

2022

ANNUAL SCHOOL REPORT



St Joseph's Catholic Primary School

95 Williwa Street, PORTLAND 2847

Principal: Mrs Simone Taylor

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

About this report

St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB 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') demonstrates accountability to regulatory bodies and CEDB. 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 faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School 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 Primary School is the only small Catholic primary school at the eastern end of the Bathurst Diocese. In partnership with family, parish and community, the staff provide all students with opportunities to succeed and reach their full potential in a culture of high expectations and emotional well being. The mission of the school is to provide a quality learning environment which gives witness to the Gospel values of love, respect and justice.

New South Wales Education Standards Authority syllabuses including the agreed Australian curriculum content with Catholics perspectives for the Catholic Education Diocese of Bathurst are followed. Key Learning Areas include Religious Education, English, Mathematics, History, Geography, Science and Technology, Creative Arts and Personal Development, Health and Physical Education.

The Annual School Education and Financial Report provides the school community with reliable and objective information about school performance measures and policies. This report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the school's Annual Improvement Plan

Parent Body Message

In 2022, St Joseph's Parents and Friends Association functioned as a small cohesive group who continued to support St Joseph's School. Fundraising, the Parents and Friends Association's major role, saw our annual Mother's Day Fete moving to Father's Day / Spring Fete after Covid restrictions eased. This event was very successful and impacted positively on the whole school community as well as the Parish and town.

Contributing to the well being of the school by playing a supportive role, assistance was provided as restrictions eased. The School Tuck Shop, held every Friday, was reopened to begin the year and run by volunteers. The students were pleased to be able to use this facility again this year. In 2022, the organisational structure for the Tuck Shop continued with a Tuck Shop Committee and a number of meetings held to discuss improvements.

Being a small school, the staff and students are always very appreciative of everything that the Parents and Friends Association provides and everyone is looking forward to a return to activities next year.

The Annual General Meeting is always held in February, and a new Executive elected. New members are encouraged to join at any time.

Courtney Pelling

Student Body Message

We had a wonderful beginning to our year and were introduced in 2022 to our leadership class structured as Years 4/5/6. It was positive to see school return in a more normalised way after the impacts of Covid and to again be able to socialise within our school community. Year Six once again enjoyed the GRIP Leadership Day in 2022.

Socially and emotionally we were again able to interact with our teachers and friends. Our leadership in the school played an important role in assisting the younger students on their return to the classroom. Terms One and Two were still impacted by Covid and some restrictions but we thankfully saw these ease in the later half of the year.

We experienced learning in many different topics and on new and exciting ways. This allowed all students to learn their best. Our teachers in 2022 kept all students engaged in their learning and all staff were extremely good at their practice. Our teachers are very experienced in their job and make sure all students are happy and healthy. Our school has been very organised throughout 2022.

Events which contributed to the life of the school again returned in 2022. We enjoyed exciting experiences during the year that were able to be held: Swimming, Athletics and Cross Country events; Catholic Schools Week; Life Education Van; Dancing; Annual Father's Day Fete; 'Wandana' ; new 'STEAMWORKS' experiences - Bee Hotel workshop, Indigenous Cultural Day; Book Week and Book Fair; weekly sports events; Robotics; Zooms; Sora - online library; CWA and Social Justice Projects; Christmas Cards produced for Bob's Boys; Covid Tutoring Program; Touch and Rugby League Clinics. We again had fun raising money for Project Compassion, Catholic Mission - 'Soctober' and for our friends at St Joseph's Eugowra.

Having Tuck Shop each week was wonderful after it had been closed over the past years. Our highlights of the year were our whole school excursion to Sydney Zoo and the Yr 6 Excursions to Canberra and Mary MacKillop Place in North Sydney.

We were able to acknowledge the work of all students at our end of year Graduation Mass and Awards Ceremony. At our final 2022 School Assembly we were joined by our whole school community and performed musically as a Christmas treat. We welcomed our new Kindergarten friends in our Jump Into Joey's and Kindergarten transitions programs in 2022. We finished off our wonderful year with a School Disco which proved to be a wonderful experience for all of our students.

Year 4/5/6 Leaders

School Features

St Joseph's Catholic Primary School caters for children from Kindergarten to Year Six. Unique features of the school include its size, the positive attitude of all towards learning and the development of faith, resilience, responsibility, tolerance and self-confidence.

Founded by Saint Mary of the Cross MacKillop and started by the Sisters of St Joseph in 1908, our school is the face of the Catholic Church in the township of Portland. The parish church of St Vincent's is situated within the school grounds.

In 2022 we again saw weekly school/parish events impacted by COVID-19 in Term 1. We then moved to celebrate the weekly Mass as restrictions eased. The School Mass each week formed an important part of the school routine and special liturgies involved our school and parish families. Sacramental Programs and the Sacraments were celebrated in 2022.

Set on Convent Hill, St Joseph's has a generous-sized playground and playing field overlooking historic views of the town and surrounding landscape. The interaction of the children is of utmost importance to the staff who engage in effective strategies to develop mutual respect and a sense of fair play.

Education at St Joseph's School is aimed at the optimum development of each child. This aim is recognised and individual needs are catered for through differentiation in teacher planning and programming. Teachers plan and use a variety of assessment strategies which provide data on, of, and for student learning.

The Parents and Friends Association forms a critical part of the school with activities and events at the school supported and assisted with each year.

Even though activities in Term One were restricted in 2022 the following programs and special school events were undertaken: Catholic Schools Week - Learning Tabloids / Fr Grannall Memorial Tabloid Sports Event / Life Education Van / Social Justice/ CWA Projects and presentation/ ICAS Mathematics Competition /Jump Into Joey's / Diocesan Spelling Bee / Fr Rob Galea Concert / Kindergarten Transition Program / STEAMWORKs Workshops - Indigenous Dance, Bee Hotels & Indigenous Education /Catholic Mission - Soctober / Project Compassion / Fundraising for communities affected by floods.

Swimming, Athletics and Cross Country Carnival (school and regional levels) / Footy Colours Day / A Day For Daniel / Child Protection Week / E-safety Week / Safer Internet Day and webinars / Bullying, No Way Day / Clean Up Australia Day.

Educational Programs included: Sacramental Programs, MultiLit and MiniLit Literacy Intervention, Jolly Phonics, Jolly Grammar and Spelling Mastery, Robotics, Intensive Water

Safety Program, Covid Tutoring Program - Maths Mastery / CARS/STARS / PosiSchools Program / TESEP Incursion - Geology / Second Step Program and Athletics.

The Year 4/5/6 school entry into the CWA International Day Competition was favourably sought by the local members following many successes in past years. Year 4/5/6 successfully completed Social Justice Projects for Social Justice Week in conjunction with St Vincent's Parish.

In 2022 we were fortunately also to have musical concerts by visiting High Schools - Marist College North Sydney - 35 piece band and La Salle Academy Lithgow's music students.

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:

Girls	Boys	LBOTE*	Total Students
22	24	2	46

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 87.17%. 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
85.17	87.83	86.79	89.11	87.70	85.86	87.75

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 Executive Director of Schools and designated CEDB Safeguarding Officer are 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	11
Number of full time teaching staff	2
Number of part time teaching staff	3
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are 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 at these levels is as follows:

- 30 Conditional teachers
- 37 Provisional teachers
- 859 Proficient teachers
- 1 Highly Accomplished and Lead Teacher

Additionally, there are 13 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 Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of these professional learning sessions.

Summary of professional learning at this school

Staff Professional Learning Plans focused around the Mathematics Association of New South Wales : Mathematics Education: A Whole School Approach.

The faith development of staff focused on using the CEDB Faith Formation opportunities.

Professional Development for student safety and Wellbeing were also planned as part of the yearly professional learning for all staff and the implementation of the Child Safe Standards.

Some Professional Development days were impacted by COVID 19 and natural occurrences and were rescheduled in 2022. Professional Learning undertaken:

CEDB Leadership Programs were also offered to staff in 2022.

Term 1 -

- Quicksmart Training
- Middle Leaders Program
- Guidelines for Professional Conduct
- Safe Guard Training - Child Safe Standards
- MANSW - Mathematics Education: A Whole School Approach - Day 4
- REC Cluster Meeting
- New English Syllabus K-2 / New Mathematics Syllabus - online modules
- Andrew Fuller - Wellbeing
- Support Teachers Conference - Diverse Learning and Wellbeing Conference

Term 2 -

- Unleashing Potential
- MANSW - Mathematics Education: A Whole School Approach - Day 5
- MANSW Consultancy Day

Term 3 -

- Rob Galea - Workshop Praise & Worship
- MANSW - Mathematics Education Day 6
- Sue Larkey ASD Workshop
- Administration Conference
- Law Sense Zooms
- MANSW Consultancy Day 3

Term 4 -

- Writing K-2 Workshop
- Safe Talk Training
- AECG Meeting
- Mathematics Education: A Whole School Approach - 4 days Faith Formation - Building a Future of Hope
- CPR / Anaphylaxis
- First Aid Training

Catholic Identity and Mission

Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

The Catholic faith is authentically at the heart of the St Joseph's school community. Faith, learning and pastoral care are integral to our school's culture and lived each day as all students thrive in the small school setting. We believe that we can provide a faith-filled, caring environment where each child is given the best opportunities to grow and develop, striving for excellence in all areas of learning and building meaningful relationships with Jesus Christ and each other. As Catholic educators, we work in partnership with parents and St Vincent's Parish. All children are valued, active members of this spirit-filled community, which encompasses the Sacraments, liturgical experiences and prayer.

At St Joseph's we nurture the well being of all: students, staff and families. Students are encouraged to realise their full potential and the need to grow as valued members of our school and the wider world. Fostering self-esteem is essential in our school where individual growth occurs in an environment which encourages self-direction. Opportunities arise from pastoral care and social justice activities for the development of feelings, goals and ideas in a spirit of cooperation with peers. Social emotional learning is an important feature for each child as they participate in the Second Step program as well as daily meditation experiences.

The staff of St Joseph's aim to help students develop:

- * growth of knowledge and a love of Jesus Christ.
- * contemplative dimensions of prayer.
- * values of tolerance, respect and honesty.
- * positive attitudes towards learning.
- * the use of their talents.
- * interactions with other children displaying mutual respect and care. respect for the rights

and property of others.

* good manners and consideration for others.

* an attitude towards competition that applauds the honest efforts of others.

In 2022, families engaged in events, celebrations and experienced the mission of the school. Staff joined as partners with parents teaching and continuing on the faith journey of students. This partnership strengthened as we worked together to provide for all students, with the school taking a personalised role in monitoring the wellbeing of our whole school community.

Support to the school from the CEDB via the Understanding Faith, To Know, Worship and Love and Liturgy / Ritual / Prayer websites were a shared and very appropriate resource for teachers, students and parents and were successfully embedded into the students learning.

In 2022 Father Garry McKeown, as Parish Priest of Lithgow and Portland, continued to support the school spiritually and celebrated the Sacraments after the period of preparation by the families and the school.

The contact number for Father Garry at the Catholic Presbytery, Lett Street, Lithgow is (02) 63513092.

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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

In 2022 the class groupings were arranged in stages as outlined:

- Kindergarten / Year 1 - Early Stage One and Stage One
- Year 2 / Year 3 - Stage One and Two
- Year 4 / Year 5 / Year 6 - Stage Two and Three

The following initiatives continued in 2022

- Consolidation of requirements for new syllabuses and implementation processes
- Shared school vision for teaching and learning in all Key Learning Areas
- National Consistent Collection of Data - identification of specific students, which involved classroom observation and systematic testing to establish special needs and differentiation in teacher planning and student learning
- Analysis and discussion of data, specifically DIBELS data, Pat Maths and Pat Reading
- Assessment of student learning and collaboration by staff to determine teaching and student learning goals through work as a PLC (Professional Learning Community)
- Different needs of students addressed with parent feedback
- Follow up after absences to ensure completion of student work
- Engagement and conversations regarding the use of technology in the classroom with a focus on the correctness of online interactions
- Literacy Block
- Writing as a school focus for monitoring

- Mathematics as a whole school focus
- Stars Comprehension Program to ensure success for all students at their own level and further, to promote reading success
- Continued use of Jolly Grammar in all classrooms to support Writing and Spelling
- Use of resources to promote number sense
- Continuation of Second Step Program for student social and emotional learning
- Core Subjects
- Covid Intensive Tutor Program delivered focusing on Mathematics (Years 2-5) and Literacy (Year 1) and student behaviour & wellbeing (Year 1)
- Engagement and learning processes introduced as part of the MANSW Project - Mathematics a Whole School Approach
- PosiSchool's Program - Wellbeing and Mindset 21 Day Program K-6

Learning support programs continued and included:

- MULTILIT Reading Tutor
- Infants Phonics remediation individual programs
- Reading Our Way Program
- STARS Comprehension Support Program
- Covid Tutor Program - learning support
- Maths Mastery
- CAMS & STAMS Mathematics Program trial
- Cybersafety webinars
- 4/5/6 Real Talk

Curriculum programs used at St Joseph's in 2022 also included:

- Spelling Mastery

- Jolly Phonics
- Jolly Grammar
- STARS and CARS Comprehension Program
- Signpost Mathematics Program
- Second Step Program
- Weekly Matheroo
- Maths Mastery
- Real Talk Years 4-6 - Personal Development trial

A number of sporting clinics complimented the lessons taught each week in Physical Education and visiting Police Liason Officer assisted in supporting safe practices for students in regards to online usage.

Teachers used a range of digital technologies. The device per student policy saw Chromebooks, MacBooks and iPads used effectively. Some examples of programs were:

- Mathletics
- Reading Eggs
- Understanding Faith
- STEM
- Fitzroy Readers
- Spelling Bug
- Sight Words
- Sora
- Number Line
- Muse Score
- We Do Lego
- EV3 Mindstorms
- Bugs and Buttons

- [Google Docs](#)
- [Word Art](#)
- [Poster My Wall](#)
- [Inquisitive](#)
- [ICT Games](#)
- [ABCYA Maths](#)
- [Top Marks](#)

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

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	56%	52%	0%	12%
	Reading	40%	54%	10%	11%
	Writing	70%	50%	0%	7%
	Spelling	44%	48%	11%	15%
	Numeracy	33%	34%	0%	11%
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	33%	31%	17%	14%
	Reading	83%	39%	0%	11%
	Writing	33%	25%	33%	18%
	Spelling	33%	37%	17%	14%
	Numeracy	17%	25%	0%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue in 2022. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Pastoral Care and Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of

each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. 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.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

Initiatives promoting respect and responsibility

Staff at St Joseph's Catholic Primary School undertake initiatives and actions to promote respect and responsibility. The school strives to affirm and acknowledge the efforts of students to encourage them to make positive choices and help develop healthy self esteem.

The school's Discipline Policy is based on these values of respect and responsibility. High expectations of behaviour is a feature of the school with students responding well to set routines.

Following the Points System students are awarded the following awards for positive behavioural choices and attaining the appropriate number of points per fortnight. These points are used in the classroom and on the playground. Awards are given at the fortnightly whole school Assembly:

- Week 2 - Merit Award
- Week 4 - Principal Merit Award
- Week 6 - Bronze Award
- Week 8 - Silver Award
- Week 10 - Gold Award

Gold Awards recipients are acknowledged for outstanding application towards their schooling. Students with high level of attendance also acknowledged with an award and voucher in Semesters 1 & 2.

The following initiatives are designed to promote respect and responsibility. These affirm and acknowledge positive choices and develop a sense of self worth to make students more tolerant and accepting of others. They underpin the development of the school spirit and create the bond between students, staff and parents. It is an expression of the philosophy and vision of St Joseph's School, reflected in the quality of daily relationships. These

initiatives are carried out as a whole school, by the Year 6 school leadership team and by staff. In 2022 the following events were completed:

- Catholic Schools Week activities - School website and social media promotions.
- Father Grannall Memorial Sports
- School representation at the Portland ANZAC Day Service
- Laying of memorial crosses at the cenotaph in Portland
- Easter Liturgy
- School Liturgies and Sacraments
- Clean Up Australia Day
- Reconciliation and Harmony Week
- NAIDOC Week / Wandana
- Secondary School Work Experience student
- National Day of Action Against Bullying and Violence
- World Maths Day
- Poilice Liaison Visit - Keeping children safe in the community and online
- Diocesan Christmas Art
- White Balloon Day
- Jump into Joey's - Parent Information and Introduction session to welcome prospective students and families to St Joseph's for new Kindergarten students 2023 - to encourage new enrolments
- Formal Assemblies - Award presentations each fortnight organised by Year 6 school leaders
- Peer Partnering of Senior Students with Kindergarten students to assist with settling into school
- Sacraments & Sacramental Programs - welcoming families and students as more complete members of our church
- Captains' speeches at events - respect for visitors

- Project Compassion, Catholic Mission and Eugowra fundraising for those in need.
- SVDP Christmas appeal hamper

School Improvement

Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be viewed on the school website or obtained from the School office.

Key Improvements Achieved

From the St Joseph's School 2022 Annual Improvement Plan the following key improvements were noted:

- Spiritual Formation was given high priority through planning and resourcing.
- The school has developed a new Staff and Student Wellbeing Policy reflective of the CEDB Pastoral Care Framework and Child Safe Standards.
- Tiered intervention strategies were applied appropriately and consistently to meet the individual needs of all students.
- Recognition of Aboriginal history and culture were embedded into teacher programs
- Student management, engagement and academic growth.
- Positive relationships embedding the Child Safety Standards.
- Pastoral care policies, procedures and practices, Discipline and Anti Bullying Policies were reviewed.
- Importance of student learning and more formalised structures for student voice.

- Safe school buildings.
- High expectations.

Priority Key Improvements for Next Year

The following Key Improvements from the Annual Improvement Plan 2022 are as follows:

- Implement and embed a Wellbeing Policy based on the CEDB Pastoral Care Framework and Child Safe Standards.
- Roll out of the new Syllabus - Mathematics and English, to inform teaching within the school and assist with high levels of learning for all.
- Give priority to networking and professional development aimed at building teachers' numeracy skills through Mathematics: A Whole School Approach.
- High level of student engagement and improved learning focusing on curriculum delivery, teacher pedagogy and student engagement.
- Continue to develop opportunities for student voice and feedback to build empowerment and school pride.
- Work towards playground upgrades - Infants Playground and signage.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2022, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

Parent satisfaction

The main feedback from parents during 2022 came via the School Improvement Survey as well as Compass, email and telephone calls. Parents and families were valued as partners in student learning more this year as everyone worked together in mutually supportive ways. Notable features from the School Improvement Survey:

The school is positively perceived in the community as a happy, safe and nurturing environment.

Sense of community and how safe the teachers and other students are.

All staff are caring, competent, encouraging and friendly towards students and families. They have clearly promoted a strong love of learning for students and students are happy and feel safe.

Well organised and has a nice community feel.

St Joseph's is a great school ... that needs to be commended on their hard work and the care they have for all students.

Areas for development included engagement with extracurricular activities and teacher feedback to students.

Student satisfaction

The 2022 School Improvement Survey provided the following information from the students regarding satisfaction with the school:

Strengths:

Handling of problems at school.

Learning environments are organised to support and inspire student learning in a safe, secure and welcoming environment using different approaches.

Teaching different topics in different ways and assisting students to solve problems.

Learning about Jesus, God and the Bible.

Students have opportunities for leadership and have pride in the school.

Helping kids to learn, organisation and the teaching of all students.

Future Areas for Development:

Provide more opportunities for students on the playground and more equipment.

Teacher satisfaction

From the 2022 School Improvement Survey the teachers all displayed satisfaction with St Joseph's School in the following ways:

Staff work collaboratively together and there is a real sense of a team approach working towards similar goals for students.

The teachers have high expectations and academic growth is very important.

School staff working together as a team in the best interests of all students academic, social and emotional development.

Staff dialogue is important and communication works towards improvement.

Future Areas for Development:

Christian Meditation as a form of regular reflective prayer.

Development of students as critical thinkers, problem solvers and effective oral communicators.

Student Engagement.

Appropriate communication of annual key school improvement initiatives (goals) to school and wider community.

Students analyse and set goals for themselves Assessments that assist with learning.

Goal Setting for student engagement and academic growth.

Staff are committed to school and student improvement.

Financial Statement

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 here:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,011,056
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$282,043
Fees and Private Income ⁴	\$85,432
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$16,387
Total Income	\$1,394,918

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$37,866
Salaries and Related Expenses ⁷	\$947,348
Non-Salary Expenses ⁸	\$257,113
Total Expenditure	\$1,242,327

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