



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

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

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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 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 Annual School report reflects a snapshot of our school in 2022. St. Joseph's offers a Catholic education within the MacKillop parish, with excellence in teaching and learning from Kindergarten to Year 6. Founded by the Sisters of St Joseph, we take great pride in the Josephite charism. Our core values of Striving High, Living Like Jesus and Care for the Environment are embedded in our everyday life. We are committed to providing contemporary learning opportunities in flexible learning spaces.

Our teachers and support staff work in collaboration to ensure high quality programs are taught and to ensure differentiation across the curriculum to suit all learners. We are inclusive to all and provide quality support for students with additional needs in safe and supportive classrooms.

Our positive partnership with our parents and wider community is valued and promoted with many opportunities for parents to be involved in school life. We are well supported by parents who volunteer for many of the services provided by the school. The canteen and uniform shop are fully maintained by a team of dedicated volunteers with funds raised going to the P & F committee and in turn back into the school for resources.

Parent Body Message

St Joseph's continues to have a strong and committed P & F Committee, meeting twice per term during 2022. The subcommittee members ensured the canteen, uniform shop and fundraising efforts were available to our community where possible, maintaining consistency and service throughout the year.

A highlight was our first ever 'SJC Amazing Race' fundraiser organised by staff, parents and Motiv8Sports. With 32 ex-students volunteering from St Mary's Highschool, the event was a great success, raising approx. \$20 000 for future playground development for the school.

In 2022 the P&F was able to contribute considerable funds to the following projects: Installation of a shade sail over the new playground, contribution to the Bush Tucker Garden, Year 6 graduation, annual award book vouchers, pastoral care vouchers for families in need and financial support of our students attending Polding and State level sporting events.

Parent feedback was again sought in 2022, with participation in the 'Tell Them From Me' survey. This allowed parents to give valuable feedback to the school which has continued to ensure community input is valued and contributes to the improvement goals of the school.

The P & F Committee acknowledges and thanks the many parent and grandparent volunteers who assist in our school throughout the year. We also thank Mrs Drake, the Executive team and all the staff for their continued support and encouragement.

Student Body Message

The Student Leadership team at St Joseph's is elected annually by the Year 2-5 students and staff. All Year 5 students have the opportunity to nominate and apply for a leadership position. The School Councillors have continued to take an active role in many areas of school life. During 2022 the school leaders led weekly school assemblies and organised fun days with the Mini Vinnies team to raise funds for various charities throughout the year, including Project Compassion, SVDP Winter Appeal and Catholic Mission. We consider all Year 6 students as leaders and opportunities to demonstrate their role in 2022 included being peer group leaders at special events including the National Day of Action Against Bullying, Harmony Day and leading Sun Smart activities. Our Year 6 students are always a very supportive and attentive buddy in their much loved role to our new Kinder students, as well as helpful and generous with their time to the teaching staff when asked to help out with the myriad of daily school responsibilities.

School Features

St Joseph's Catholic Primary School caters for students from K to Year 6 and is part of the MacKillop Parish. Our school was founded by the Sisters of St Joseph in 1927. The school was initially located in Milson St. Charlestown, adjacent to the parish church and the Josephite convent; however, as the Charlestown area grew and developed it was necessary to relocate to accommodate growing enrolments. In 1975 the new school, situated in a natural bushland setting was officially opened. St Joseph's is proud of its Josephite heritage and continues to espouse the charism of the Josephite order. St Joseph's Primary school is located in Charlestown in Shelton St, on the eastern side of the Pacific Highway. We are part of the Lakes Region of Catholic schools and we are a feeder for St Mary's, 7-12, Catholic College, Gateshead. Nestled in a lush bush setting, St Joseph's provides a stimulating environment for children to learn and play.

Our school community is equipped with modern and engaging learning environments in which to deliver our comprehensive curriculum. As a Catholic school, St Joseph's is committed to ensuring every child is given the opportunity to achieve their very best within the classroom. The partnership between home and school is strongly promoted and valued at our school as teachers work closely with parents to ensure individual needs can be met. St Joseph's is a custom-built school designed to facilitate team teaching and meet the needs of contemporary learners, allowing for both collaboration and personalised learning. With a focus on open plan learning, teachers work in professional learning teams and share resources to effectively plan and deliver their contemporary learning methods. The staff at St Joseph's embrace this philosophy wholeheartedly to ensure the needs of students drive their teaching agenda.

St Joseph's is well resourced with modern facilities and technology. Our integration of learning technologies in all key learning areas gives students access to current technology such as interactive SMART Boards, iPads and laptops and wireless internet throughout the school. Years 5 and 6 use a BYOD program that enhances the teaching and learning experiences across the Stage 3 curriculum. The contemporary learning approach used at St Joseph's ensures our staff provide academic support that is personalised and responds to the learning needs, interests and experiences of each student.

St Joseph's offers a range of sports across both our internal and external sporting program, giving students the opportunity to compete at representative level in a variety of sports. As a school, we pride ourselves on providing a variety of experiences for every child with our weekly in-school sports program where students can participate in gymnastics, dance, and swimming. Many students have attained notable achievements in a variety of local, regional, diocesan, state and national competitions in both team sports as well as individual-based sports.

All students have the opportunity to discover, strengthen and express their creative abilities through music and drama. Students are taught by a specialist music teacher and also have the opportunity to join the school band and receive tuition onsite for band instruments. Our school choir also performs at school liturgies and local community events. Our students frequently express their talents beyond the school setting by joining ASPIRE, public speaking and debating programs.

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
136	125	24	261

* 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 88.79%. 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
90.21	90.45	86.47	88.93	87.80	89.86	87.80

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	32
Number of full time teaching staff	10
Number of part time teaching staff	12
Number of non-teaching staff	10

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

Staff at St Joseph's are committed to ongoing, relevant and evidence based professional learning opportunities to enhance their capacity to deliver quality teaching and learning programs for a diverse range of student groups. In 2022 professional learning undertaken included continuing participation and professional development in the Leading Learning Collaborative framework, a Diocesan initiative engaging Lyn Sharratt and her body of work, 'Clarity - What Matters Most in Learning, Teaching and Leading'. This involved continued development in understanding and whole school focus on the 14 Parameters, Case Management, Effective Feedback, and Quality Assessment.

Other professional learning throughout 2022 included: Staff Formation based on the writings of Fr O'Leary and his theological approach to experiencing God in the everyday. 4 themes were explored over the course of the year including: God within, Finding God in the ordinary, A heart for community and Growing in Faith using prayer journals. The staff also attended a spirituality day with CSO Education Officer, Ryan Gato focussing on Catholic Mission and Prayer.

With a move to a numeracy focus for School Improvement goals, staff participated in the Primary Mathematics Webinar Series presented by Professor Catherine Attard, School of Education, Western Sydney University. Also a whole day of learning with Mathematics Educator, Anita Chinn was held in collaboration with staff from Holy Family Merewether and St Columba's Adamstown. The day focussed on the teaching of maths using a hands on approach and rich mathematics language.

A focus on staff wellbeing and encouraging positive worklife balance with a focus on mindfulness practices and meditation for staff and students was also a highlight of weekly learning sessions throughout the year.

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)

At St. Joseph's we take pride in promoting and celebrating our Catholic identity. In 2022 we continued to promote our school vision statement: Through Truth in Christ we Learn, Love and Serve our Community. However, how we were able to do this was challenged, with the restrictions of Covid-19 continuing to impact on the ability to meet with our parish community and parent community for the vast duration of the year. We were however, able to continue to build on relationships during this period when care for students and their families was truly considered in terms of their physical, spiritual, mental and academic wellbeing.

These values are reflected in our school policies and practices and in our relationships with each other and our community. This aligns with the evangelising mission of the Church, by welcoming all and living out the Gospel values. Our school values SJC – Strive High, Live like Jesus and Care for our Environment help us to identify and practise respect for each other and our environment while connecting all we do to the story of Jesus Christ. The charism of our founders, the Sisters of St Joseph, and their history with the school since 1927 is reflected in our school crest and our welcome mural at the school's entrance. The school's office foyer, the staffroom and classrooms have dedicated prayer spaces highlighting events in the liturgical calendar and our school vision statement is displayed in these spaces.

St Joseph's Catholic Primary School, as part of the MacKillop Parish collaborates with the Parish Priest, and the various Parish groups such as the Parish Pastoral Council, St Vincent de Paul Conference and Sacramental Team through attendance at meetings, school liturgies and parish masses. We maintained connection with our Parish community during the 2022 Covid restrictions, with attendance by our Parish Priest, at the Opening School liturgy at the beginning of the year and End of Year Liturgy at school. We were able to continue the sacramental program during the year, with classes conducted via zoom for families. We were able to contribute to Project Compassion, St Vincent de Paul, Catholic Care and Catholic Missions through school based activities.

Special days and feasts within the school calendar are times for celebration as a community such as Catholic School's Week, St Joseph's Day, Mary of the Cross Mackillop's Feast Day and Reconciliation Week.

The St. Joseph's community is actively engaged in highlighting Catholic Social Teaching through social justice initiatives. The school has a large Mini Vinnies team who over 2022 have fundraised and developed awareness for key Catholic agencies such as SVDP as well as Caritas. They also have participated in assisting local causes of relevance to the school community eg RUNDIPG. This commitment to showing faith through actions included an increased focus on stewardship of the environment, with a focus on 'Keep St. Joseph's Beautiful' through the development of a nude food initiative and the establishment of an environmental team. This coincided with September being the month for Care for Creation month.

Regular prayer is an important facet of our school life, in the classroom, at assembly and in the staffroom. Every Monday morning our staff gathers to pray as we begin the school week.

The daily prayer of the Church, the Liturgy of the Hours, is used as well as staff prayer to commence each staff meeting. A staff spirituality day was held in Term 3 with CSO Education Officer Ryan Gato with a focus on prayer in our lives. Prayer in music and art were highlighted during this day allowing staff to find personal connections in these forms.

Each class implements structured Religious Education lessons equating to two and half hours per week. The weekly embedding of Catholic mindfulness practices using the book 'Sitting like a Saint' by Dr Gregory and Barbara Bottaro was a successful and enriching experience for teaching students how to pray, to learn about our faith's saints and to learn to calm and be still.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESAs) 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.

2022 saw St Joseph's enter its third year of our continued commitment to embedding Leading Learning Collaborative strategies and our understanding and application of the 14-parameter framework developed from the research of Lyn Sharratt to improving learning outcomes for our students. Our focus in 2022 was once again writing, with the finalisation of a whole school Writing -Teaching and Learning Statement, ensuring consistent and effective practices for teaching writing from K-6.

Professional learning focused on the implementation of case management approach to student learning with staff meetings three times per term to analyse student data, collaborative goal setting and feedback.

In preparation for the moving into a new focus area for 2023 staff were involved in Professional Learning opportunities in the area of numeracy. Partnering with sister schools, we worked with Numeracy expert, Anita Chinn to develop deeper knowledge and understandings of using mathematical language and hands on numeracy experiences to build student confidence and skills. Anita's Whole School Framework for teaching Maths was introduced to staff and unpacked at weekly professional learning sessions. Staff also participated in a webinar series with Dr Catherine Attard to build efficacy in teaching numeracy with a focus on problem solving, using technology, and programming.

Pedagogical Mentors continued to work with teaching staff through professional learning sessions, case management meetings and co teaching opportunities to build staff capacity in their understanding of the CSO Learning Collaborative strategic goal and how this aligned with our school focus on writing. A focus on the research of Rosenshine's 10 Principles of Instruction was used to develop deeper understandings of effective practices, with staff modelling, filming and sharing with each other examples of these principles in their classrooms.

Our Assessment schedule of collecting data from various sources (Acadience, PAT Data, COGAT and whole school writing assessments) were used for instructional decisions to ensure teaching and learning programs were responsive to student needs.

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	64%	52%	6%	12%
	Reading	68%	54%	5%	11%
	Writing	74%	50%	11%	7%
	Spelling	69%	48%	8%	15%
	Numeracy	42%	34%	8%	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	34%	31%	3%	14%
	Reading	57%	39%	6%	11%
	Writing	37%	25%	11%	18%
	Spelling	29%	37%	9%	14%
	Numeracy	24%	25%	9%	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

In 2022 St Joseph's Charlestown continued to implement our Positive Behaviours for Learning (PBL) policy and procedures. PBL is a behaviour management framework in schools that explicitly models, promotes and rewards positive behaviours while providing consistent structures in responding to negative behaviours. At St Joseph's our school values underpin our PBL approach and this was clearly demonstrated in the explicit teaching of focus positive behaviours and acknowledgement of student efforts in demonstrating these values throughout the year.

St Joseph's successfully utilises a pastoral care worker. This role has assisted with the improved well being of many students and built increased connection between our school and homes. COVID-19 continued to have a negative impact on well being in 2022 with increased anxieties impacting some student's attendance. Our school ensured regular communication with these families was a priority and had practices such as a welcoming presence at the school gate each day in the form of the Pastoral Care Worker and our school Principal which helped to ease some children's anxieties. This was well received across our school community. We also surveyed our school community with the diocesan Tell Them From Me Survey. The results were mainly positive with many parents expressing their gratitude and a deeper connection between the school and home.

Within the classroom resources from Bounce Back — a program that promotes social and emotional learning — as well as Zones of Regulation were used to assist in teaching these positive expectations and develop a whole school consistent approach to helping our students identify and access strategies to promote self-regulation. In 2022 more students reached PBL milestones known as 'Joeys' than in previous years, including awarding 7 students St Joseph's PBL medals.

St Joseph's takes our responsibility to keep all students safe very seriously. We speak with the students regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. Our Anti Bullying policy is actively implemented by all staff. Each year we continue to participate in the National Day of Action Against Bullying with a focus on encouraging all members of our community to take a stand when they experience or witness bullying behaviour. This year we combined this day with Harmony Day activities to celebrate the wonderful diverse and rich heritages of our students and their families.

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

During 2022 our school improvement goal has been centered around our Numeracy block and high impact teaching strategies. This included unpacking Rosenshine's "Principles of Instruction" as well as looking at evidence-based lesson structure for SJC based on these principles and Anita Chin's Numeracy 5 Part Lesson Structure. As part of our Leading Learning and Collaborative journey we have been moving towards staff using the Assessment Waterfall in their Mathematics lessons. This has been an easy transition for staff as they are confident and familiar with the Assessment Waterfall as this was our key focus with our 2021 SIP Goal in writing. In 2022 we embedded agreed practices for writing, and this is evident in classrooms and through the use of the Third Teacher. In 2022 our school held our first ever writing fair to celebrate our growth in writing. This involved having a whole school stimulus where students had an opportunity to write about this event. Parents and the wider community were invited to come and celebrate with our students and the achievement of writing goals since the implementation of our Clarity journey. It was a positive experience for all!

One of the highlights of our Clarity journey is the inclusion of both student and parent voice in achieving and sharing goals. Our students are improving in their ability to articulate their answers to the 5 questions and identifying personal goals. Writing samples and targets are regularly shared with parents as well as making each student's writing goals visible and an opportunity for both support and a celebration of effort and progress. As a result of our understanding of the parameters and Assessment Waterfall our teachers were able to co-construct a whole school writing statement that outlines agreed practices such as common metalanguage, and third teacher expectations. Bump it Up Walls can be seen in all classrooms as well as the collection and use of data and feedback strategies such as Two

stars and a wish which link directly to the success criteria. Our writing statement enshrines our belief that quality assessment informs instruction.

We have been moving towards beginning each Professional Learning meeting by looking at the data. Another focus has been on tracking student achievement through the Case Management approach, and unpacking best teaching practices resulting in student growth. Principal as lead learner, and all staff contribute their wisdom and expertise at CM meetings (shared responsibility). At these meetings teachers would bring student data (work samples) to present to the group, as well as an agreed template with information that provided a record of the next steps for both teacher and student. The same student's writing was discussed over the semester with growth tracked using the Literacy Progressions. By focussing on the one student and keeping the CMM group the same, authentic and data informed decisions were able to be made as all teachers in the group were able to "put a face on the data".

We have trialled a number of formats for CMMs since our LLC journey began and we have found that this consistent, predictable and focused CMM approach through PL sessions builds capacity in all teachers, creates a culture of collaboration and inquiry, and a shared responsibility and ownership of all students.

Our Pedagogical mentors have continued to delve into Growth coaching using the Co-Teaching Cycle. Our PMs have continued working with our champion teachers to embed a high impact strategy- TAPPLE to provide effective feedback and check for understanding.

Our watermark of GROWTH reflects not only how far we have come in our LLC journey but our commitment to ongoing and authentic conversations and practices that support our students, teachers and families towards continual improvement.

Our REC has been leading us through Catholic Mindfulness and formation with Ryan Gato (as a link to our SIP goals). Staff participated in a retreat day focussed on the various methods of prayer. Prayer in music, Prayer in Art and Prayer in the Environment.

During 2022 major maintenance funding was utilised to continue to improve the school facilities, made available through the Catholic Schools Office and Diocesan Building Levy, paid by parent contributions in school fees. This resulted in the refurbishment of our Kindergarten, Year 1, Year 2, Year 4, and 5/6 units.

New gardens have been created enhancing the aesthetic appeal of the grounds.

2022 saw the completion of the installation of a new playground with fort and slide. This was made possible through receiving a NSW Government, Community Building Partnerships Grant of \$80 000. The playground is a popular and wonderful addition to our school facilities.

Priority Key Improvements for Next Year

School Improvement Goals for 2023 will focus on Faith life, exploring Co-teaching options and an explicit focus on improving our Place Value data in Numeracy.

Our learnings around Lyn Sharratt's Assessment Waterfall will be transferred into a numeracy block, especially around Place Value. Staff will attend Professional development in a Maths PD with Dr Angela Rogers and Dr Bernadette Long from Simply Maths who will present our teachers with the latest research-based evidence to assist them to better identify and overcome common student place value misconceptions. Throughout these Professional Development sessions staff will explore various aspects of teaching Numeracy as well as developing their understanding of the importance of Place Value and Problem Solving. During our Staff Professional Learning meeting staff have opportunities to share how they are implementing these new learnings, strategies, and games in the classroom with their students. Staff will track place value data using our whole school tracker, which will then be used to form our new data wall and inform our case management meetings, again demonstrating how St Joseph's own the faces.

Again, Familiarisation of the new English and Mathematics 3-6 syllabus will be a priority in preparation for full implementation in 2024.

Faith life will be a priority as part of our SIP, specifically delving into prayer life and building connections with our parish and community.

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

2022 as mentioned above saw our first ever Writing Fair, celebrating student growth in writing and showcasing student samples. This event saw a large number of families attend and join in this celebration.

In 2022 we continued our high level of communication that was implemented during Covid. This included class SEESAW use, sharing student work and goals as well as continuing to share fortnightly Learning Overviews with feedback. This has been positively received by our parent community.

Our P&F were back in full swing after Covid and organised many fundraising events such as Mother's Day, Father's Day, Bunnings BBQ and most importantly our SJC Gr8 Race event, which again saw a large number of families attend and join in this community day raising approximately \$20, 000.

We also welcomed back Parent/ Teacher interviews resulting in positive relationships, support and the sharing of student learning goals.

Our parents responded positively to the 7 measures in the 2022 Tell Them Form Me Survey with the school mean above the region mean in 6 areas. Parents feel supported and welcomed at St Joseph's and are generally happy with the communication methods used by the school, stating that they feel well informed of teaching and learning as well as the events and classroom happenings.

An area for focus would be greater communication of home learning tasks with some parents unsure of expectations in this area and how best to support student learning at home.

Student satisfaction

Student voice is valued and regularly sought at St Joseph's. Students feel a true sense of connection to their school and know that all staff are committed to ensuring they achieve their personal best. Our students are proud and grateful for our expansive and natural playground environment. They enjoy representing our school at a variety of events and

showcasing our school to our many visitors, who also frequently comment on our happy, friendly and welcoming students.

The Tell Them From Me Survey indicated students generally feel safe, connected and supported. Student engagement in learning is positive and they have a variety of sport and cultural opportunities to participate in during school terms.

Teacher satisfaction

St Joseph's has a highly professional and skilled teaching staff who continue to show commitment to their vocation. Staff work collaboratively to achieve positive outcomes for students, and constantly strive to create a learning environment that addresses the needs of each learner. Staff participate in a variety of professional learning opportunities throughout the year and share this knowledge to benefit all students. Staff participate in many extracurricular events and are also frequently consulted to provide input and feedback to improve school practices.

The 2022 Tell Them From Me survey, indicated high staff satisfaction in the areas of staff collaboration, a positive learning culture and a strong use of data to inform high impact teaching strategies. Staff responded that the school is extremely inclusive and successfully works hard to meet the diverse needs of our students. An area of need as identified by staff is the area of technology, with staff looking forward to new smart screens and the introduction of ipads in classrooms K-4.

St Joseph's staff are highly respected by the school community for their commitment to developing positive relationships that enhance both their professional and personal lives.

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	\$3,954,214
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,064,146
Fees and Private Income ⁴	\$673,886
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$189,782
Total Income	\$5,882,028

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$109,780
Salaries and Related Expenses ⁷	\$2,984,523
Non-Salary Expenses ⁸	\$2,658,384
Total Expenditure	\$5,752,687

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