



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ

St. Joseph's Primary School
Charlestown



St Joseph's Primary School

Shelton Street, CHARLESTOWN 2290

Principal: Kate Drake

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

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About this report

St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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 Annual School report offers an overview of our institution's progress in 2023. Situated within the MacKillop parish, St. Joseph's remains dedicated to providing a Catholic education distinguished by excellence in teaching and learning, spanning from Kindergarten to Year 6. Rooted in the tradition of the sisters of St. Joseph, we take great pride in upholding the Josephite charism. Our foundational values of Striving High, Living Like Jesus, and Care for the Environment continue to shape our daily actions. We remain steadfast in our commitment to offering contemporary learning experiences within adaptable learning spaces.

Our educators and support staff collaborate closely to deliver high-quality educational programs, ensuring tailored approaches across the curriculum to accommodate diverse learners. Inclusive practices are central to our ethos, with robust support systems in place for students with additional needs within nurturing classroom environments.

Our vibrant partnership with parents and the wider community is a cornerstone of our success, with numerous avenues for involvement in school life. The invaluable contributions of parent volunteers are instrumental in the smooth operation of services such as the canteen and uniform shop. Funds generated from these initiatives are channelled back into the school, enriching resources and supporting the endeavours of the P & F committee.

Parent Body Message

In 2023, St. Joseph's maintained a robust and dedicated P & F Committee, convening twice per term. Subcommittee members diligently oversaw the operations of the canteen, uniform shop, and fundraising initiatives, ensuring their availability to the community consistently throughout the year.

The year started positively with a successful and fun Welcome BBQ. It was the first year to include entertainment with face painters, balloon animal makers and reptile encounters. These were a wonderful addition and enjoyed by all. There was a large number of families in attendance including new and present adding to the positive community feel.

The uniform shop was capably coordinated and managed by the dedication of our volunteer parents. Uniform supplies have been kept up to date and the supply of 2nd hand uniforms has also been an important help to our families.

2023 was the first year with our paid Canteen officer, and the transition to paid employee combined with a team of volunteers has proven successful.

The annual Easter raffle, Mother's Day and Father's Day initiatives were again coordinated by our P&F and each proved to be a great success.

Thanks to the donation of \$5000 from the P&F we were able to see the creation of the Native Bush Tucker Garden come to fruition. The opening ceremony was held in September and well attended by parents and special guests from our local Awabakal community and Catholic Schools Office. The garden and yarning circle are now a special place of learning and gathering.

The P&F donated \$1000 worth of vouchers for our Pastoral Care Committee to be given to families in need. These were gratefully donated throughout the year and humbly received. This kindness truly reflects our St Joseph's values.

The P&F also continued to support the school sport representatives that attended Polding and State trials. 10 students and families benefitted from this support in various sports. 2 students also represented the Polding Teams at State in Soccer and Athletics and received both P & F and school support.

The P & F Committee extends its heartfelt gratitude to the numerous parent and grandparent volunteers who generously devote their time and effort to support our school throughout the year. We also express our appreciation to Mrs. Drake, the Executive team, and all staff members for their unwavering support and encouragement.

Student Body Message

The Student Leadership team, elected annually by Year 2-5 students and staff, continued to play an active role in various aspects of school life in 2023. Every Year 5 student had the opportunity to nominate and apply for a leadership position. The School Councillors spearheaded weekly school assemblies and collaborated with the Mini Vinnies team to organise engaging fundraising events for various charities, including Project Compassion, SVDP Winter Appeal, and Catholic Mission.

All Year 6 students were recognised as leaders, participating in events such as the National Day of Action Against Bullying and Harmony Day as peer group leaders. Additionally, they served as supportive buddies to new Kinder students, embodying generosity and attentiveness. Their willingness to assist teaching staff with daily responsibilities further exemplifies their leadership qualities and commitment to our school community.

School Features

St. Joseph's Catholic Primary School, nestled in the heart of the MacKillop Parish, welcomes students from Kindergarten to Year 6. Established in 1927 by the sisters of St Joseph, our school began its journey on Milson St. in Charlestown, adjacent to the parish church and Josephite convent. As the Charlestown area expanded, so did our school's need for space, leading to a relocation in 1975 to a picturesque bushland setting.

Proud of our rich Josephite heritage, St. Joseph's Primary remains committed to embodying the charism of the Josephite order. Located on Shelton St., on the eastern side of the Pacific Highway, we are an integral part of the Lakes Region of Catholic schools, serving as a feeder for St. Mary's Catholic College in Gateshead.

Surrounded by lush bushland, our school provides a stimulating environment where children can thrive both academically and socially. Equipped with modern facilities and engaging learning environments, we deliver a comprehensive curriculum tailored to meet the individual needs of each student.

At St. Joseph's, we prioritize the partnership between home and school, working closely with parents to ensure every child reaches their full potential. Our custom-built school fosters collaboration and personalized learning, with teachers embracing contemporary teaching methods to meet the evolving needs of students.

We integrate learning technologies seamlessly into all aspects of our curriculum, providing students with access to cutting-edge resources such as interactive SMART Boards, iPads, laptops, and wireless internet. Years 5 and 6 participate in a Bring Your Own Device (BYOD) program, enhancing their learning experiences across the Stage 3 curriculum.

In addition to academic excellence, St. Joseph's offers a diverse range of sports and extracurricular activities. From internal sports programs to external competitions, students have the opportunity to excel in various sports at representative levels. Our comprehensive arts program allows students to explore and develop their creative talents through music, drama, and public speaking opportunities.

Through programs like ASPIRE and debating, students can showcase their talents not only within the school but also in the wider community. At St. Joseph's, we are dedicated to nurturing well-rounded individuals who are prepared to succeed in all aspects of life.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
135	135	28	270

* 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 2023 was 91.09%. 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
92.73	91.24	90.73	92.39	89.28	89.70	91.57

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 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 2023:

Total number of staff	37
Number of full time teaching staff	9
Number of part time teaching staff	14
Number of non-teaching staff	14

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

At St. Joseph's, our staff are deeply committed to ongoing, relevant, and evidence-based professional learning opportunities aimed at enhancing their capacity to deliver high-quality teaching and learning programs for a diverse range of student groups. Throughout 2023, our staff engaged in a variety of professional development initiatives to enrich their knowledge and skills.

One significant initiative was our continued focus in the Leading Learning Collaborative framework, a Diocesan initiative featuring Lyn Sharratt and her work on 'Clarity - What Matters Most in Learning, Teaching, and Leading'. This involved a focused exploration of the 14 Parameters, Case Management, Effective Feedback, and Quality Assessment, fostering a whole-school approach to professional growth and development. Our 2023 NAPLAN results reflected growth in our collaborative Inquiry centred on writing.

Additionally, staff delved into Staff Formation sessions at the beginning of each Professional Learning session as part of strengthening in Staff spirituality. As well as participating in a Staff formation overnight retreat.

Furthermore, to support our School Improvement goals with a numeracy focus, staff engaged in the Professional development of "Simply Maths" led by Dr Ange Rogers and Bern Long centred around improving Place Value. This immersive experience focused on hands-on teaching approaches and fostering rich mathematical language.

Our Pedagogical Mentors and executive team also participated in the Diocesan LiFT initiatives with Dr Peter Sullivan around the high impact strategies of "Launch, explore, summarise" and Michael McDowell's framework of Developing Expert Learners. These Professional Learning opportunities were then a focus of Staff Professional Learning and twilight sessions.

These diverse professional learning opportunities underscore our staff's unwavering commitment to continuous improvement and excellence in education, ensuring that they are equipped with the knowledge and skills needed to support the holistic development of our students.

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)

In consultation with the RE team in 2023, it was decided to rebuild our faith life as our SIP focus as Covid had a significant impact on parish connections. The following strategies occurred in 2023. An audit of the school environment showed the need for signs and symbols relating to Catholic Identity both within classrooms and in the outdoor and office spaces. Efforts were made to address this. Students were familiarised with the words, actions, gestures, and structures of a Eucharistic celebration. Finally, Increased meaningful participation occurred in 2023 in Parish weekday Masses.

Opportunities to promote and enhance the faith life at St Joseph's occurred as broader Parish school relations were developed in 2023 with the establishment of the Exuberant Praise Committee, aimed at encouraging youth formation experiences beyond Eucharistic experiences. Additionally, a 12 hour prayer vigil occurred within the Parish school community for two local children. The St Joseph's parent, teacher and student community supported this vigil across the weekend.

At school, the St Joseph's community held large liturgical celebrations for occasions such as St Joseph's Day, Grandparents Day, Mother's Day and Holy Week with broad parent and grandparent attendance.

St Joseph's stage 3 students were also actively involved in a school based Mini Vinnies group. Throughout the year they encouraged the school community to collect resources such as money, food and clothing for Caritas, the SVDP Winter Appeal, Catholic Care and the Christmas Appeal.

St Joseph's students demonstrated growth in their religious literacy development. St Joseph's students achieved an average of 67% in the year 6 Religious Literacy test compared to the Diocesan average of 47%. Further efforts to improve in this area will occur in 2024.

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.

St Joseph's started 2023 with a new collaborative Inquiry focus on Numeracy improvement, having spent the previous 3 years doing a deep dive on writing. Through the collaborative inquiry cycle over this time, we have developed processes, practices and honed our shared beliefs and understandings, as we recognise each member of our school community's responsibility for the growth in our students in writing, and now Numeracy.

PMs and the Leadership team frequently unpacked research models to apply them to our particular context and to ensure fidelity when transferred to the classroom. This was evident through teaching programs, incorporating high impact teaching strategies, use of the Third teacher, learning walks and talks and teacher capacity to establish data driven learning goals and next steps. Collaborative assessment of student work during PLTS and Case Management meetings become central to our development of whole school tracking and both staff and student capacity to identify learning goals.

This year we have continued to ensure our agreed practices in Writing remain embedded. Our recent move to also incorporate Numeracy as our one of our school improvement goals has been driven by data in this space. Through the analysis of current student data it became apparent that we needed to hone our original focus area to one aspect of Numeracy- place value.

Our journey required engagement with a variety of evidence-based models of pedagogical practice and also familiarisation with new state syllabus outcomes. We partnered with several schools to work with the Numeracy experts from Simply Maths: Dr Ange Rogers and Bern Long. Their methods of teaching and tracking Place Value through assessments became central to our weekly professional learning. Our Pedagogical Mentors and school leadership unpacked these research models in PLTs through key readings to apply them to our particular context. Professional opportunities through the CSO LiFT initiative, including Peter

Sullivan and Michael McDowell, also supported our growing pedagogical knowledge in this space.

Collaborative assessment of student assessment data for place value during PLTS and Case management meetings are central to our development of a whole school tracking model, and both staff and student capacity to identify appropriate learning goals and instructional sequences.

Through PMs working directly with staff, support was able to respond to both individual teacher needs as well as establishing the needs of the teaching staff as a whole. As our inquiry cycle continues and staff are becoming more adept and open to articulating where they feel they need further professional learning to support their classroom teaching.

What has been meaningful for us at St Joseph's is that we are able to use our learnings from the collaborative inquiry cycle from the past 3 years to guide us as we now embark on a numeracy focus. This also means that staff are also familiar with both the process, metalanguage and the direction we are taking. Professional learning resources and school protocols such established case management meeting norms are part of our culture.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Joseph's Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	78%	54%
	Reading	72%	67%
	Writing	84%	76%
	Spelling	66%	61%
	Numeracy	84%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	81%	64%
	Reading	81%	74%
	Writing	81%	66%
	Spelling	70%	69%
	Numeracy	74%	68%

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.

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

In 2023, St. Joseph's Charlestown remained dedicated to the implementation of our Positive Behaviours for Learning (PBL) policy and procedures, a framework that emphasizes modelling, promoting, and rewarding positive behaviors while maintaining consistent structures for addressing negative behaviors. Aligned with our school values, our PBL approach focused on explicitly teaching and acknowledging focus positive behaviors throughout the year, showcasing our commitment to fostering a supportive and nurturing school environment.

The presence of a pastoral care worker at St. Joseph's played a pivotal role in enhancing the well-being of many students and strengthening the connection between our school and homes. Our school prioritised regular communication with families going through hardship. The welcoming presence of the pastoral care worker and our school principal at the school gate each day helped alleviate some children's anxieties, a practice that was warmly received by our school community. We also had a strong focus on encouraging attendance and following up any attendance issues.

Additionally, within the classroom, resources from programs like Bounce Back, which promotes social and emotional learning, and Zones of Regulation were again utilised to assist in teaching positive expectations and fostering a consistent approach to helping students identify and access strategies for self-regulation. Again in 2023, a record number of students reached PBL milestones known as 'Joeys', with 9 students awarded St. Joseph's PBL medals, marking significant progress and achievement.

At St. Joseph's, we prioritise the safety and well-being of all our students. We regularly engage students in discussions about bullying, emphasising the difference between conflict and bullying, and actively implement our Anti-Bullying policy across all staff members. Each year, we participate in the National Day of Action Against Bullying, combining it with Harmony

Day activities to celebrate the diverse and rich heritages of our students and their families while fostering a culture of inclusivity and respect within our school community.

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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

During 2023 our school improvement goals have been centred around improvement in Numeracy, in particular Place value and effective Co-teaching practices.

Our school's Professional Learning Plan highlights our commitment to Collaborative Inquiry focus on Numeracy, specifically around Place Value. Through Collaborative Inquiry, our teaching staff are given opportunities to interrogate data, share best practices, and engage in reflective discussions to refine their pedagogical approaches. This focus on Place Value within our Professional Learning Plan has enabled our staff to also experience greater understanding of how research, data, and pedagogical practices (such as an understanding of the 14 parameters and the assessment waterfall, Rosenshein's Principles of Instruction and Hattie's research on effect sizes) align to create more "precision" in our work and through a knowledge lens of continual improvement.

We are currently continuing to increase our efficacy in using multiple data sources to respond to targeted needs through both summative and formative assessment. The release of our recent NAPLAN data highlights our need to pause and reflect on our numeracy focus to ensure we are not only fostering place value content mastery but also critical thinking and application of knowledge. We have only just started our work in this space, but we will be drawing on the CSO Lift initiative going forward to build capacity in our professional learning teams on Michael McDowell's framework of surface deep and transfer learning and Peter Sullivan's Launch, Explore, Summarise curriculum model.

Our school's unique classroom settings of open units highlighted a clear need for our School Improvement Plan to be centred around the 6 effective strategies to be used around Co-teaching. While not apparent at first, what we have realised is, that we have also encouraged

and continued to grow our learning culture at St Joseph's to one that encompasses trust and a willingness to shift practice. This has taken time but is fundamental to what we have achieved and what we have planned. Developing deep collaboration certainly requires time and trusting relationships, and we continue our commitment to the goal of increasing teacher efficacy. Our Professional learning around Co-teaching was based on the NSW Department of Education Co-Teaching Handbook. Our staff delved into each of the 6 strategies and within each classroom unit they selected one strategy to co-plan, co-teach, co-reflect, and co-debrief. This involved filmed lessons and filmed reflections, which were then shared at Professional Learning meetings.

Priority Key Improvements for Next Year

We are planning to provide further professional learning, modelling, and co-teaching opportunities as our next steps in 2024. Similarly, we also want to fine tune and circle back to our agreed practices around numeracy instructional sequences and provide opportunities for staff to build their collective teacher efficacy as they respond to the impact of their choice of resources and pedagogical practices for place value instruction. As a professional learning community, St Joseph's not only acknowledges the large effect size of collective teacher efficacy but also that learning together results in instructional decisions that lead to student gains. This will involve continuing to film co-teaching strategies using the Co-teaching Cycle. As well as continuing our work with Dr Ange Rogers and Bern Long through our subscription to the Numeracy Academy for Teachers, which will provide Professional Learning Opportunities and direct feedback for Dr Ange Rogers around our school's improvement journey centred around Place Value.

Again, familiarisation of the new English and Mathematics syllabus 3-6 will be a prior as full implementation will occur at the beginning of 2024.

Religious Education will be a priority in our 2024 SIP, specifically delving into effectively programming and teaching religious education. The aim is to improve Religious Literacy across the school.

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

Consultation with parents, students, and teachers is highly valued and actively sought at St. Joseph's. Their feedback plays a crucial role in shaping our plans and achieving improved outcomes for students. Throughout the year, we utilise various methods to gather information about the satisfaction levels of parents, students, and teachers.

In 2023, we introduced our inaugural Writing Fair, which celebrated student growth in writing and provided a platform to showcase student work. This event attracted a significant number of families, fostering a sense of community and celebration.

We maintained a high level of communication throughout the year. This included utilising platforms like SEESAW to share student work and goals, as well as providing fortnightly Learning Overviews with feedback. These initiatives have been well-received by our parent community.

Our P&F Committee resumed its activities with vigour. They organized successful fundraising events such as Mother's Day, Father's Day, Bunnings BBQ, and our highly anticipated welcome BBQ. These events not only raised funds but also brought families together, strengthening our sense of community.

The continuation of Parent/Teacher interviews further enhanced positive relationships and support between home and school, facilitating the sharing of student learning goals.

Parents had previously expressed a desire for more sporting gala day opportunities, so 2023 saw St Joseph's entering multiple gala days including for soccer, rugby, netball and tennis.

Student satisfaction

At St. Joseph's, student voice holds significant importance and is actively sought out. Our students feel a genuine connection to their school and understand that all staff are dedicated to helping them reach their fullest potential. They take pride in and appreciate the vast and natural playground environment provided to them. Representing our school at various events

is a source of joy for them, and they take pleasure in showcasing our school to visitors, who often remark on the cheerful, friendly, and inclusive atmosphere created by our students.

Students articulate that they feel safe, connected, and supported within our school community. They actively engage in their learning and benefit from a wide range of sporting and cultural opportunities available to them throughout the school year. This positive environment fosters their growth and development, both academically and personally, ensuring that they thrive during their time at St. Joseph's.

Teacher satisfaction

St. Joseph's is fortunate to have a team of highly professional and skilled teaching staff who continuously demonstrate unwavering commitment to their vocation. Collaborating seamlessly, they strive to achieve positive outcomes for every student, ensuring that the learning environment caters to the individual needs of each learner. Engaging in a diverse range of professional learning opportunities throughout the year, staff eagerly share their newfound knowledge to benefit all students. Their involvement in extracurricular events is notable, and they are frequently sought after for input and feedback to enhance school practices.

The 2023 Staff Engagement survey revealed 100% staff satisfaction across several crucial areas, including staff collaboration, fostering a positive learning culture, and utilizing data to inform impactful teaching strategies. Staff members affirmed the school's commitment to inclusivity, acknowledging its dedication to meeting the diverse needs of our students. Identified as an area for improvement by staff, technology integration is eagerly anticipated, with the forthcoming introduction of new laptops.

The dedication and professionalism of St. Joseph's staff are deeply respected by the school community. Their tireless efforts in developing positive relationships not only enhance their professional lives but also enrich the personal lives of those they interact with. It is their unwavering commitment to excellence that sets the standard for our school and contributes significantly to its vibrant and supportive atmosphere.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,448,902
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$932,700
Fees and Private Income ⁴	\$698,855
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$200,383
Total Income	\$5,280,840

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$1,170
Salaries and Related Expenses ⁷	\$3,529,285
Non-Salary Expenses ⁸	\$1,796,984
Total Expenditure	\$5,327,439

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 2023 REPORT