

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St Joseph's Primary School

1 St Joseph's Drive, TAREE 2430

Principal: Mr Frank Jones

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

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## About this report

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St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

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## Message from key groups in our community

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### Principal's Message

I am so proud of the achievements of the school in 2022. The staff certainly lived out our Mission Statement of "Doing whatever it takes to serve our learners".

Our key foci in 2022 was the continuation of our 2021 work in the following areas:

- Student learning – specifically reading.
- Catholic Identity.
- Student wellbeing and Parent partnerships.

We emerged in 2022 from the shadow of the pandemic which had hampered the opportunities for extra curricula student activities, professional learning of staff, and relational and learning activities for parents.

A key component in striving for continuous improvement in these areas was the targeted Professional Learning undertaken by the staff. Not only was the professional learning targeted but it was comprehensive, challenging, consistent, and embedded into our daily work practices through regular meetings and in-house training. Further on in this report we will elaborate on the specifics of our professional learning across all domains.

Complementing our professional learning is the staff's willingness to operate under the shared belief that all children can learn, and all teachers can teach. Added to this is their commitment to undertaking of the following 14 Parameters of effective learning;

1. Shared Beliefs and Understandings – the community is working for the same cause.
2. Embedded knowledgeable others – recruitment of quality staff and in house training.
3. Quality assessment informs instruction – identifying need and providing differentiated instruction.
4. Principal as lead learner – The Leadership team journeying with staff keeping the agenda front and centre.
5. Early and ongoing intervention – Implementing appropriate intervention programs for students.
6. Case management approach – Putting a face to the data; giving students what they need.

7. Focussed professional learning at staff meetings and Professional Learning Community meetings – Our staff meetings are committed to providing continuous learning and improvement.
8. In school meetings – collaborative assessment of student work – the teachers meet weekly to discuss their practice and the students learning.
9. Book rooms of levelled books and multi-modal resources – the creation of a staff resource room.
10. Allocation of system and school budgets – an increase of spending on student resources such as technology and staff professional development.
11. Collaborative inquiry; A Whole system, school, classroom approach – we are aligned with the systems requirements and have a service to context mentality.
12. Parental and community approach – the creation of a Parent Engagement Group and the provision of opportunities for the learning between home and school to be nurtured.
13. Cross curricula literacy connections – the critical work we are doing in the “Science of Reading” is allowing students to access their learning in all Key Learning Areas.
14. Shared responsibility and accountability – as described in parameter 1, we are heading in the same direction for the same cause, We win together and we strive to be better together.

### Parent Body Message

In 2022 we formed a Parent Engagement Group (PEG).

This new concept of parent engagement led us away from the traditional parent association format with a focus on the fund-raising aspect of the group. Instead we now have a focus on parents engaging in the learning process of the school and how we as parents can become more involved in our children’s academic and social development.

We worked with the Principal in 2022 and have identified four dimensions that we would like to operate under and within these create further opportunities for parent/ school relationships.

These four dimensions are:

1. Communicating between home and school to build parent involvement.
2. Connecting learning at home and at school to support parent engagement.
3. Participating at school which builds on parent collaboration.
4. Consulting in decision making and sharing power, responsibility, and ownership.

Our work, while already achieving positive outcomes for our families will never be complete as we adopt the school's motto of "Continuous Improvement for Continuous Learning." We look forward to continuing this work in 2023.

### Student Body Message

In 2022 the student enjoyed the opportunities that were available with the reduction of the restrictions imposed due to the pandemic.

We were able to participate in wide range of academic, sporting, cultural, and social events. This was not just inside our school, but against and with schools within the region.

We embedded our monthly student voice sessions which allows the Year 6 leaders to lead small groups of students in discussions around a variety of wellbeing and operational issues. Our discussions produce data, and this data was used by the school to make changes. We appreciate the voice we are given and understand the responsibility that this opportunity provides.

Examples of these changes can be seen in the

- lunch time duty roster which provides coaches for sports
- lunch time clubs such as Chess and STEM
- student membership in the schools Positive Behaviour for Learning committee

We have also noticed a change in the classroom instruction and all students appreciate these changes as they have increased the enjoyment of our classroom experiences. We thank everyone involved in providing these opportunities for the students in 2022.

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## School Features

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St Joseph's Primary Taree caters for kindergarten to grade 6 students and is currently two streams. We are in the parish of Our Lady of the Rosary Taree and feed to St Clare's Secondary College. The founding order of the school was the Sisters of St Joseph's in January 1923.

Ninety-eight years ago great preparations had been made under the direction of Father Coady for the arrival of the Sisters of St Joseph at Taree in January, 1923. A new convent and a brick primary school on Wynter Street had recently been completed ready for the Sisters to begin St Joseph's Primary School and a girls boarding school at the beginning of the school year. The boarding school continued until 1965. Rosary High School was established on the parish site in 1926.

When the high school relocated to Chatham in 1971, the pupils from 3rd to 6th classes at St Joseph's Primary School moved into the vacated secondary school building which had been built in 1962. In 1972 the original 1923 school was demolished and replaced with a modern infants school consisting of three double classrooms based on 'open plan' teaching.

With the closure of St Joseph's Primary and Boys Boarding School at Cundletown in 1968 and St Joseph's Primary School, Krumbach in 1989, students travelled to St Joseph's, Taree.

St Joseph's Taree draws from its six parish centres and surrounding district. This includes Taree, Old Bar, Harrington, Lansdowne, Cundletown, Coolongolook and Wingham. We also draw students from the Halliday's Point area, and Nabiac.

Increasing enrolments and cramped conditions led to a new school being opened at St Joseph's Drive on May 25, 1998, the school's current site. We honour our Josephite and parish history.

The Parents and Friends association became a Parent Engagement Group in 2021 and despite Covid restrictions in 2021 were able to remain engaged with the school community.

We are currently drafting our Family-School Partnership Statement (FSPS) which places a focus on the creation of authentic opportunities for collaborative relationships such as:

1. Communicating between home and school to build parent involvement.
2. Connecting learning at home and at school to support parent engagement.
3. Participating at school which builds on parent collaboration.
4. Consulting in decision making and sharing power, responsibility, and ownership.

The school has a proud tradition of participation and success in cultural and academic programs within the local and broader community. These include competitions such as debating, spelling, mathematics, public speaking, rugby league and union, netball, soccer, and hockey. It has been a wonderful thrill for all community members to return to this success in 2022 after the interruption caused by the pandemic in 2021.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
125	141	39	266

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 85.22%. 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
85.08	86.46	87.35	85.09	84.02	86.51	82.01

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	37
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	15

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

The staff development or Professional Learning at St Joseph's has been aligned with our system and school strategic plans. Due to this alignment, the learning opportunities have been targeted, and has focused on building the capacity of our staff to improve the outcomes for our students and increase the engagement with our parents.

The following content was investigated over the four full days and 8 staff meetings per term, as well as school funded "on the job" professional learning opportunities.

- Investigation of the Science of reading.
  - The 14 parameters of effective learning
1. Shared Beliefs and Understandings
  2. Embedded knowledgeable others
  3. Quality assessment informs instruction
  4. Principal as lead learner
  5. Early and ongoing intervention
  6. Case management approach
  7. Focussed professional learning at staff meetings and Professional Learning Community meetings
  8. In school meetings – collaborative assessment of student work
  9. Book rooms of levelled books and multi-modal resources
  10. Allocation of system and school budgets
  11. Collaborative inquiry; A Whole system, school, classroom approach
  12. Parental and community approach
  13. Cross curricula literacy connections
  14. Shared responsibility and accountability
    - Behaviour management of students with trauma
    - Good Governance
    - Child Protection
    - First aid and CPR

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

With the lifting of the restrictions imposed by the pandemic, we were much more able to demonstrate to the wider community the authentic nature of our Catholic Identity.

We remain committed to living out our Mission statement undertaken in 2021 - ***To do what it takes to serve our learners through quality and Christ centric education*** and this was exemplified in a variety of ways.

We maintained the Remote Learning website designed by the school specifically for our learners during the pandemic and now use it for classroom instruction and homework.  
<https://sjptareelearningplatform.weebly.com/>

Our school vision is ***That Christian living, loving, and learning for life is a significant characteristic of all our community members.*** We bring this school vision to the attention of the community with a "Back to School" day. On this day we invited graduates of St Joseph's to speak about their St Joseph's experience and the important role the school continues to play in their life. These invited graduates consisted of current secondary students, university students, young professionals, and local residents. This initiative commenced in 2021 and we have already set a date for 2023.

Through visitations, school liturgies and Parish Masses held in our Hall, the school bears witness to its Catholic Identity by supporting those within the community experiencing the

challenges of poverty and illness, as well as recognising and supporting the efforts of our SES volunteers and our local nurses.

Our school gathers and prays together every morning and each class offers prayers before each meal. Staff gather for prayer and breakfast each Thursday morning. Each class is given a particular Liturgy to coordinate at some point through the year and parents and the parish community are invited to share with us in these celebrations.

Our Year six leaders and social justice groups are heavily involved with Catholic Care initiatives including the community kitchen.

We have weekly and annual perpetual awards presented to students for demonstrating the virtues of St Mary of the Cross and demonstrating the qualities outlined in our Mission.

The school is lucky to have great support from Father Kevin and the local parish community which is enjoyed immensely by the school community.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The school has focused on the development of the Literacy and Numeracy block, specifically in the pedagogy used and the quality of the instruction. This has been a significant professional learning journey consolidated in 2022. The dividends of this investment in time and money has been exceptional;

- **all** students achieved a minimum of 20% growth in their reading (oral reading fluency scale)
- Average growth in reading was 42 % per student.
- **all** students gained a minimum of 2 growth points (Maths assessment Interviews 1-6 growth points).

The significant work we have undertaken in the science of reading has allowed us to build a Literacy block which provides opportunities for explicit and targeted instruction.

Here is an overview of the Literacy Block.

Order of Elements

### 1. Phonics/Spelling

**Explicit teaching:** Whole school Aim – To ensure that ALL students know the 44 sounds (phonemes).

Ideally this will be the case for all students by the end of Year 2. For those students in higher grades this skill is an absolute necessity and if it is not yet acquired it should be a focus of the teacher to differentiate the Phonics/ Spelling element of the block.

### Explicit teaching of Spelling 3-6

Investigating: Morphology, Letter patterns, Syllables, etymology, suffixes, prefixes, grammar, etc

General Note: Both areas are explicitly taught by the teacher with the Gradual Release of

Responsibility model used to assist.

## **2. Fluency**

Research indicates that if a child reads fluently, they have improved comprehension. How do we get a student to read fluently? We provide them with relevant text and rich passages and provide several opportunities to hear and read the same passage over a period.

### **Explicit teaching:**

Partner Reading, Choral Reading, Text phrasing etc. In doing so, we can use texts from other KLA's for relevance.

## **3. Shared Reading**

A modelled text (by the teacher or a clip of an author etc.) that ideally will have the phonics or the spelling attribute that was the focus in element 1, or it can be connected to the writing in the block.

**Explicit teaching:** Model by deconstructing the components of the text. Give the students a task that relates to this deconstruction and the learning intention.

General Note: The text that is chosen is dependent on the learning intention, e.g. narrative – Orientation, Complication, Resolution and the phonemes being investigated in element 1.

## **4. Guided Reading**

Guided reading, takes place in a small group setting while the remaining children are working independently on an activity that is generated from Element 3 Shared Reading. (GRM)

**Explicit Teaching:** The strategies used to teach the students an explicit reading strategy in the Guided Reading session with the small group consist of but are not restricted to:

- Decodables for students who have not “Cracked the Code”
- Reciprocal reading with a rich text Book Club with a rich text
- Reader's theatre

## **5. Writing**

Using the Gradual release model which allows the teacher to model and sit with groups, the students work independently on the creation of a work sample that is either Imaginative, Persuasive, or Informative, and has as its stimulus work generated by the above elements.



## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	19%	52%	35%	12%
	Reading	23%	54%	31%	11%
	Writing	38%	50%	8%	7%
	Spelling	19%	48%	31%	15%
	Numeracy	23%	34%	27%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	21%	31%	24%	14%
	Reading	35%	39%	17%	11%
	Writing	15%	25%	35%	18%
	Spelling	17%	37%	24%	14%
	Numeracy	12%	25%	31%	16%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

## Initiatives promoting respect and responsibility

At St Joseph's Taree we use a monthly student voice session, and the Positive Behaviour for Learning (PBL) and the Social Emotional Learning (SEL) frameworks, to promote the respect and responsibility of community members.

We embedded our monthly student voice sessions which allows the Year 6 leaders to lead small groups of students in discussions around a variety of wellbeing and operational issues.

Our discussions produce data, and this data was used by the school to make changes. We appreciate the voice we are given and understand the responsibility that this opportunity provides.

Examples of these changes can be seen in the

lunch time duty roster which provides coaches for sports

lunch time clubs such as Chess and STEM

student membership in the schools Positive Behaviour for Learning committee

We have also noticed a change in the classroom instruction and all students appreciate these changes as they have increased the enjoyment of our classroom experiences. We thank everyone involved in providing these opportunities for the students in 2022.

Positive Behaviours for Learning (PBL) at St Joseph's is a whole school-based program which is coordinated by the Primary Coordinator who is the PBL coordinator.

Socio Emotional Learning (SEL) while taught regularly to all students, is the focus intervention program for the tier 2 and tier 3 behaviour students. This program is coordinated by a staff committee that evolves to include all classroom teachers throughout the year.

PBL brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented well as it is at St Joseph's, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver
- effective practices that can be sustained over time
- Implementation of PBL requires the commitment of the whole school community and support of the principal and executive teachers to lead the process within the school.

Specific attention to what needs to be done, how it is done and why it is being done across the school is critical to create a positive, safe and supportive learning environments.

These aspects include:

- developing and using a common vision, language and experience to support PBL implementation
- stating clear expectations of students and staff
- collaborating with all staff to plan and implement PBL
- having at least 80% of staff willing to support PBL
- developing a team approach, with regular meetings
- creating, reviewing and revising a plan of action
- collecting and using of data for decision making

St Joseph's has seen a continued improvement in the respect, responsibility, and accountability of all community members since these two frameworks were introduced in 2020.

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## School Improvement

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The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

St Joseph's has experienced significant improvements across the school in the past two years as we have continued to focus on the following areas:

- Learning
- Student behaviours

As the students have become more engaged and therefore empowered with their learning they have naturally become less likely to show signs of disinterest and disengagement.

As mentioned in previous sections of this report, the school has placed a major focus on learning, and in 2022 consolidating the following initiatives:

- whole school agreed instructional pedagogies,
- learning walks for students and teachers
- instructional walks for teachers and leaders
- Lyn Sharratt's 14 Parameters of effective learning and teaching
- Weekly professional learning meetings.
- These initiatives have resulted in the data indicating a significant upward trend of both reading and Number across the whole school.

The introduction of the Positive Behaviours for Learning and Social and Emotional Learning frameworks, also mentioned earlier in this report, have also contributed to the positive behaviours of the students.

## Priority Key Improvements for Next Year

In 2023 we will be continuing the focus on Learning and moving from Literacy to Numeracy. We have seen enormous growth in student outcomes and staff instructional capacity in the realm of literacy over the past two years. We will now shift our school improvement lens to the realm of Numeracy in order to build staff capacity to improve student outcomes in mathematics.

We will continue to use the 14 Parameters outlined in this report as the lens for this improvement and search for evidence based best practice as the tools.

Our focus on PBL will remain as it should - this is forever work and the safety and wellbeing of our students is paramount. We have scheduled several professional learning opportunities with CSO and external professionals for 2023 to enable us to continue to improve and learn in order to provide great outcomes in this domain.

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## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The level of parent satisfaction can be gauged as satisfactory based on the very low number of reported complaints, the encouraging number of parent compliments, and the increase in the number of parents attending the Parent Engagement Meetings.

Although the number of respondents was low in the CSO facilitated survey, the information gathered through our own surveys around the schools performance was encouraging. With a real emphasis on the goal of improved reading instruction to achieve improved student outcomes, the parent community were provided with an opportunity to witness the commitment and work ethic of the staff as they reflected on their practice, changed their practice, and in doing so demonstrated their ongoing commitment to continuous improvement and learning for all.

The learning agenda was well and truly known and supported by the parent community. All teachers reported an increase in parent engagement around the classroom learning and the communication of new pedagogy, improved student outcomes, and staff professional learning generated a significant increase in parent interest and compliments.

From a parent perspective, the school certainly lived up to its mission of *"Doing whatever it takes to serve our learners and provide a quality Christ centric Education"*.

### Student satisfaction

The students enjoyed a relatively pandemic free 2022. They were able to return to a semblance of normality, however, they also got to take advantage of some of the changes that occurred due to the pandemic. Normality had changed!

Their behaviour patterns and student culture indicated that the pandemic had given them:

- a greater understanding of the benefits of technology and the students were now using their new found knowledge to engage with the world and enhance their knowledge and skills

- a greater awareness of each other and our likes, dislikes, and our vulnerabilities. We got to know each other better, and like each other and ourselves better.
- a keen sense of taking advantage of our opportunities. For many students, taking things for granted was no longer an issue. When their world opened up again they were keen to grab every opportunity they could.

### Teacher satisfaction

Despite the hard work encountered in 2022, and the external industrial issues, all evidence suggest that the teachers of St Joseph's Taree were rightly satisfied with their achievements in 2022.

In 2022, the teachers worked extremely hard to reflect upon, and when needed, change their practice. Despite the best efforts of colleagues, leaders, and parents, when teachers work above and beyond for the betterment of others, as our staff did in 2022, there is a possibility that they can feel undervalued; they can feel that their incredible effort for the benefit of others is not being recognised. This is a completely natural response, regardless of the role. This was not the case in 2022.

Despite the significant reflection upon whole school and personal practice in search of best evidence based practice, the staff did not waver in their resolve. Best practice for best student outcome was the goal that they never took their eye off.

It is for this reason that I continually espoused my praise and admiration for them in all communication to all parts of the school community; staff, parents and broader community. The professional learning journey was energy sapping, the science of reading and the 14 parameters were persistent in their requirements of us, but as a school community we emerged all the better for it. The teachers have every right to be satisfied and proud of the role they played in this ongoing school improvement.

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## Financial Statement

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This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,697,747
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,101,829
Fees and Private Income <sup>4</sup>	\$364,559
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$100,185
<b>Total Income</b>	<b>\$5,264,320</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$14,812
Salaries and Related Expenses <sup>7</sup>	\$4,124,627
Non-Salary Expenses <sup>8</sup>	\$1,068,872
<b>Total Expenditure</b>	<b>\$5,208,311</b>

### 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