



St Joseph's School Numurkah

2022 Annual Report to the School Community



Registered School Number: 525

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

Parish Priest’s Report8

School Advisory Council Report9

Catholic Identity and Mission10

Learning and Teaching13

Student Wellbeing18

Child Safe Standards22

Leadership23

Community Engagement28

Future Directions30

Contact Details

ADDRESS	16 Tocumwal Road Numurkah VIC 3636
PRINCIPAL	Paul Arnel
TELEPHONE	03 5862 1804
EMAIL	principal@sjnumurkah.catholic.edu.au
WEBSITE	www.sjnumurkah.catholic.edu.au
E NUMBER	E3015

Minimum Standards Attestation

I, Paul Arnel, attest that St Joseph's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

22/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

Our Vision

St Joseph's Numurkah is passionate about education inspired by the vision and ideals of Saint Mary MacKillop.

At St Joseph's we believe

- "In never seeing a need without doing something about it" (St Mary of the Cross MacKillop)
- In providing a culture rich in Catholic Tradition and Faith where children will be inspired to live the Gospel Values of Jesus
- In offering a relevant curriculum that engages all children and challenges them to reach their full potential
- That the School Community nurtures the development of the whole child
- Our school is built on respect and an appreciation of individual difference

Because we believe firmly in our Vision Statements we are committed to:

- Celebrating the life and story of St Mary of the Cross MacKillop.
- Celebrating the life and values of Jesus through the Gospel.
- Implementing a challenging, creative and supportive curriculum that caters for all students.
- Providing programs and support that meet the individual needs of all students (social, emotional, educational, psychological, spiritual, physical and behavioural).
- Working to ensure an environment of mutual respect between all school community members.

School Overview

St Joseph's Parish Primary School has served our community for over 125 years after being opened in 1890 by St Mary of the Cross MacKillop. The school has grown and developed in striving to meet the needs of all the students and families that it has served over this time.

St Joseph's has undergone many changes and has recently experienced a period of strong growth and expansion. Today we have magnificent facilities that provide the best possible learning environment for our children. Our challenge is to adapt and work to provide an education that will best prepare our children to be confident and contributing members of modern society.

Principal's Report

It is with great pleasure that I present my report for 2022. Our year was somewhat more predictable than the two previous years as the threat of COVID diminished. We can look back on a most successful year of Living and Learning at St Joseph's. We are a proud and strong Child Safe Catholic Community.

Our classrooms are beautiful places and as a staff we must continue to build on our ability to utilise our open spaces for flexible and creative team based learning and teaching. The mantra is to challenge and engage every child. We believe the best way to do this is to work as a team and the best way to do this is effectively using Our open spaces. Our end of the year Senior School Refurbishment continues the good work in providing the best possible environment for our children.

I thank our Staff Leadership Team for their ongoing strength in ensuring we maintain focus and direction with our school culture, teaching and learning and Catholic Identity. NAPLAN Data continues to reinforce the success of our approach. The fact that we enrol a very high proportion of Children with Special Needs is testament to the way in which we serve our families and meet each child's needs on an individual basis.

It is important to note that we set out to provide a broad based educational experience with the employment of Specialist Teachers in Art, Library, LOTE, Physical Education and Music. We believe that it is important to expose our children to a wide range of subject areas in developing diverse skills, interests and abilities.

Our children embrace a culture of acceptance of differences and striving to do one's best - we want strong, confident and proud graduates. St Mary of the Cross MacKillop said "Never See A Need Without Doing Something About It". At St Joseph's we ask of our children to have a Positive Attitude, to be Aware of Others and Their Needs as well as Willing to Take Action. These Triple A Values underpin our social skills and behavioural management programs. I am very proud of the calm, respectful environment we hold dear.

The school's Financial Position remains strong. Gayle does an amazing job and continues to provide accurate financial insights as well as implementing efficient administrative systems. The annual audit recommendations support this strongly. I again note that we have worked to be in a strong position which continues to hold us in good stead in this unstable political and social landscape.

Our School Advisory Council provides excellent parent representation in coming to consensus in matters of policy, finance and planning while our P&F continues to serve our community proudly in fun and fundraising ventures. Community events such as the Fun Run and Family Breakfasts continue to feature on our calendar. The proceeds of their work can be seen in the excellent additions to our MacKillop Centre via the Shade Structure, Synthetic Grass and Built-in Barbeques.

The Out of School Hours Care Program continues to be a strong aspect of the service we provide for our families. The program viability is positive with us having both Before and After School Care and the very popular Vacation Care.

And finally, I thank and credit our incredible staff who make our school come alive. We have outstanding facilities, but this counts for nothing unless we have the people to utilise what we have and truly place the children at the forefront of their work. The group is happy to go above and beyond in serving our families and their energy and enthusiasm only steel my resolve to

continue to lead our community in striving to be the very best we can be. We face a challenging period ahead in adapting to a new Employment Award.

I also thank Father Jophin for his gentle and gradual inclusion into our community. We look forward to many years of positive and happy involvement.

And to Bryan Schreenan and our P&F and to Rachael O'Dwyer and our School Council, I thank you for your ongoing commitment and support that you provide in ensuring our school community remains strong and vibrant.

Live Life To The Fullest In Christ

A handwritten signature in blue ink, appearing to read 'Paul Arnel', is enclosed in a light blue rectangular box.

Paul Arnel

Parish Priest's Report

We welcomed Fr Jophin to our Parish and School and look forward to a long and faith-filled journey with him.

School Advisory Council Report

It is with pleasure I present the School Sdvisory Council Chairperson Report for 2022.

We have lived through a pandemic! Who would have thought with all the advances in medicine over the last 100 years we would see this!

COVID certainly had its turbulent times, but it also gave us plenty of learning opportunities and ways to improve. Many thanks to all staff for embracing and implementing change for the benefit of all the children. Of course our Zoom meetings were by far the best evidence of this even if you could hear me and I couldn't hear anyone!

Thank you to the Parents and Friends for their continued hard work raising funds for the improvements around our school for the benefit of the children.

This year we welcomed Frankie our support dog who is slowly becoming a part of the school family and the new outdoor shade structure and built in BBQ which have been used at many events held by our school since with great success.

As always thanks to great financial planning and management of prior years the senior school area underwent refurbishment over the Christmas break to allow for open plan learning and team teaching. The provision of offices for visiting clinicians an added bonus for children and clinicians alike.

We discussed many issues and ideas over the year. We also participated in the school review CoSSI.

To Paul, Dom and all the other staff that make our school feel like home, thanks so much. The children are so lucky to have such a wonderful team supporting them through their early learning years.

Lastly, thank you to my fellow board members for dedicating their valuable time and ensuring our children have the best environment for their education.

I am looking forward to another great year at St Joseph's in what is now a downhill run. My baby is a Senior! Bring on 2023!

Rachael O'Dwyer

School Advisory Chairperson

Catholic Identity and Mission

Goals & Intended Outcomes

At St Joseph's we have a strong commitment to our Catholic faith and traditions. We share the message of the Gospel through a thorough and rigorous planning of our Religious Education lessons (Source Of Life), Prayer and we promote Jesus as a model of how we treat others.

- *Using the Source of Life – Religious Education Program, including Godly Play.*
- *Parish based Sacramental program (family centred). Using the Steps Of Faith document*
- *Parish members help lead family groups as part of the Sacramental program*
- *School and Parish community support of children receiving their Sacraments, through poster making, card making, poster around church, presentation of students receiving Sacraments on a Sunday Morning Mass and school choir being a part of the celebration*
- *Whole school focus on a Sacramental Topic (Source of Life Family Faith Development session as part of our Sacramental Program*
 - *Family Mass an important part of the Sacramental program*
 - *Promote staff Professional Development to increase understanding of the catholic faith, support provided as needed*
 - *Encourage staff be part of Diocesan level retreats/pilgrimages - such as the Philippines Immersion Trip*
 - *Encourage all staff to be RE accredited*
 - *Regular 'Making Jesus Real' activities inline with the current Source of Life unit.*
 - *Active prayer celebrations : whole school community, staff and class level*
 - *As a community we gather for times of Prayer. Praying is part our daily life in classrooms, Monday morning whole school assemblies, Monday afternoon whole school community assembly, Stations of the Cross, Advent, School Board meetings, Staff Meetings*
 - *All classes take turns to lead Prayer at our weekly whole school assemblies*
 - *Regular Mass celebrations and para liturgies which are prepared by classes*
 - *We are well-supported in our faith journey by our Fr Michael Grace*
 - *Fr Joffin visits classrooms to share stories about our catholic faith*
 - *Our school promotes all community members to treat each other with respect and recognise the dignity of each individual.*
 - *Daily whole school prayer led by our Student Leaders*

Achievements

We are particularly proud of how we promote the story and vision of our founder St Mary of the Cross MacKillop. Our social skills and P.B.I.S program is centred around her message of "Never seeing a need without doing something about it."

- *Implementation of PBIS – Our Triple AAA program which is underpinned by the Gospel values and the Vision of St. Mary of the Cross MacKillop*
- *Giving support to families in need - pastoral care. The Giving Tree, fee relief, casserole bank, second hand uniform shop.*
- *St Mary MacKillop feast day celebrations and awards*
- *Josephite Sister logo on staff badges and student uniforms.*
- *Josephite sisters are invited and take part of our Mary MacKillop feast day celebrations*
- *St Mary MacKillop logo central to PBIS 'Our Triple A's' and also included on school documentation*
- *St Mary MacKillop is visible in our school; pictures, mural, statues and stained glass window*
- *St Mary MacKillop feature of our memorial garden*
 - *Enrolment forms/parent handbooks makes a clear statement about St Joseph's providing a Catholic Education*
 - *All policies have the basic belief 'In providing a culture rich in Catholic Tradition and Faith where children will be inspired to live the Gospel Values of Jesus.*
 - *Students are exposed to our Catholic Traditions through; daily prayer, liturgies, Sacramental program, attending regular masses and RE lessons*
 - *Staff regularly attend to and share their own faith through, staff prayer and meditation, being active participants in the Parish (where possible) and Professional development*
 - *We have a strong connection with CEO staff who come in and support staff and students on their faith journey*
 - *Staff are encouraged and supported to be RE accredited*
 - *Students are involved in many pastoral care/outreach programs; Meals on Wheels, St Vincent's Winter appeal, Caritas, Giving Tree*
 - *Opportunities for students to participate in Social Justice days of action (Events) Sandhurst Switches Off, Caritas*
 - *Social Justice is taught through classroom topics (Source of Life and through our Throughlines in Inquiry)*
 - *Students learn to understand about authentic service through; guest speakers discussing their experiences, researching organisations (Orange Sky) or individuals (Mother Teresa)*
 - *Year six students participate in Leadership days and Yr 5 Just Leadership days annually*
 - *Teachers have the opportunity to participate in Immersion experiences (Cebu) and share this with the school community*
 - *Students learn about the Indigenous culture in the classroom and through the F.I.R.E carrier program*

- *We are developing links with Indigenous programs to support student learning, such as Kaiela Arts Program*

VALUE ADDED

This is how we share our Catholic Identity with others :

- *St Joseph's Vision and Mission statement is on display in the school's foyer*
- *School policies strongly reflect our Vision and Mission*
- *School board understand the school's Vision and Mission and representatives from the school board were part of the creation of the documents*
- *St Mary MacKillop, our founder, is integral to our school's Vision statement;*
- *Our Vision refers to creating a culture rich in Catholic Traditions, we do this through; prayer, masses, liturgy, RE planning and teaching, Sacramental program, Making Jesus Real activities throughout the school, St Mary MacKillop feast day celebrations, Source of Life planning strongly supported by an understanding of Shared Christian Praxis, Social Justice teachings and emphasis in school (Caritas, Throughlines/Topics)*
- *Catholic Identity and faith are expressed through multiple and diverse forms of visual and performing arts, symbols, music and architecture (choir, Festival of the Sacred, Liturgical dance, visual reminders of Mary MacKillop (buildings named after her, statues, stained glass windows, prayer tables, crosses in the classroom)*

Learning and Teaching

Goals & Intended Outcomes

Learning & Teaching

We have two straight classes of our youngest boys and girls, our Preps. We believe they have particular needs in starting school, with regard to getting used to the routine and expectations of living and learning on a full time basis. Our nurturing environment eases the children in and sets them off on course for their primary years of learning.

Our Junior School combines our Year One and Two levels. Our four classes of young and dependent learners are provided with much individual and focused attention. Suitable support is provided to ensure that each child secures the basic building blocks of literacy and numeracy. We seek for each to be happy and secure at school in their learning journey.

Our Middle School is made up of four classes of Year Three and Four students. We promote greater independence and self-discipline in our children as they grow to extend their wealth of skills, knowledge and abilities. We continue to support those students requiring continued focused attention while allowing students with well-developed skills greater challenge in research and extension.

Our Senior School consists of four classes of Year Five and Six boys and girls. This grouping serves to provide harmonious learning communities. The pressures that straight senior classes can bring regarding peer pressure and social competitiveness are diminished as we build a genuine learning community. This innovative structure provides our students and teachers with a calm living and learning environment where we focus on a combination of explicit teaching, focused group work and independent research tasks.

Programs

Learning Programs at St. Joseph's School support the children in their growth and development in all areas, preparing them with lifelong skills that will help them to believe in themselves and their abilities and to be able to contribute positively to their world. Our curriculum is based on the Victorian Curriculum.

Religious Education

We believe that each child is important and valued and that all have something to contribute. Every child has the right to live happily and achieve fullness of life with God - and to grow and learn in a community where Christian values are taught and modelled daily. We endeavour to foster and continue the development of our faith tradition which begins at home. Prayer and Religious Education lessons are a part of our daily routine, and we have regular School Masses. We implement and coordinate the Sacramental Programs of Reconciliation, Eucharist and Confirmation through our Parish for those families who choose to participate.

Literacy

Literacy incorporates the skills of writing, reading, speaking and listening. We have a school plan that sets out how we work to ensure success for all students. This Literacy Plan outlines how we organise our teaching and learning. It is based on a Prep to Year 6 continuum of

consistent good practices that are drawn from the most recent programs such as CLASS, 1st Steps and THRASS.

In our Literacy Classes, students work in focus groups where activities and experiences are planned and implemented based on the needs of the children. These skills and strategies can then be applied to relevant learning activities across the day.

Numeracy

Through Mathematics children develop concepts, skills, applications and processes which allow them to participate meaningfully in society. Mathematics can be viewed as an abstract discipline, but it must also relate to everyday situations and be integrated with other curriculum areas.

As with Literacy, our classes are structured so that focus group teaching forms the basis for our practice. Skills are taught to target groups within the class, so challenge is presented to all and the needs of individual students are met.

Digital Technologies

St. Joseph's School embraces the technological advancements in our society. We are committed to students becoming more innovative, knowledgeable, skilful and adaptable in the use of technology.

Subsequently, each area has its own bank of laptops, i.pads and other suitable hardware (e.g Smart TVs)that are wireless networked and available for use throughout the day.

Our I.T. expert is Ray Goldsack.

Physical Education & Sport

We offer an extensive program of fitness, skill development, sports competition and representative opportunities. Our Physical Education is coordinated by our specialist, Shane Merkel. The program develops fitness and skills. We have School Swimming, Cross Country and Athletics Carnivals. We participate in Inter-School Sports and encourage involvement in a wide range of representative sports. We also come together as a school for our Annual Twilight Sports.

Inquiry

Our Inquiry units of work draw their content from a range of curriculum domains. These units aim to develop our children's capacity to manage themselves and their relationships with others, understand the world around them and to act effectively in that world.

Examples of these units this year are titled :

Under The Sea, Reuse Reduce Recycle, Government.

These units are planned to cover all subject areas over a two-year cycle.

Excursion Program

Our boys and girls also participate in an excursion program that provides them with opportunities to live and learn out of the normal school and home environment.

Preps : An Afternoon at School. Our Preps enjoy a number of day trips. They also stay at school for an afternoon when everyone else has gone home. They participate in a range of activities while enjoying being the big kids at school. It's a BBQ tea then off home after a big day.

Year One and Two : Sleepover. These children get to sleepover at school and enjoy a range of evening and night activities linked to our Health and P.E. curriculum. For some, it's their first night away from family. They also enjoy a number of day trips.

Year Three and Four : Overnight Excursion. Our Middle school children travel away on a two-day educational excursion. It is usually not too far from Numurkah.

Year Five and Six : Major Excursion. The Year five and six students head off on a four day excursions to destinations such as Canberra and Borambola (Fun and Fitness Camp – Wagga).

The Arts

The Arts, which are an essential part of our life and culture, provide children with pleasure and enjoyment. They enable the children to express themselves in a creative way according to their own personality and talents as well as learning the skills involved in each domain.

Art and Craft

We have a specialist art program and a beautiful facility that is second to none. Our children's creativity and artistic skills are nurtured and developed. Carol Lawless is our Specialist Teacher.

Music

Tim Harber is our Specialist Music Teacher. He implements our Music Program in ensuring a basic knowledge of Music and a practical instrumental skill level is gained by our students.

We also have opportunities to perform and share such skills and abilities through the school. Our school choir meets regularly and sings at School Masses, Assemblies and Community Events.

Performing Arts

Our teachers utilise the state-of-the-art Mary MacKillop Centre which boasts a magnificent stage and the latest in sound and video technologies in implementing our Performing Arts Program.

LOTE (Languages Other Than English)

Our LOTE Program focuses on a particular language. This approach allows our children to learn basic language, be exposed to a different culture, customs and traditions from countries from around the world. Our LOTE teacher is Tim Harber.

Library

We have a magnificent Library that is maintained by Mary Laidlaw. The children have a specialist lesson each week where they learn the skills of the Library, borrow books and continue to nurture a love of Literature. This is also a major research centre for our boys and girls.

Achievements

We look to support our students with Special Needs as best we can. We accept differences in all our students and to those with specific needs or difficulties we offer extra support and assistance. Currently, our school employs eight teacher assistants who work to support children with special needs and implement individual programs that assist in their learning.

We also employ Speech Therapist Lauren Cook, to support children with such needs.

Welfare

St Joseph's Welfare Program is based on Christian Values and Beliefs and is seen as an essential ministry within the School Community.

Our Religious Education Program, PBIS and Social Skills Program teach different aspects of welfare but serve to reinforce our intrinsic Christian values.

Our Social Skills Program focuses on basic skills such as “Using People’s Names”, “Respect”, “Tolerance” and “Manners”. These weekly topics are taught in our classrooms and reinforced in assemblies.

We strive to support all of our families when required, whether it be through linking with community agencies, providing specialist advice or a casserole from our casserole bank. In addition, we have activities such as our Mother’s Day and Father’s Day Breakfasts which celebrate our community and provide a fun and social opportunity to get together.

Ruth Hartnett-Carr is our Well-Being Officer. He is also available to serve those in our community who may be experiencing difficulty in a range of social, emotional or personal situations. Ruth is currently implementing the Seasons For Growth Program (Loss and Grief) and a Social Skills Development Program for those children requiring specific social guidance.

We also access Diocesan Specialists (eg Psychologists, Occupational Therapists) who support us to ensure that funded programs are adapted to meet specific needs of our students.

STUDENT LEARNING OUTCOMES

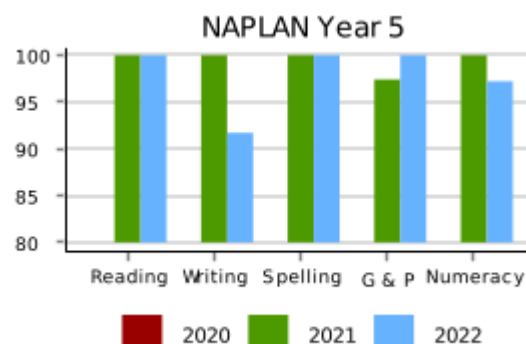
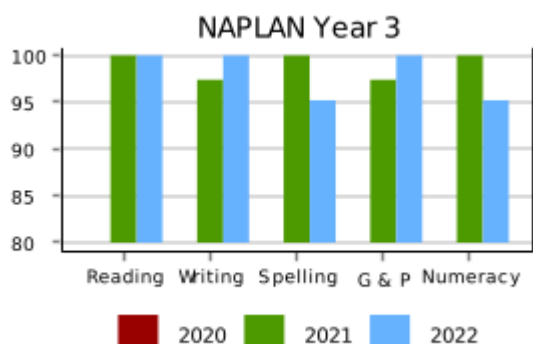
We use a variety of data sources to track and set goals for the school and students. NAPLAN, ACER Testing and ongoing classroom assessments provide important data sets to track achievement and set goals.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 03 Numeracy	-	100.0	-	95.2	-4.8
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	95.2	-4.8
YR 03 Writing	-	97.4	-	100.0	2.6
YR 05 Grammar & Punctuation	-	97.4	-	100.0	2.6
YR 05 Numeracy	-	100.0	-	97.2	-2.8
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	91.7	-8.3

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

The school has developed a vision for a safe, positive school environment to enhance student wellbeing, and learning has been developed and communicated. School direction is responsive to current research, relevant legislation and policies. Evidence-based approaches are used to implement the vision. Staff are committed to creating a safe, positive school environment. There are opportunities for student, staff, families and the wider community to be involved in a range of school activities and contribute to school planning. There is a sense of welcome and hospitality for all members of the school community. School communications are inclusive and accessible to all school communities and families.

School systems and processes promote relationships, connection, success and a sense of belonging. Supporting student behaviour is evident in all relevant whole-school policies. The school has carefully selected evidence-informed, positive behaviour management approaches. Staff, have a clear understanding and consistent implementation of selected, positive behaviour management processes in classrooms and school-wide contexts. Learning and teaching supports student growth towards self-motivation, independence and interdependence. There is a strong focus on student engagement in and out of class, including those at risk of missing out. Relationships in the school are characterised by mutual respect, trust, confidence, understanding and empathy towards each other. Approaches to behaviour support provide a consistent message to all members of the school community.

All policies, procedures and documentation reflect an awareness and sensitivity towards the needs of all groups in the school community. The needs of specific groups (race, religion, refugee, disability, sexuality) in the school community have been addressed effectively and systematically. The management of all aspects of inclusion is effective and well planned. Students are treated in a fair and inclusive manner, made aware of their rights and responsibilities and encouraged to respect the rights and views of others. There are some links made with Catholic Identity and Catholic Social Teaching. Explicit pro-social values are taught modelled and promoted across the school (respect, acceptance of diversity, fairness, honesty etc.).

The Pastoral Wellbeing policy is inclusive of the three tiers of prevention, aligns with relevant policies and has been developed in consultation with staff and parents. There is widespread staff and parental ownership of the policy. All new staff receive training as part of their induction program, ensuring that they fully understand school policy and procedures. The policy is reviewed as part of a regular cycle and is taken into account in strategic planning. Policies and practices within the school identify roles and responsibilities. There is a designated school leadership role with responsibility for pastoral Wellbeing. The school has an active Pastoral Wellbeing Committee with wide representation from the school. There is a focus on the need to recognize, and act on, early signs of student difficulty. Implementation is focused on ensuring students and families are connected with help before difficulties worsen. A planned program of intervention and support takes place. The school works in partnership with parents, the student, carers and service organisations to plan for, and support, students experiencing difficulties. The program of intervention and support is reviewed and revised as needed. An audit of training needs is regularly carried out and addressed in strategic planning.

Staff, parents and students work together to create an effective learning community. The school provides information and ideas to support parenting and opportunities for families to extend

their social support networks. There are established channels of communication that connect schools, families, students and the community. Opportunities for involving families in the school community are available, including for those who do not volunteer at school. The school works to engage 'hard to reach' parents and guardians and to include parents in school decisions, developing parent leaders and representatives. Parents have access to school policies that affect a child's education. The school serves as a link to community agencies, supporting families to connect with community support services. The school accesses the local community to strengthen school programs

There are clear and congruent links between pastoral wellbeing and other policies. There is a consistent message promoting relationships, ethos, communication, management and inclusion. The school has a designated Pastoral Wellbeing Coordinator with clear responsibilities, aligned with school policies. A representative group works with the coordinator to support the implementation of pastoral Wellbeing initiatives. Many staff members understand and take responsibility for pastoral Wellbeing. There is regular evaluation of the impact and effectiveness of pastoral Wellbeing in the school.

Achievements

We look to support our students with Special Needs as best we can. We accept differences in all our students and to those with specific needs or difficulties we offer extra support and assistance. Currently our school employs eight teacher assistants who work to support children with special needs and implement individual programs that assist in their learning.

We also employ Speech Therapist Lauren Cook, to support children with such needs.

St Joseph's Welfare Program is based on Christian Values and Beliefs and is seen as an essential ministry within the School Community.

Our Religious Education Program, PBIS and Social Skills Program teach different aspects of welfare but serve to reinforce our intrinsic Christian values.

Our Social Skills Program focuses on basic skills such as "Using People's Names", "Respect", "Tolerance" and "Manners". These weekly topics are taught in our classrooms and reinforced in assemblies.

We strive to support all of our families when required, whether it be through linking with community agencies, providing specialist advice or a casserole from our casserole bank. In addition we have activities such as our Mother's Day and Father's Day Breakfasts which celebrate our community and provide a fun and social opportunity to get together.

The following are examples of how our wellbeing and engagement are enhanced at St Joseph's :

A planned, formal Social & Emotional Learning program takes place within the everyday classroom and is regularly revisited. The SEL curriculum is developmental, teaches the 5 core competencies, is evidence-based, has a theoretical framework and student assessment measures. Appropriate social and emotional resources are used. The school is effective in the education and protection of at-risk students. The school regularly evaluates the impact and effectiveness

Ruth Hartnett-Carr is our Well-Being Officer. He is also available to serve those in our community who may be experiencing difficulty in a range of social, emotional or personal situations. Harris is currently implementing the Seasons For Growth Program (Loss and Grief) and a Social Skills Development Program for those children requiring specific social guidance.

We also access Diocesan Specialists (eg Psychologists, Occupational Therapists) who support us to ensure that funded programs are adapted to meet specific needs of our students.

STUDENT SATISFACTION

2022 was a year when our community readjusted to the new norm, post COVID. This presented some challenges to Living and Learning at St Joseph's as we all worked back into our regular weekly and year routines.

Feedback from students indicated a continued high level of support for the work of staff :

- "Our teachers are always willing to listen if we have a problem or need help" (Year 3 Student)
- "The school is a very safe place and I enjoy coming each day" (Year 5 Student)
- "The staff are always willing to help out and take time out of their day to deal with any problems that we have" (Year 6 Student)

STUDENT ATTENDANCE

Families can inform the school of their child/s absentee from class by using our online program (PAM), email teacher/office and/or call the office. Students that are absent for unknown reasons, parents/caregivers will be sent an SMS to alert them.

If students are continually absent for unknown reasons teachers and/or the office will follow up with families.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.9%
Y02	86.1%
Y03	87.8%
Y04	85.5%
Y05	83.8%
Y06	87.1%
Overall average attendance	86.2%

Child Safe Standards

Goals & Intended Outcomes

Commitment to Child Safe

St Joseph's is a Child Safe School. We understand the Ministerial Order 870 at both Staff and Board Level.

Following a Child Safe Audit, new policies such as those dealing with all aspects of Child Safety i.e. Grooming, Safety, Reporting, Failure to Disclose and Failure to Protect were drawn up and implemented. Our Code of Conduct, Duty of Care Statement and other relevant policies were revised and ratified.

Achievements

As a Staff we revised our Curriculum to make sure the Child Safe issues were addressed. The Daniel Morcombe program was implemented throughout the school and will be a resource which we will use each year. Our community was made aware of our Approach to Child Safe via our School Newsletter and Website. We employ the CompliSpace Program to maintain and update Policy.

Leadership

Goals & Intended Outcomes

The Principal and school leaders model right relationships through a sense of welcome, hospitality and respectful interactions. School leaders believe that all are essentially good, created in God's image and open to God's grace. The actions of the Principal and school leaders reference the mission of Catholic education as they work to transform community and continue to clarify their shared purpose. The Principal and school leaders ensure that members of the school community are empowered to positively impact on student learning. Staff are encouraged to engage in positive risk-taking. The Principal and school leaders engage the community in cycles of strategic renewal through development of the School Improvement Plan and the implementation, monitoring and evaluation of the Annual Action Plan. The school's Vision Statement, Identity Statement and Graduate Outcomes inspired by the Catholic story are clearly documented and becoming embedded through daily dialogue, practises and relationships. In stewarding the school community, the Principal, school leaders and school Board are accountable for and nurture the tradition, spirit and story of the school. The Principal and other school leaders promote and lead learning, inspired by a belief in personal transformation and the flourishing of the whole person. The Principal and school leaders maintain their professional life and nourish their vocation by developing their spiritual, intellectual and emotional lives in order to better serve their school community. School Leaders encourage staff to work collegially to improve their practice and develop feedback processes. The Principal and school leaders act ethically and in line with the mission of Catholic education. The Principal and school leaders recognise that the most precious resource within the school community is the people within and therefore actively visibly care for all.

Achievements

Our achievements :

- Our Vision is in all policies, on our website and in our foyer
- We value our History & Tradition - We Share our Story (Mary MacKillop) Awards, symbols, celebration of Mass; Assembly prayer
- Student Leaders are valued, they do Meals on Wheels, lead Mass, Assemblies, ANZAC Day Ceremonies, Community Reading Day, Remembrance Day
- We nurture a Culture of Respect & Inclusiveness Culture
- Our Enrolment Policy ensures all are welcome
- We value and share Insight SRC data

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Staff

The staff is our school's greatest asset. Our group of committed professionals work to care for and teach our children, utilising the very best of facilities that St Joseph's provides, while continuing their own growth through on-going professional development.

Professional Learning

All staff participated in and are supported through our Professional Learning Program.

Each have an individual plan that maps out mandatory, school based and personal PL activities

that serve to maintain and update relevant skills and knowledge. Our school focus was on our

Inquiry Mindset Project in Spelling as well as our continued development of our ability to team

teach in open spaces. Other staff are part of Diocesan Curriculum Teams (Learning and Teaching, R.E., I.C.T., Library, Maths and Welfare) which keep us up to date with current learning and teaching principles. Individual experiences were also provided on a needs and interest basis.

St Joseph's Numurkah

Staff P.D. Schedule

MANDATORY

There are some Professional Development areas that are mandatory. Knowledge and skills developed in these areas fulfil basic professional requirements.

First Aid

Anaphylaxis

Mandatory Reporting

Child Safe Standards

Disability Standards for Education

REQUIRED

There are other Professional Development areas that support School Policy and Practice. Effective involvement in these areas allow for suitable engagement in and understanding of our school.

Spirituality

R.E Accreditation

Understanding ASD

Team Teaching in Open Spaces

Staff Meetings

Inquiry Mindset Project - Spelling

Curriculum Groups
 Data Analysis (Naplan, Insight SRC, ECSI)
 P.B.I.S - Triple A's

On an Individual Basis

PROFESSIONAL LEARNING TEAM

There are also Professional Development areas that involve learning as part of a team. Knowledge and skills developed in these areas allow one to participate effectively as part of a PLT.

PLT Meetings - (Beliefs / Norms / Protocol), Data Analysis
 Moderating, Program Planning and Implementation,
 Mini-cycles of Inquiry - Assess, Teach, Track, Adapt
 Professional Reading, Reflection and Dialogue, Google Docs

PERSONAL

And there are other Professional Development opportunities for all staff to engage in either as a group or individually, depending upon their role or their own personal or professional interests or needs. These opportunities are discussed and mapped out as part of each person's Annual PD Program and Performance Review Process.

- RE Accreditation
- Reading Recovery
- Network Meetings
- Learning Leaders
- Performance Development

Number of teachers who participated in PL in 2022	26
Average expenditure per teacher for PL	\$1220

TEACHER SATISFACTION

Staff were asked to accept an unprecedented challenge in engaging and challenging students during extended periods of Remote Learning as a result of the COVID pandemic. The year 2022 presented its own challenges as we worked to create a new norm.

Principal, Paul Arnel commented, "Staff were outstanding in adapting to and creating solutions to the many challenges that remote learning brought. Their effort, initiative and willingness to

give of themselves was quite incredible. We emerged from the disruption of the pandemic and looked to re-establish patterns and routines that for some, were unknown. I can only thank and congratulate our staff for their work and commitment".

Staff feedback included such comments :

- "I always enjoy coming to work because of the community feel and friendships made"
- "We are always challenged to do our best for the students"

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	90.9%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	89.5%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.3%
Graduate	13.0%
Graduate Certificate	0.0%
Bachelor Degree	56.5%
Advanced Diploma	30.4%
No Qualifications Listed	26.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	22.8
Non-Teaching Staff (Headcount)	19.0
Non-Teaching Staff (FTE)	13.7
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

We as a school community work as one to ensure our children have the best possible Living and Learning Environment. The year 2022 was an exciting year with our transition out of COVID. We were able to connect with families around the school physically unlike the previous years.

Our P&F President sums things up appropriately in his report following.

Achievements

2022 P&F President's Report

St Joseph's Primary School is highly respected by the community, it has great values and creates a safe and friendly learning environment for students and their families. I feel very grateful to have been again trusted to represent St Joseph's P & F as their President. The year 2022 was another stable year within the P & F committee, with all members continuing their roles from 2021. We were also joined this year by Ronnie Watson. We are expecting big things from Ronnie in 2024. I am very grateful for everyone's continued contribution and hope that we can all continue on in 2023. Our recently held Fun Run was once again a successful event. This year's event was faultless with my congratulations another great job. The whole community was involved, including sponsorship from local businesses and volunteers from local organisations like the CFA and the Lions Club, which helped out on the day. It is such a great event for the school, the school community and the community at large, that even if we didn't make a profit it would still be a worthwhile and successful event. Fortunately it also ran at a significant profit. Many thanks to Andrea Dobson in her last year on a fantastic effort at running such a successful community event. Andrea has done a magnificent job in running the event over the last eight years, and we are very grateful for the meticulous way in which she has run the event. She leaves big shoes Tam Martin to fill. We managed to host quite a successful mother's and Father's Day breakfasts last year and Rush Cafe put on a fantastic spread for our Mothers and Grandmothers. The Father's very happy with the quality Mac Muffins that the mother's cooked on our splendid BBQs and very much enjoyed being outdoors under the awesome pavilion . We have committed some of our funds to some more shade structures in the main student courtyard. We funded synthetic grass under the P&F Pavilion which has made the area more durable after trialling natural grass for 12 months. The P&F were very pleased to be able to assist in the purchase of a school dog, Frankie the wonder dog. We continue to contribute funds to support the running to the canteen. With a bank balance of \$40 748 we will continue to look for more ways to contribute to projects at St Joseph's Primary. Finally, the highlight of the year for me as President of the P&F was successfully captaining both the twilight sports running team and the Parents Swimming Relay Team to strong s wins over the staff teams. In fact, in both events we managed to beat the staff twice with the two teams that we entered each race. We look forward to defending our wins at next year's event. Congratulations to all involved. Thank you for a year that saw us return to normal again and let's hope 2023 will be just as great. St Joseph's Primary School is highly respected by the community, it has great values and creates a safe and friendly learning environment for students and their families. I feel very grateful to have been again trusted to represent St Joseph's P & F as their President.

Bryan Schreenan

P&F President

PARENT SATISFACTION

Our Parent Community is given many and varied opportunities to be connected and involved in their children's education. We very much welcome and encourage our parents to be involved in our school at all levels. For example, our day begins with opportunities for parents to read with children in classrooms. From there, we invite parents and guardians to come along and join us in such activities as : Parents and Friends Association, Prayer Celebrations, School Canteen, Library – cataloguing, book covering, Weekly Assemblies, School Sports Days, School Celebrations, Working Bees. Excursions. School Board. Fun Run. Fete, Veggie Garden

The general feedback from parents around the work of our school was most supportive. Comments included :

- "Great community to be a part of and our kids love going to the school" (Year 5 Parent)
- "There is lots of support for the kids if they are having problems both inside and outside the classroom" (Year 1 Parent)
- "My kids love the school and all the opportunities they get to be a part of" (Year 3 Parent)

Future Directions

The goals set out in each area of our School Improvement Plan were the source of direction for us through 2022. Progress was reported on at each of our School Advisory Meetings throughout the year and documented in the Meeting Reports and Minutes..

At the end of 2022, our Staff and School Board took time to review the overall situation and assess how we worked to achieve what was planned. It was most satisfying to take this time and identify that much of what was set out has been done as well as many other achievements that came to be along the way.

We look to set a new plan in action for 2023.