features and persuasive devices that help to make their texts more effective. They will be researching a famous leader and creating a presentation that persuades their audience that their chosen person is an effective and powerful leader.

Maths: In Maths, we are continuing to refine our "Daily Number" routine with Times Table Club, Kahoots based on quick multiplication, addition and subtraction, and a weekly warm-up PowerPoint that helps the students with their recall and automaticity with number and number properties. The students have just finished their learning with the properties of number, learning about divisibility rules, square and triangular numbers, and the difference between Prime and Composite numbers. The test data showed excellent results and growth across the cohort. Our learning in Maths now will look at Number Patterns, and the Term will conclude with a unit on Fractions.

Home Learning: Our Home Learning routine continues to focus on nightly reading, and Literacy and Mathematics tasks that align with what we are learning in class. The students are learning how to be responsible for their own Home Learning, as well as being proactive in signing and returning their diaries.

Religious Identity:

Chrissie Grocke

Parish Masses

Three of our classes have reverently led Friday Parish Masses this term. This is another part of the faith formation of our students and demonstrates their commitment in developing our Catholic Identity.

Shrove Tuesday

The students feasted on yummy Pancakes for Shrove Tuesday in preparation for our Lenten journey. We are grateful to all the parents that prepared them for us.

Ash Wednesday / Lent

We gathered as a school community with a reverent Ash Wednesday liturgy, receiving the ashes and beginning our Lenten season of Prayer, Fasting and Almsgiving.

Our Lenten Time is a time to grow and change – reflect on our lives, stop doing some of the things that we do and start doing new things. Caritas Australia's Project Compassion is an important aspect of our almsgiving during Lent. Students are putting their compassion into action and donating to vulnerable people around the world during this time by placing money in their class Project Compassion boxes which the Mini Vinnies are collecting and counting a couple of times a week.

Crossways Planning

Teachers have participated in Professional Learning in crafting teaching and learning and assessment programs using the Crossways Framework this week with a major focus on contemporary resources and assessing students against the Performance standards.

St Patrick's Day

On Friday we celebrated St Patrick's Day with the teaching and learning about St Patrick as one of the Patron saints of our school, as well as students in the team 'St Patricks' wearing their green shirt and enjoying an afternoon tea with their teammates.

St Joseph's Day

This week we celebrate St Joseph's Day. We will begin our celebrations with a whole school liturgy in the church and then we will spend a fun afternoon interacting with the stalls planned by the Year 6 students.

Harmony Day

Next week we will recognise Harmony Day by encouraging students to wear a splash of orange, participate in a prayer reflection and activities about inclusivity.

Sacraments

Our Sacramental programs of Reconciliation, First Eucharist and Confirmation are in the preparation phases.

Reconciliation

On Tuesday in Holy Week 26th March, 11 of our year 3 students will receive the Sacrament of Reconciliation as a part of our Parish Reconciliation Service.

HPE and School Sport:

PE Year R-2

Students have been working on their hand-eye coordination through throwing and catching. They will have tennis sessions with John Pick for the next few weeks through Sporting Schools Funding. With the hot weather making it difficult to do PE lessons, the students have had Health lessons, covering Sun Safety and Hygiene in the cool classrooms.

PE Year 3-6

Students have been developing their athletics skills in preparation for SAPSASA Athletics during lesson time.

SAPSASA

St. Joseph's is preparing for the Athletics Carnival (Week 10). There have been many SAPSASA trials and practices before and after school time. We appreciate all the students for taking the time to attend these trials. The next SAPSASA event will be Hockey in Week 11.

LAT:

The new year commenced with a schoolwide focus on Building Culture. This program is not just for main classroom teachers, but for us too, as for us and the students to achieve success in our lessons, we need to be confident of appropriate behaviours so that our lessons will give our students varied opportunities to have fun, challenge themselves, learn, grow and be successful. We were very happy with how classes have shown a commitment to positive behaviours to allow us to plan some very different lessons this year with us in the Tenison Woods Centre.

After the success of 2023 which saw the NIT team (not including PE) working closely under the same themes, we have continued this in 2024. In 2023 our successful themes were Italy, Japan, and India.

Week 5 saw the commencement of our school-wide theme on Greece. This will run until the end of Term 1. We will be covering curriculum areas of Languages, The Arts and Technologies, and linking all lessons to Greece. A summary of what this unit will include:

Junior Primary R-2

Greece – visual icon pictures comparing to Australia.

Cut and paste on correct map

Auslan Colours, Greetings, Classroom phrases

Greek Architecture

1) Constructing Doric, Ionic and Corinthian styles in cardboard, with safe-saw, fold-roller.

2) Constructing Doric, Ionic and Corinthian styles with playdough and matchsticks.

Greek Easter

Greek Mythology- Visual Arts

Archimedes: Who was Archimedes, The Archimedes Screw, Building.

Greek music/dancing

Greek food: Feta, olives, pita and tzatziki

Primary Years 3-6

Greece assignment

Auslan Colours, Greetings, Classroom phrases

Greek Architecture

1) Constructing Doric, Ionic and Corinthian styles in cardboard, with safe-saw, fold-roller, and hot glue.

2) Constructing Doric, Ionic and Corinthian styles with playdough and matchsticks.

Greek Mythology: DESIGN CREATE PAINT Using Clay to create depth on artwork.

Greek Easter

Dying eggs

Archimedes: Who was Archimedes, The Archimedes Screw, Building.

Greek music/dancing

Greek food: Pita, tzatziki and spinach and cheese filo

ESOs:

We have had a wonderful start to the 2024 school year. All ESO's have worked collaboratively, together with teachers to help support and implement all classrooms structures and routines. The first 8 weeks of the school term have been busy, but as a team we have worked well to make it as smooth as possible for all staff and students. This term we have supported, Be Green Day/Clean Up Australia Day, Shrove Tuesday and Ash Wednesday, St Patrick's Day, 3-6 swimming lessons at the town pool and many other events.

As the term has progressed, we have started many different programs within the school.

-Kiara and Larissa have started implementing a literacy intervention program for both junior and upper primary students, which we have already seen an improvement in these students' literacy skills.

-Many ESO's have started taking word study groups/PLD groups, with the extra support from ESO's it allows year levels to be broken down into smaller groups for the spelling programs, providing more support for all students. On top of this, we have been learning skills from Amy Hunt's MSL program, which we can then implement into our PLD groups.

Our library staff, Jami-Lee, Desiree, and Eva have created a space in the library for small group work to occur, equipped with tables, chairs and a whiteboard, making sure all students get the best out of their learning.

We are looking forward to the many events we have coming up at the end of this term and the start of term 2.

Student Wellbeing:

In week 5 we held 'Be Green Day' which aligned with 'Clean Up Day'. Our aim was to help teach and support our students in the many ways they can all 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, so we thought that bringing awareness may help reduce the amount of waste being brought into school. This term we are encouraging our families to pack nude food lunch boxes and for teachers to ensure their students are using all the bins correctly. All our students joined their buddy class for a fun afternoon of "Be Green" craft and activities. Seeing students spending time with their buddies is very rewarding and these special school value days are very beneficial and enjoyed by everyone.

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 really enjoy 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 started his 6-week dog obedience training this term. This training is to help support his role at our school, keeping him safe and the students and staff. He is learning new skills and tricks which will be very engaging and popular with the students. This training is beneficial and necessary for his mental stimulation that keeps his mind sharp and engaged. Training helps prevent boredom and helps maintain a healthy state.

Charlie has been busy supporting students at kiss and drop and has loved spending time in different classrooms and interacting with students and staff. 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.

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