

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's PS

57 King Street, EAST MAITLAND 2323

Principal: Marie Butel-Simoes

Web: <http://www.eastmaitland.catholic.edu.au>

About this report

St Joseph's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Joseph's provides a quality Catholic education in a caring learning environment. At the heart of the school is the charism of the Sisters of Mercy. The school's PBL draws from the "Mercy Values".

St Joseph's has an incredibly strong sense of community. The community is generous of its time, spirit and money. Parents attend a variety of parent functions and participate in the Care Group, generously cooking for those in need within the community. They support student activities such as excursions, carnivals, classroom helping and Book Week celebrations.

St Joseph's community values learning. Our students are inquiring and questioning, creative and inquisitive. Our teachers display similar dispositions and encourage student voice and inquiry. The teachers are enthusiastic learners and engage in all our professional learning projects. The staff generously provide many learning, social justice, cultural, sporting, creative or social opportunities throughout the year for the students. To have such a variety of experiences throughout a school year is truly fabulous.

St Joseph's focuses on developing students' critical thinking skills, by nurturing their curiosity and their ability to solve complex problems. Our Gifted and Enrichment Program supports the needs of the students, with an emphasis on academic rigor and challenging students to think critically. The school provides support for students with diverse learning needs.

Our school is focused on developing students who are able to respectfully communicate and collaborate, think critically and problem solve. Developing future leaders that embrace social justice, respect, care for the environment and wellbeing is key to the school. We set high expectations for our students and encourage self-regulation. We pride ourselves on achieving strong academic success.

Parent Body Message

The parents met termly as the Parent Engagement Group (PEG). The transition to the PEG occurred in 2020-2021.

Parents welcome the opportunity to attend Parent Engagement Meetings as a way of supporting the school and learning about school. The PEG meeting is offered via Zoom and Face to Face.

At the PEG meeting members are given the opportunity to discuss important upcoming events and activities. The school provides a small presentation on topics of interest.

The 2022 topics included *Understanding the new reports*; *Managing anxiety in children* and *Managing children's access to social media*. The Parent Engagement Group ran a successful Mother's Day and Father's Day stall online via QQR. The Parent Engagement Group also organised a successful Mango Fundraiser and a Cookie Fund Raiser.

The school is grateful for the work done by this dedicated group of parents.

Student Body Message

The student leaders of 2022 were excited to be leaders and provided wonderful student leadership at the school. They demonstrated their leadership and school spirit in a variety of ways.

All the Year 6 students participated in supporting the new Kindergarten students as "Buddies" to help settle them into school life and routines. The annual School Swimming Carnival was again limited to competent swimmers due to the Covid 19 restrictions. In addition, the covid 19 restrictions did not allow colour house cheering and sitting in teams. The annual Athletics Carnival was a great day. The colour house leaders led their teams from a distance as they could not cheer or seat in colour houses. Stage 3 participated in a Leadership Role in "Mercy Value" groups including The Enviro Warriors, Kids Care, Games Gurus and the Gotcha Group. The leaders attended the Catholic Missions Mass and Catholic Schools Week Mass, Anzac Day Ceremony and Remembrance Day Ceremony. The leaders led the school in the Anzac Day March at East Maitland and Morpeth.

The Leaders led the weekly assemblies and provided insights into living out the Mercy Value focuses and wish students happy birthday. The student leaders were commended for the wonderful way they demonstrated leadership during a most difficult year.

School Features

St Joseph's provides a quality Catholic education in a caring learning environment. At the heart of the school is the charism of the Sisters of Mercy, the founding Order of Nuns for the school. The school's PBL Program draws from their "Mercy Values Charism" of respect, integrity, compassion, courage, hospitality, service and justice. These values are explicitly taught across the school throughout the year.

St Joseph's offers a variety of opportunities to develop students critical thinking skills, by nurturing their curiosity and their ability to solve complex problems. We have a strong focus on extending and catering for students who require gifted or enrichment support. Our Gifted and Enrichment Program supports the needs of the students, with an emphasis on academic rigor and challenging students to think critically. The school provides support and programs to cater for students with diverse learning needs and students who require additional help to develop reading skills.

St Joseph's implements the Successful Foundations Program in kindergarten. We provide child-centred, hands-on, play based experiences. This is supported with intentional explicit instruction of academic subjects to ensure the wellbeing and academic needs of the early learners are met to ensure future academic success. Our inviting play spaces encourage our students to imaginatively explore, discover and problem solve.

Our school is focused on developing students who are able to respectfully communicate and collaborate, think critically and problem solve.

Digital technologies skills are part of the student's learning with a focus on STEM, coding and robotics. Our resources include a Maker space, 3D printers, Drones, Spheros, Edison robots, M Bot robots, B Bots and lego. We have a focus on developing the students digital skills required to master the intricacies of the digital world by providing access to a variety of online programs to support student learning and develop skills in a variety of micro soft programs. We run a BYOD program from Year 4 to Year 6.

Developing future leaders that embrace social justice, respect, care for the environment and wellbeing is key to the school. Stage 3 students are encouraged to nominate for Student Leadership teams to assist with this development. These include: Enviro Warriors, Kids Care, Gotcha Gang, Tech Team leaders, the Games Gurus and Mini Vinnies.

Students in Year 1 to 6 participate in a rotation day once a fortnight, where students have a PE skill lesson, a library skills lesson, STEM lessons and a Mandarin or Spanish lesson. This day is enjoyed by all the students and during this time the teachers receive their RFF allocation.

We set high expectations for our students and encourage self-regulation. Our School Mantra is Learning Together with Care and Respect.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
211	229	41	440

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 89.01%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
89.50	89.40	89.71	88.53	89.37	89.53	87.04

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	47
Number of full time teaching staff	16
Number of part time teaching staff	14
Number of non-teaching staff	17

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The Professional Learning in 2022 was delivered in a systematic and planned way at *staff meetings* and *pupil free days*. Staff participated in *Professional Learning Team Meetings* where data was analysed, and plans made to support student growth once a fortnight, Twice a term staff participated in *case management meetings*, analysing particular students learning style, engagement and growth and developing a plan to better cater for the learning of the student.

Two staff members completed their graduate certificate in Theology and two early career teachers became accredited to teach. Three early years teachers attended Professional Learning in Behavioural Management, Child Protection, Wellbeing and Differentiation organised by the Catholic Schools Office.

Three Staff members who had returned to teaching after a break became Nesa Accredited. Eight staff members completed the requirements to update their maintenance and commence a new cycle.

The focus for Professional Learning in 2022 was Numeracy and Deep Learning, as well as engaging with the work of Clarity by Lyn Sharratt. In addition, we continue to use the Assessment Waterfall as a basis of the Professional Learning. We had one pupil free day that focused on pedagogy that would support the delivery of Math using Peter Sullivan's work on providing an inquiry model approach that utilises the *Launch, Explore and Summarize* model. Another pupil free day was on Deep Learning and developing the six key competencies of deep learning. The third Professional Learning was cancelled and staff focused on developing RE programs and wellbeing.

Surveys were completed asking staff to reflect on the professional learning needs and understanding of the 2022 Professional Learning Schedule.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.” (Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Joseph's is a "Mercy School", that bases its core values on the Mercy Charism and the values established by Catherine McAuley. Our Positive Behaviours Program utilises these values and the Mercy insignia is prominently displayed around our school. Our crest includes the school motto "Together with Christ" and is used along with the school mantra "Learning Together with Care and Respect".

We continue to place a big emphasis on our Mission and Vision Statement which is displayed in staff and office areas; on school websites, newsletters and in school communications. The school foyer and all classrooms have sacred spaces that reflect the church seasons. As part of the Chisholm Region, a roster has been developed so that each school is allocated a monthly mass, liturgy or priest visit for their students to attend. During 2022, we returned to a more regular way of presenting and attending school liturgies, which allowed us to reconnect more regularly with the parish and community by utilising the outdoor COLA space for liturgies. During Term 1 we had the opportunity to celebrate some important liturgies such as: an Opening school liturgy to welcome new students and families and to induct our school leaders; Ash Wednesday Liturgies were held in each classroom and the students participated in a liturgy re-enacting the events of Holy Week. When we returned to school in Term 2, we celebrated an Easter liturgy, Mother's Day and Catholic Schools Week in the outdoor COLA are. In Term 3 we celebrated as a community for Grandparents' Day and towards the end of the term Stage Three attended a Mass in the Church. During Term 4 the whole school attended an Advent Mass and we were able to farewell our year 6 students with a Mass held in the Church.

Assembly prayers were held in classrooms eg Feast of Saint Mary MacKillop, Feast of the Assumption. The school is part of the Chisholm Region and our parishes are East Maitland and Morpeth. A number of staff are actively involved in parish ministries. Three teachers are involved in the Parish Sacramental Team supporting both parents and children in completing the Sacraments of Initiation. The Sacramental Program was restarted at the beginning of 2022 and all students enrolled in the program completed their Sacraments during this year. Kindergarten students were involved in a "Welcome to Parish" Mass for the Chisholm Region on the first Sunday of March. The school promotes attendance at the regular monthly "Kid's Mass" where students assist by welcoming, reading and playing guitar.

The CSO RE Team provide significant staff support and Faith Development for formation courses and select development days as well as additional information via the Catholic Formation and Mission Tile on MN Connect and through Microsoft Teams. The staff continues to develop and embed the school's Social Justice Framework which guides the actions of our five established student leadership groups: Kid's Care, Gotcha Group, Games Gurus, Enviro Warriors, and Mini-Vinnies. Senior students attend a leadership day to develop a greater understanding of their commitment to leadership. These groups are then able to carry out their responsibilities according to the Framework timeline.

Grades also opt to take responsibility for a specific Social Justice initiative through the year and present activities to all grades to increase understanding and knowledge of why we as Catholics support these initiatives.

The teaching of Religion aligns with the Diocesan K-12 Religion Syllabus/Units of work and a Diocesan Scope and Sequence. In 2022 a new curriculum was introduced in the Kindergarten grades based on the pedagogy of "Encounter". Year 1 teachers attended a leadership day towards the end of 2022 in preparation for introducing their new curriculum

the following year. In 2022 the Religious Education Test was held in term 3 and we received valuable feedback on this test at the end of the year.

The Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service continue to be taught in classrooms, are reinforced at school assembly time and in the weekly Christian Values Awards. The school supports Caritas and Catholic Missions with events to raise awareness and funds for these organisations. Our school also recognises Indigenous Australians and cultural events during Reconciliation Week & NAIDOC Week, Harmony Day, ANZAC Day and Remembrance Day

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework brings together structures that relate to quality learning and experiences in schools across the Diocese.

St Joseph's Primary school implements the NESA K-6 Syllabus and meets all mandatory requirements. All teaching programs are based on the outcomes of the syllabus and differentiation is used to support the needs of all students. The school offers a variety of programs to cater for the needs and interests of all learners at the school.

The school offers a GIFTED Program for students who are gifted and capable. This school-based extension approach offers programs that engage these students. In 2022, these students were offered English, Science & Math extension and participated in a variety of robotics and coding activities. Ten students participated in the Diocesan Virtual Academy for gifted students.

Learning Support Programs are offered for individual, group and classroom support. The school provides minilit, maclit, multi-lit and fluency reading programs and a variety of social training programs.

Year 4, 5 and 6 students have a BYOD program and use devices as a tool to optimise learning. Classes use Essential Assessment to support teaching and learning in Mathematics. The school has used explicit instruction of sentence a day, power writing and Seven Steps to Writing Success to focus on the technical features of writing. In 2022 the school improvement goal was to improve achievement of students in Mathematics.

Robotics and computational thinking were also integrated into the science program.

Japanese/Mandarin, PE, and Music were taught by specialist teachers.

The Annual School Improvement Plan is developed in response to data analysis and identification of learning needs of the students. The School Improvement drives the Professional Learning and the development of whole school approach to evidence-based pedagogy and professional practice.

During 2022, all Professional Practice and Development Goals were linked to the school improvement plan and focused on developing evidence-based pedagogy across the whole school in the teaching of Mathematics, introducing the big ideas and launch, explore, summarise pedagogy.

The whole school focused on developing anchor charts to support students understanding of the Learning Intentions, Success Criteria and to provide increased feedback to support learning.

As part of the whole school approach to lifting the performance of students all teachers met each fortnight as a stage at Professional Learning Team meetings to focus on data analysis to tiering learning and develop differentiated specific and targeted learning programs.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	59%	52%	5%	12%
	Reading	68%	54%	7%	11%
	Writing	76%	50%	2%	7%
	Spelling	63%	48%	10%	15%
	Numeracy	49%	34%	10%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	39%	31%	17%	14%
	Reading	43%	39%	14%	11%
	Writing	26%	25%	12%	18%
	Spelling	38%	37%	17%	14%
	Numeracy	25%	25%	16%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

At St Joseph's the Pastoral Care and Discipline Policy and Positive Behaviour Learning Plan reflects the teachings of the Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service. The values are taught over the year in classrooms and reinforced at school assemblies and in the weekly Christian Values Awards.

The Stage 3 students participate in leadership groups that promote service and social justice. The teams are Kids Care, Enviro Warriors, Games Gurus and Gotcha Gang. The Enviro Warriors attended an Environmental Forum organised by Maitland Council, they organised a variety of environment initiatives including a recycling program and gardening. The Games Gurus planned and organised a variety of activities during well-being week each term. The Gotcha Gang support and organise the school's PBL program. In 2021 the Kid's Care Team organised fundraising activities to support children's brain cancer.

Each year, the school supports Caritas, Catholic Missions and St Vincent de Paul Society with events organised and promoted by the Mini-Vinnies Team. To raise awareness and funds to support these organisations, students participated in Project Compassion, Socktober, St Vincent de Paul Winter sleep-out, and Annual Christmas Appeal.

Liturgies and activities are held to recognise Indigenous Australians during Reconciliation Week and NAIDOC Week. ANZAC Day and Remembrance Day are observed at a school prayer service.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

2022 School Priorities and Achievements

The 2022 school priorities will be implemented in 2022 and over the next 2 to 3 years. They are linked to previous priorities allowing for consolidation and depth of knowledge and understanding. They are as follows:

Domain1: Catholic Culture and Mission

To nurture sacramental Catholic school communities which are joyful expressions of Christ's love, witnessed as faith in action.

By the end of 2023, the community of St Joseph's will participate more fully in Social Justice and better understand the impact and connection of their actions in relation to Social Justice teachings. This will be measured through community survey data.

Domain 2: Learning

To build the capacity of every teacher through collaborative professionalism and relevant, contemporary professional learning

To nurture a culture of learning that is adaptive, innovative and continuously improving

By the end of 2024, we will see a 20% increase in the Top 2 bands for our PAT and Naplan Data in Mathematics. Incremental achievement goals – End 2022 – 5% growth and 2023 10% growth in the 2 Top Bands as above.

Domain 3: Global competences for deep learning Key Learning Areas

To foster deep learning aligned with LLC (Parameters 1,7 &11) so that all learners contribute to the common good, address global challenges and flourish in a complex world.

By the end of 2022, staff demonstrated an understanding of the Global competencies linked to deep learning. This was evaluated using the teacher assessment tool.

By the end of 2024, 60% of students will 'reach developing' in each dimension of the 6 C's of Deep Learning.

Priority Key Improvements for Next Year

School Priorities 2023

DOMAIN 1: Catholic Identity and Catholic Curriculum

For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God's mission leading to full active participation in the Catholic life of the school.

Mission and Justice

Unpacking the *See Judge and Act Framework* with staff and students; Review and deepen the implementation of the School's Social Justice framework and timeline; Unpack the language of *Social Justice & Servant Leadership*, *Catholic Social Teaching* and *See, Judge, Act* in student leadership.

Smart Goal:

By the end of 2025, Social Justice Teachings will be embedded and a clear connection to the mission of the Church will be evident.

DOMAIN 2: Learning

To build the capacity of educators to ensure that all students are known, their strengths are recognised and accommodated, diversity is celebrated, and each learner demonstrates growth. To equip learners with the analytical, cognitive, digital, and social competencies that enables them to fully engage with and contribute to our changing world.

Mathematics:

Specific Area: Pedagogy, Inquiry-based Problem Solving, Critical and Creative Thinking, making connections across strands, and cross curricular connections, incorporating 6C's of Deep Learning.

Smart Goal

By the end of 2024, we will see a 20% increase in the Top 2 bands for our PAT and Naplan Data in Mathematics.

Incremental achievement goals – End 2023 10% growth in the 2 Top Bands as above.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The parents of St Joseph's acknowledge the partnership they share with the school. Parents feel welcome to participate in the school community and appreciate the care and support given to their children. Parents and friends are welcomed to the school's community through the engagement and participation in whole school and class assemblies, liturgies and masses and special celebration days.

The parents completed the "Tell Them From Me" survey in September 2022. 90 parents from the community completed the survey. The survey asked for feedback in the following areas: communication, inclusivity, welcoming environment, safety, supporting behaviour, supporting learning and communication. The results for each question in the category were averaged out. St Joseph's scored above the regions results in 6 domains and just under in the parents supporting learning at home domain. The domain that scored the highest overall score (8.0) was Safety in School. Other areas that scored high averages included, parents feel welcome at school, behaviour and school's support for student learning. The results reveal parent satisfaction with the school's processes and supports.

Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available, and a spirit of dialogue is encouraged. The school's leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all.

Student satisfaction

The students at St Joseph's are active citizens of the school and the community. All students have a voice at St Joseph's when it comes to issues concerning student wellbeing, social justice and the environment. Students in Stage 3 nominate for a Leadership Position in one of the student Leadership Groups. These include the Enviro Warriors, Kids Care Group, The Games Gurus, The Wellbeing Group, and Mini Vinnies. Each group has a leadership role in the school which encourages the students to actively participate in service, wellbeing and

social justice. The Enviro Warriors take on Environmental initiatives including recycling and sustainability. The Kids Care Group organised meals for families within our school community who need support. Mini Vinnies are engaged in fundraising opportunities including school sleepout, project compassion and the Christmas Appeal. The Games Gurus run fun activities during wellbeing week and the school fun run. The Wellbeing group support wellbeing week at school and are involved in the school's GOTCHA School Mercy Values award system.

Students in Years 4-6, participated in the "Tell Them From Me" survey in September 2022. 172 students completed this survey. The survey measured Social-emotional outcomes. Areas of growth from 2021 included student participation in sport and extra-curricular activities. Student interest and motivation in learning averaged at 55% compared to the norm of 75% whereas, student effort in learning was high at 84%. A shift in pedagogies in 2023, where deep learning is a focus for St Joseph's, is aiming to foster intrinsically curious students who are determined to do well and will mentally engage in academic work.

Comments were collected at the end of the survey with students' identifying areas they like about St Joseph's. An overwhelming number of students commented on the supportive and kind teachers and comfortable learning spaces. Areas for improvement were around cosmetic changes to the playgrounds including refurbishing sporting equipment like the basketball courts and soccer goals.

Teacher satisfaction

Staff satisfaction is measured by their attitude while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add value and stimulation to the education received by the students. It is also measured through internal staff surveys and Tell Then From Me surveys.

The dedication of staff in giving up their time is appreciated by the school and frequently recognised in the comments of parents.

The teaching staff at St Joseph's work together on a regular basis and focus on professional leaning to improve student outcomes. Teachers felt their commitment is valued at St Joseph's and are enthusiastic about the opportunities given for professional development and the allocation of school funds to work together with stage partners and focus on data to improve student outcomes. All staff are asked for their opinions and feedback on important issues within the school community. Staff feel supported and listened to when discussing school improvement. Staff have positively responded to the improvement agenda and actively engaged with the work.

The staff at St Joseph's are dedicated to achieving positive student outcomes. They work hard and are to be commended for their dedication and professionalism.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,845,736
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,033,946
Fees and Private Income ⁴	\$1,059,800
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$325,094
Total Income	\$6,264,576

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$117,625
Salaries and Related Expenses ⁷	\$4,244,052
Non-Salary Expenses ⁸	\$1,574,881
Total Expenditure	\$5,936,558

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2022 REPORT