

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's Primary School

Farquhar Street, MEREWETHER 2291

Principal: Karen McGinlay

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

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 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

What a great year 2022 has been at St Joseph's. It has been hugely satisfying that we were, for the first time in three years, able to have one whole year of face-to-face teaching. We are so very grateful for this. 2022 has also been great on so many other fronts. It has meant the return of many experiences that were previously taken for granted such as sporting events, excursions and incursions, inter-school competitions and community involvement with celebrations such as Book Week, Mother's Day and Father's Day liturgies and breakfasts, not to mention our amazing musical!

Another major achievement of this year that has had a profound effect on the staff and students is the refurbishment of the school. We have brought our learning spaces very much into the 21st-century. These spaces allow for more authentic collaboration and creativity, they provide opportunities for independent work and greater access to resources and in the words of our children, they offer a 'calm environment' that they find easier to work in.

Besides our environment being enhanced, our approach to Mathematics, in particular, has been enhanced. An aim of ours has been to develop a growth mindset in how our students approach Mathematics and for them to become competent and confident problem solvers who can articulate their thinking. We are amazed at the way many students are approaching problems and look forward to seeing the growth and attitudinal change in our students in this area over the next few years.

The well-being of both our students and staff has also been enhanced with the addition this year of Remi, our school support dog. Remi has helped motivate students with their learning, assisted in the easing of anxiety when some are experiencing challenging times, helped children gain confidence and provided us all with lots of laughs and cuddles.

In reflecting back over the year, it has definitely been a most dynamic one and our entire community should be very proud of what we have achieved this year.

Parent Body Message

There was so much to celebrate in 2022! After an interrupted and turbulent two years, school and family life has well and truly returned to normalcy, with so many exciting school and social events to celebrate.

It was wonderfully refreshing to see the school community abuzz with the energy and support that makes the St Joseph's family so special. Thank you to the staff and leadership of the school, who nurture and encourage our children with such genuine care and professionalism.

The laughter and joy at drop-off and pick-up is a testament to the environment these special teachers create for our children to thrive in.

Gratitude is expressed to the many volunteers who donated their time and energy to keep the social calendar running! Behind the scenes there is a huge amount of effort and hard work to plan, organise, and run all of our social and fundraising events. The Class Parents structure relies heavily on volunteers to be involved and contribute, and that's what makes these events such a resounding success.

The term planners have been full of reasons to get involved, celebrate and have fun. The Mother's Day and Father's Day (always a highlight in the calendar), School Musical (how incredibly proud we were of our children that day), NAIDOC Week, Book Week, Movie Night, Spring Ball and School Discos (that seem to get more fun each time) being some of the favourites! Thank you to everyone for their support at these events. The smallest of contributions make the biggest difference to our children's school experience and the reward is always worth the effort.

A priority for the P & F was to engage with more members from our local community. It has been heartening to see fresh faces at recent P&F meetings. Parents and friends of the school are regularly encouraged to come along and participate in this worthwhile opportunity. The St Joseph's P&F Committee current fundraising goals are focused on refurbishing our children's school library and we look forward to seeing the plans come alive!

Student Body Message

We, the Captains of St Joseph's Primary School Merewether, have been honoured to guide our school throughout this incredible year. 2022 at St Joseph's has been filled with awe-inspiring experiences and brilliant education across all seven year-groups. We have also had many opportunities to participate in a variety of academic and sporting events. This year, close to 400 students have enjoyed our school: engaging in assemblies, extracurricular activities, excursions, and leadership duties; and acting in the image of the compassionate Mary MacKillop, by never seeing a need without doing something about it. The teachers in our supportive community have been inspirational influences throughout the year, encouraging us to follow in Jesus' footsteps, stand for what is right, and strive to do our best in all areas of school life.

Being at St Joseph's is a remarkable journey which equips us with a toolkit of life-long skills. We hope that our welcoming community will continue to grow in the years to come as we aspire to learn, love, and live the truth.

School Features

St Joseph's Primary School is a two-stream Kindergarten – Year 6 Catholic systemic coeducational school located in Merewether. Upon completing their primary education at St Joseph's most of the students follow the system's secondary pathway of St Pius X, Adamstown and then on to senior school at St Francis Xavier College, Hamilton.

The school is one of two Catholic primary schools in the Newcastle Inner City Parish of St Benedict. This site has provided Catholic education since 1876 when a church and school opened. From 1882-1884 the Sisters of Mercy, Hamilton and lay teachers conducted a school, until in 1888 when the Sisters of St Joseph arrived. Along with the primary school, a girls' high school was established on the site in 1932. In 1936 a two storey brick school was constructed on the corner on Kenrick and Union Streets. The girls' secondary school closed in 1983 and the site became a dedicated primary school.

The school undertook a major refurbishment in 2007 when twenty rooms were refurbished and the Parish hall was renovated internally as well as the adjoining canteen. In 2018 further refurbishing of classrooms was undertaken, providing contemporary learning spaces for the students. In 2020 the main playground had a major overhaul and is now a very usable space for sports activities and creative play. Across 2022, all classrooms have been fully refurbished with the inclusion of contemporary and flexible classroom furniture to provide effective learning environments for all students K-6. The school places an emphasis on authentic, contemporary teaching and learning practices, focusing on growth in student achievement in each Key Learning Area (KLA). The staff continually participate in professional development experiences to further engage students in their learning. Our staff consists of highly skilled, dedicated classroom teachers and assistants, as well as specialist teachers for Music, Learning Support, English as an Additional Language or Dialect (EAL/D) and Library.

Co-curricular events, linked to and enhancing the curriculum, include overnight excursions to Canberra and The Great Aussie Bush Camp; participation in inter-school public speaking and debating initiatives; and opportunities to represent the school in creative arts pursuits including our bi-annual school musical and ASPIRE events. Students also engage in sporting pursuits that include gala days, athletics, cross-country running and swimming. Students have access to extra-curricular activities and lessons in the areas of band, and musical instrument tuition; drama, choir and singing lessons; Mandarin language classes; gardening club; and robotics. Families are able to avail themselves of on-site, before- and after-school care.

Special school events providing witness to community spirit and Catholic values include St Joseph's Day, Mother's and Father's Day breakfasts and liturgies, beginning and end of year thanksgiving Masses or liturgies, weekly assemblies and creative arts performances.

An active P & F Association contributes enormously in their partnership with the school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website and official Facebook page, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings.

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
196	199	70	395

* 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 90.21%. 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
90.74	90.05	91.73	91.24	90.59	88.98	88.15

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	34
Number of full time teaching staff	15
Number of part time teaching staff	8
Number of non-teaching staff	11

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

Teaching staff have been involved in professional learning aligned with our school improvement plan and related to improving student outcomes.

Staff Development Days

- Place Value & Problem Solving - Dr Angela Rogers & Dr Bernadette Long
- K-2 Syllabus English & Mathematics Training
- Mathematical Pedagogy - Launch, Explore, Summarise, Consolidate

- Annual Staff Induction
- Transition meetings and First Aid/CPR Training

- Staff Formation Retreat

Additional Professional Development

- Continuing with the diocesan Leading Learning Initiative
- Professional Learning Teams with a Writing & Working Mathematically focus
- Pedagogy of Encounter - Religious Education Curriculum

- Successful Foundations

- Reading Success in the Early Primary Years
- Pedagogical Mentor Training
- Gifted Education Training

One teacher is undertaking a Masters of Educational Leadership and another is undertaking a Graduate Certificate in Teaching Primary Mathematics

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)

St Joseph's Merewether is a Josephite school guided by the rich heritage and values of the Sisters of St Joseph. We demonstrate a deep commitment to Catholic beliefs and traditions, with our motto 'Live the Truth' a constant reminder to live the Gospel in our interactions. We embrace the Gospel values and create a welcoming culture in which all feel valued. We embrace our evangelising mission and grow the faith of our children, staff, and community.

Our vision and mission is to: Learn, Love and Live the Truth. To Learn the Truth, we nurture whole child growth, promote academic excellence through quality education, include all and celebrate diversity. To Love the Truth we ensure a Christ-centred Catholic community valuing justice, integrity, and peace, and encourage positive relationships through respect and belonging. To Live the Truth, we are a witness and truth-seeker, demonstrating faith in action through social justice, committed stewards of creation. This Truth signifies the truth in our faith in God our Father. It encapsulates of who we are as the body of Christ and how we are invited to live that call.

Our Catholic identity is evident through our vision and mission, our Josephite history and daily school life. We focus on and provide opportunities for student, parent and staff faith and spiritual formation. Our school community prays together daily, with classes including daily prayer. Sacred prayer spaces with religious objects are in each classroom. Our playground sacred space, Tokooliba meaning 'Place of Truth' includes an Aboriginal depiction of the Stations of the Cross. Our staff have access to ongoing spiritual and faith development

opportunities and are provided with weekly opportunities to gather in prayer, to support their spiritual wellbeing and relationships. Our staff participate in professional learning in Religious Education and formation in faith and mission as Catholic educators.

Our Principal, Religious Education Coordinator and Parish Priest meet to strengthen the school-parish relationship. Our staff assist with preparing children for the Sacraments through teaching class level Religious Education programs and actively participate in the Sacramental program. We have strong connections to St Joseph's Church and St Benedict's Inner-City Newcastle Parish. Students attend the local parish Mass with their grade (when COVID restrictions allow) and whole school liturgies and Masses. Students, parents, and staff are invited to regularly participate in parish life and liturgical celebrations. Our student leaders represent St Joseph's at Diocesan, Mission and Parish Masses and local community services. Social justice is highlighted through acknowledging traditional landowners, the Awabakal people, and regular fundraising initiatives by the student Social Justice Group to support the wider community, including Project Compassion, Catholic Mission and the St Vincent de Paul appeals.

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 Merewether provides a wide-ranging, inclusive curriculum dedicated to providing engaging and challenging programs that are accessible for all students. As an innovative and collaborative learning community, we set high expectations. These support our learners in their continued growth and to achieve their best. As a Catholic school our ongoing focus is to develop and empower the whole child in a variety of cross curricular skills and attributes including their academic, spiritual, emotional and social wellbeing.

We believe in a strengths-based approach that values and builds on students' knowledge and skills. All students are encouraged to work at individual levels to achieve success. Students engage in meaningful and enriching activities, tailored to their needs and learning styles, within a supportive and flexible learning environment. Our teachers have a shared vision for curriculum practice, providing varied and rich opportunities for students to develop a deep understanding of concepts and big ideas within learning areas, along with valuable skills such as teamwork, critical thinking and problem solving. The relationship between curriculum and pedagogy is fundamental.

Our curriculum focus is on continued student growth and enrichment through a consistent collaborative approach to programming, particularly in the areas of English and Mathematics, K-6. Staff regularly engage in meaningful professional development to increase teacher repertoire of strategies to explicitly teach Writing and Mathematics. We continue to monitor students' writing and mathematical progress using a whole school data wall, and in Professional Learning Teams plan for learning experiences that address student needs. Our Pedagogical Mentors work across stages of the school to model, guide and facilitate best practices. Teachers continue to ensure the inclusion of learning intentions and success criteria across all Key Learning Areas and case management meetings occur on a regular basis in order to further support learning.

We continue to be a pilot school for the introduction of the new Religious Education curriculum for students K-2. The focus of these units is centred on the Pedagogy of

Encounter, at the heart of which is where we encounter the mystery of God and what it means to be Catholic.

Kindergarten and Year 1 have continued the integration of the Early Years Learning Framework, and the Successful Foundations Action Research project. This essential part of our curriculum sees teachers using a repertoire of strategies and pedagogical approaches, including purposefully framed provocations connected to syllabus content.

The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops from Kindergarten to Year 3, similarly develops students' computer literacy.

The Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences and the diocesan established Virtual Academy. Staff develop programs utilising a variety of pedagogical approaches appropriate to student needs, including differentiated and tiered tasks as well as project-based learning. Further curriculum-based opportunities for enrichment include robotics, public speaking and external opportunities such as ICAS tests and community Mathematics challenges.

Children needing assistance in areas of learning are identified by norm-referenced tests and teacher-constructed assessments and teacher observations and analysis of work samples. These students are given assistance on an individual and/or small group basis within the cohort. These students are supported in classrooms and on the playground and provided with numerous opportunities to develop their potential.

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	72%	52%	2%	12%
	Reading	73%	54%	0%	11%
	Writing	68%	50%	2%	7%
	Spelling	60%	48%	2%	15%
	Numeracy	50%	34%	3%	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	38%	31%	4%	14%
	Reading	59%	39%	4%	11%
	Writing	40%	25%	2%	18%
	Spelling	54%	37%	8%	14%
	Numeracy	41%	25%	8%	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

St Joseph's implements many initiatives across the school which promote respect and responsibility. These can be evident on a class-based level or across the whole school. In 2022, St Joseph's continued to develop its school-wide Positive Behaviour for Learning Framework (PBL). This framework aims to provide all members of the school community with clarity and consistency regarding student work ethic and behaviour.

The four key expectations across all areas of school life are: Act Safely, Be Respectful, Care for All, Do Your Best. Staff participated in professional learning in PBL and students contributed to the school framework. The PBL committee developed a scope and sequence for the implementation of the framework and formulated a 'Dash the Dolphin' whole school reward system.

St Joseph's is a school which practices restorative justice. Restorative justice is an approach to student management which focuses on teaching students the skills in taking responsibility for their actions and rebuilding respectful relationships. Information about restorative justice was communicated with parents. This ensures that all members of the community are aware of how incidents are managed, resolved and restored.

Our Kindergarten – Year 6 Buddy Program, where the Kindergarten students are matched with an older student, not only supports the new Kindergarten students but provides opportunities in a supportive and familiar environment for the Year 6 students to practise taking on responsibility for others. The Buddy Bench program is used to promote respect for others and responsibility. These Buddy Benches promote tolerance and inclusion of others. Each class has specific practices which support building and maintaining positive respectful relationships.

The school provides students with opportunities to improve these skills through excursions to Aussie Bush Camp (Year 5) and Canberra (Year 6). As the need arose, specific classes participate in the Friendship Saver Program. This program is an evidence-based early intervention program designed to support students to develop a shared language and skill set for understanding friendship, conflict, independent problem-solving skills and conflict management strategies.

Our Year 5 students engage in a 'Lead with Heart' program', which helps to empower them to be confident and capable of making a positive difference in the world. This program provides the students with experiences to explore what it takes to be respectful, courageous and positive leaders in the 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 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

Key areas for improvement at St Joseph's in 2022 have been:

- Developing consistent practices, in research and evidence based effective pedagogies, in the teaching of Mathematics.
- Consistency of Mathematics teaching through the implementation of a school wide Mathematics block
- Professional learning in preparation for the implementation of the new Mathematics & English syllabuses
- Enhancing teacher practices and student outcomes, in response to case management suggestions
- Consistent implementation of practices to further enhance the learning of students and staff including: Instructional Walks & Talks, the use of Bump it Up walls, pedagogical mentors modelling for teachers, teacher observations and program reflections.
- Responding to parents' requests in regard to further enhancing home-school communication practices
- Upgrading of school plant
- Revitalising learning spaces from Years 1-6 to provide flexible, contemporary learning environments
- Preparation of staff in the Pedagogy of Encounter in order to implement the new Religious Education curriculum.

Priority Key Improvements for Next Year

Key areas for improvement at St Joseph's in 2023 will focus on the following:

- Continued professional learning in assessment practice which improves learning with a continued focus on data analysis.
- Engagement with learning consultants to assist staff to challenge and motivate students to engage with learning and develop a growth mindset in regard to learning in order to further achieve their potential.
- Engagement with the Diocesan Learning Impact From Teaching initiative to further equip teachers with effective literacy and numeracy pedagogical practices.
- Leadership team consultation with system Wellbeing Education Officer to create implementation plan and identify a suitable Wellbeing Program that caters to the needs of our students.
- Implement CSO Student Wellbeing Framework to enhance students' positive sense of self and belonging at St Joseph's Merewether.
- Implementation of new Mathematics and English syllabus from K-2.
- Professional Learning and implementation of consistent approach to the teaching of spelling Years 3 to 6
- Formulate and implement a revised student awards policy Formulate Digital Literacy Scope and Sequence, including digital competencies and literacy for staff and students
- Provide relevant and contemporary Digital Learning for staff

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

Through “Tell them from Me” survey data, along with electronic school based surveys, emails, topics discussed at P&F meetings, and incidental conversations and anecdotal evidence, parents’ views have been elicited regarding their satisfaction with St Joseph’s.

This year, 3-way parent/student/ teacher conversations were introduced and there were mixed opinions around this initiative. Many parents felt it was great to hear their children reflect on their learning and wellbeing. They appreciated their children being involved in these learning discussions and to hear what their children were proud of and that they wanted to improve on. A number of parents however, also felt that they would have appreciated an opportunity to talk with the teachers without their children being present.

The parents were very grateful that school experiences that had not been possible throughout COVID had returned and that they were able to be a part of many of these. The school experiences that they particularly mentioned and were highly valued were our NAIDOC Week events, liturgies with student involvement, Book Week activities- especially the book character parade, assemblies, Canberra excursion, netball gala days, awards and their children being recognised for achievements, carnivals, extra-curricular opportunities and the school musical where every student had a part to play.

The level of teaching and learning is considered of a high standard. Parents appreciate the passionate teachers and views the school as one that celebrates and acknowledges achievements in the academic, sporting and creative arenas. Parents have expressed that they feel the school has a great sense of culture and community and that it feels welcoming and safe.

Student satisfaction

The students view the staff as happy, creative, understanding teachers who provide them with challenges and enjoyable learning experiences that make them want to work and learn. The acquisition of manipulative equipment across all grades or Mathematics has been

viewed very positively as they feel it aids their learning. The students stated that it makes Mathematics more fun, easier, and more enjoyable.

The new furniture in all classrooms has been very well received. The students feel that there is more space in their rooms as a result of this refurbishing and that there is a lot more room for group activities. They appreciate that fact that the furniture is easy to move, that it is more comfortable along with being safer and tidier. They think the new spaces encourage them to learn and to push themselves more.

The diverse range of extra-curricular activities the students can avail themselves of is considered to be good as they believe that they cater to all types. There are things for those who need or want quiet time and quiet spaces, there are welcoming groups, there are active groups, and these activities also provide them with the opportunity to try things that they have never done before.

Our PBL practices are viewed positively as the students feel these encourage everyone to display good behaviour as well as develop team spirit and are encouraging of all. The wide range of events such as carnivals, gala days, charity fundraisers are all seen as positive things that give them chances to experience different things, to celebrate and encourage others and to cater for everyone.

The introduction of Remi, our school support dog is a big favourite of the students. They feel that it is highly worthwhile having her as part of our school community as she supports everyone, that she is a great help with those who might be anxious or stressed and they believe the school feels warmer with her in it.

Teacher satisfaction

Staff throughout the year were asked to share their thoughts about various initiatives, plans and practices. Ideas were shared through digital surveys, including the “Tell them from Me” survey, small group discussions in staff meetings, incidental conversations and written responses to emails.

The mentoring nature of the school has been a highlight for staff this year. Both new and more experienced teachers commented positively on the support they have received from school leadership team members, along with our pedagogical and gifted education mentors and accreditation mentors. Staff feel that there is a highly supportive and trusting team working alongside them.

Staff feel that our PBL focus areas have been very responsive to the needs of our students. They believe that the leadership team are attuned to the changes in behaviour, interest, and engagement of our students and that this has resulted in positive outcomes for the whole school.

Staff have been very satisfied with our return to increased parent engagement this year. They feel that the opportunities for engagement with our school community and involving parents in our school activities and events has been well organised and managed this year. Their highlights were the school musical, NAIDOC Week and Book Week events.

In terms of professional development, the staff are appreciative of the fact that we maintained writing as a focus as we began our Mathematics journey. They also appreciated the fact that a slow and steady process had been taken, which they believe shows staff were being listened to and their needs observed.

The most heard comment from staff regarding 2022, is the highly collaborative nature that has been in evidence. This has occurred not just with their grade partners, but across the different stages, in case management meetings, professional learning experiences and school events such as the musical.

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	\$3,590,804
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$948,825
Fees and Private Income ⁴	\$1,068,270
Interest Subsidy Grants	\$3,390
Other Capital Income ⁵	\$322,461
Total Income	\$5,933,750

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$22,021
Salaries and Related Expenses ⁷	\$3,636,975
Non-Salary Expenses ⁸	\$1,843,127
Total Expenditure	\$5,502,123

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