



# 2023

## Annual Report to the School Community



### St Joseph's School

16 Tocumwal Road, NUMURKAH 3636

Principal: Paul Arnel

Web: [www.sjnumurkah.catholic.edu.au](http://www.sjnumurkah.catholic.edu.au)

Registration: 525, E Number: E3015

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## Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 21 Mar 2024

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## About this report

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St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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 also be obtained from the [My School website](#).

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## Governing Authority Report

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The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our 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.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact 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.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

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## Vision and Mission

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### 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.

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## School Overview

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St Joseph's 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.

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## Principal's Report

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It is with great pleasure that I present my report for 2023. We continue to shine and provide our community with a stable, welcoming school environment where all our children can Live and Learn in a Safe, Secure and Happy environment. We can look back on a most successful year of Living and Learning at St Joseph's.

Our classrooms are beautiful places and as a staff we must continue to build on our ability to utilize 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 environment to do this effectively is in open spaces". Our Senior School Refurbishment was ready for the year's beginning and continued the good work in providing the best possible environment for our children whilst the addition of the Meeting Rooms for group work, meetings and visiting specialists has been a great success.

I thank our Dom Izzard and our Staff Leadership Team for their on-going 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. We are recognised as a Lighthouse School and gain much recognition as our CES asks "what makes us a high achieving school". And 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 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 planning with some surety for the future.

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 this 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 utilize 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.

I also thank Father Jophin for his presence in our community. We look forward to many years of positive and happy involvement.

And to our out-going P&F president, I thank Bryan Schreenan for his many years of loyal service and friendship and to Rachael O'Dwyer on her continued leadership via the School Advisory Council. I thank you for your on-going commitment and support that you provide in ensuring our school community remains strong and vibrant.

Live Life To The Fullest In Christ

Paul Arnel

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## Catholic Identity and Mission

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### 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 thorough and rigorous planning of our Religious Education lessons (Source Of Life), Prayer and promoting Jesus as a model of how we treat others.

We :

Use the Source of Life – Religious Education Program, including Godly Play.

- Implement a Parish based Sacramental program (family centred) using the Steps Of Faith document
- Utilise Parish members help in leading family groups as part of the Sacramental Program
- Call on School and Parish community support of children receiving their Sacraments, through poster making, card making, posters around the Church, presentation of students receiving Sacraments on a Sunday Morning Mass and our school choir being a part of the celebration
- Have a whole school focus on a Sacramental Topic
- Celebrate a Family Mass as an important part of the Sacramental Program
- Promote staff Professional Development to increase understanding of the catholic faith
- Encourage staff be part of Diocesan level retreats/pilgrimages - such as the SMOTA Assisi Immersion Trip
- Encourage all staff to be RE accredited
- Have active prayer celebrations : whole school community, staff and class level
- Gather for times of Community Prayer.
- Take turns as class groups to lead Prayer at our weekly whole school assemblies
- Conduct regular Mass celebrations and paraliturgies which are prepared by classes
- Are well-supported in our faith journey by Fr Jophin Joy

- Enjoy Fr Jophon's classroom visits to share stories about our catholic faith
- Promote all community members to treat each other with respect and recognise the dignity of each individual.
- Conduct whole school prayer three times a week 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 Positive Behaviour Intervention & Support (P.B.I.S) program is centred around her message of "Never seeing a need without doing something about it". We achieve this by :

- 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 in our memorial garden
- Enrolment forms/parent handbooks make 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 Catholic Education Sandhurst (CES) staff who come in and support staff and students on their faith journey
- Staff are encouraged and supported to be Religious Education (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 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 (Assisi) 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 and add to the Story of our Tradition and Heritage :

- St Joseph's Vision and Mission statement is on display in the school's foyer
- School policies strongly reflect our Vision and Mission
- School Advisory 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)

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## Learning and Teaching

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### 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 best of the past and proven initiatives from the present.

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

Louise Hall is our Specialist Music Teacher. She 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 are very proud of the way in which we serve our children in need. 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.

Ruth Hartnett-Carr is our Learning Diversity Co-ordinator. We also employ Speech Therapist Lauren Cook.

Our 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.

Lainey Sutton is our Well-Being Officer and 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 (e.g Psychologists, Occupational Therapists) who support us to ensure that funded programs are adapted to meet specific needs of our students.

## **Student Learning Outcomes**

Our Student Learning Outcomes remain strong. We have been recognised as a High Achieving School by our Catholic Education Sandhurst Office in making a marked difference to the trajectory of our student's learning.

Our 2023 NAPLAN Results support this with St Joseph's Numurkah averaging at or above "Like Schools" in nine of the ten assessments and incredibly, all ten areas in comparison to Catholic Education Sandhurst Primary Schools.

Trends reflecting levels of achievement within each Curriculum Area remain steady and generally reflect student expectations from school assessment.

Our good work can also be seen on the MySchools website.

<b>NAPLAN - Proportion of students meeting the proficient standards</b>			
<b>Domain</b>	<b>Year level</b>	<b>Mean Scale score</b>	<b>Proficient</b>
Grammar & Punctuation	Year 3	411	58%
	Year 5	479	63%
Numeracy	Year 3	414	74%
	Year 5	495	70%
Reading	Year 3	422	71%
	Year 5	494	71%
Spelling	Year 3	408	58%
	Year 5	466	58%
Writing	Year 3	415	76%
	Year 5	452	54%

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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## Student Wellbeing

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### Goals & Intended Outcomes

The school has developed a vision for a safe, positive school environment to enhance student wellbeing. Staff are committed to creating a safe, positive classrooms. 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 and regularly evaluate of the impact and effectiveness of Pastoral Wellbeing in the school.

## Achievements

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Ruth Hartnett-Carr is our Learning Diversity Co-ordinator. We also employ Speech Therapist Lauren Cook.

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Lainey Sutton is our Well-Being Officer and 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.

### **Value Added**

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

A planned, formal Social & Emotional Learning (SEL) 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. She is also available to serve those in our community who may be experiencing difficulty in a range of social, emotional or personal situations. She is currently implementing the Seasons For Growth Program (Loss and Grief) and a Social Skills Development Program for those children requiring specific social guidance.

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### **Student Satisfaction**

Feedback from students as taken from the 2023 Insight SRC Survey Data indicate a continued high level of support for the work of staff.

The following are examples :

- "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)

An area for development is Student Engagement. We believe we have well behaved, compliant students but they could be more engaged in the Learning Process.

### **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. If students that are absent for unknown reasons, parents/caregivers will be sent an SMS to alert them on that day.

If students are continually absent for unknown reasons teachers and/or the office will follow up with families. Welfare Officer Ruth Hartnett-Carr manages this process.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	91.9%
Y02	90.8%
Y03	90.4%
Y04	90.2%
Y05	88.5%
Y06	87.3%
Overall average attendance	89.8%



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## Leadership

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### 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. They 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 Council 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. They recognise that the most precious resource within the school community is the people within and therefore actively and visibly care for all.

### Achievements

#### Staff

Staff are encouraged to step up and lead, whether it be at planned activities or at a school level where each can truly influence school direction. The Leadership Structure allows for a Deputy Principal, Area Leaders (Prep, Junior, Middle & Seniors), Curriculum Areas (Numeracy & Literacy), a Learning Diversity Leader and Religious Education Coordinator.

#### Students

Our students are asked to lead by example through what they say and what they do. We especially ask our seniors to maintain the standard set by previous students and provide them with formal and informal leadership experiences. The structure provides for School

Captains and Leaders and Teams in the areas of I.T., Sport, Sustainability, Social Justice, Triple As and FIRE Carriers. Responsibilities and roles are a part of each area.

#### Parents and Carers

Parents and Carers have a number of opportunities to be involved in school leadership. The most obvious means is via our Parents and Friends Association and our School Advisory Council. Each group meets support of school activities and decision making.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

#### 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

## **Expenditure And Teacher Participation in Professional Learning**

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

<b>Expenditure And Teacher Participation in Professional Learning</b>	
<p>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.</p> <ul style="list-style-type: none"> <li>· RE Accreditation</li> <li>· Reading Recovery</li> <li>· Network Meetings</li> <li>· Learning Leaders</li> <li>· Performance Development</li> </ul>	
Number of teachers who participated in PL in 2023	29
Average expenditure per teacher for PL	\$1014.00

### **Teacher Satisfaction**

Staff work as teams in working to engage and challenge every child. Our school is seen as a work place where staff are valued and in an individual way

Principal, Paul Arnel commented,"Our Staff are outstanding in adapting to and creating solutions to the many challenges that teaching brings. Their effort, initiative and willingness to give of themselves is quite incredible. In these times of industrial changes, our staff keep their eye on the ball and work in fairness and goodwill to serve our families justly. I can only thank and congratulate our staff for their work and commitment".

Staff feedback taken from the 2023 Insight SRC Surveys reflect this :

- "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"

An area of focus can be an improved process for valuable feedback.

<b>Teacher Qualifications</b>	
Doctorate	0.0%
Masters	3.6%
Graduate	10.7%
Graduate Certificate	0.0%
Bachelor Degree	42.9%
Advanced Diploma	21.4%
No Qualifications Listed	21.4%

<b>Staff Composition</b>	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	23.2
Non-Teaching Staff (Headcount)	23
Non-Teaching Staff (FTE)	16.4
Indigenous Teaching Staff (Headcount)	0

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## Community Engagement

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### Goals & Intended Outcomes

We as a school community work as one to ensure our children have the best possible Living and Learning Environment. We are a strong and flourishing school. We continue to grow and develop, combining the best of our traditions with new programs, facilities and technologies that best meet the needs of our students and families.

Our school was founded by Saint Mary MacKillop. Incredibly, she became Australia's first Saint in October 2010 which makes it even more special as we work to continue the tradition that is her legacy; a school that is a place where God is named and recognised and where Christian Values are lived out.

“We are Open to All Who Seek Our Values”

As a school, we strive to provide an atmosphere in which each child's talents and skills can be recognised and developed to their fullest potential. We work to instil a sense of self-discipline in our children where they respect each other's differences and encourage each other to strive to be their best. We stress that their decisions and actions affect those around them. Our Social Skills are based on our TRIPLE A. Saint Mary MacKillop said, “Never see a need without doing something about it!” At St Joseph's we : need to have a positive Attitude, need to be Aware and need to take Action.

The school is proud of having the most modern facilities available. Our recent additions and refurbishments have continued to set the benchmark in terms of provision of a modern, safe and stimulating environment that reflects teaching and learning in the 21st Century. Many parents and visitors comment on how things have changed since they went to school. I say, “Thank goodness”. Our modern day school must be ready to meet the needs of children brought up in a technological, open and questioning world. Our social groupings and resources must reflect our modern world and I am proud to say we strive to do this. We keep the best of the old but are not afraid to be innovative and creative in doing what's best for our children.

While we implement a broad and comprehensive curriculum in our classrooms, we also have in place a range of specialist subjects and extra programs to add to our children's experiences. We expect our students to participate in all that we do. We ask each boy and girl to

“Have a Go at Everything and Do Your Best”

Our staff is a vibrant team. We blend an excellent balance of experience and youth, both male and female. I am proud to lead this group of professionals.

We welcome all families, regardless of religious or cultural background and strongly support those experiencing financial difficulty or hardship.

## Achievements

Our P&F Chairperson's Report sums up our work as a community :

"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.

2023 was another stable year within the P & F committee, with all members continuing their roles from 2022. However with both Wayne Dyson and myself graduating at the end of 2023 there will be some holes to fill. I would personally like to thank Wayne for his long commitment to the St Joseph's P&F. He has spent 10 years on the committee and eight of those as secretary. He has been an outstanding contributor with his valued input at meetings, his assistance at BBQs and his long term professional advice in assisting the canteen in its various endeavors. I thank him for his friendship, his support of the school and everything we have achieved as a P&F committee. Enjoy your retirement Wayne, you have earned it.

Our recently held Fun Run was once again a successful event. This year's event was faultless with my congratulations another great job, especially to the new Fun Run Chief, Tamara Martin. Fantastic weather brought out many "on the day" entries making for a very large running crowd of around 400!! The whole community was involved, including sponsorship from local businesses and volunteers from local organisations like the CFA, Rotary 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. A great team effort, with many helpers . As a school would should very proud that we have been able to continue to host such a significant community event for the last 15 years. Bring on 2025.

We managed to host quite a successful mother's and fathers' day breakfasts last year and Rush Café put on a fantastic spread for our Mothers and Grandmothers. The Father's very happy with the quality MacMuffins that the mothers' cooked on our splendid BBQs and very much enjoyed being outdoors under the awesome pavilion . I have very much enjoyed my time in the P&F and felt that as a committee we have worked well together to support the school in some fantastic social events and managed to raise some significant funds to help contribute to various programs and capital projects around the school. I will certainly miss being involved with such a great school and also miss some of the awesome people that I have

been involved with who have become good friends. I feel very lucky that our children were able to attend this fantastic school and will always appreciate the awesome experiences that they were able to have and the achievements they were able to make.

Thank you to all involved in what has been a great journey.



Bryan Schreenan  
P&F President (retired)

## 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. We see this through such comments taken from the 2023 Insight SRC Surveys :

- "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)

An area for focus can be the engagement of community especially after the breakdown caused by covid.

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## Financial Performance

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The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjnumurkah.catholic.edu.au](http://www.sjnumurkah.catholic.edu.au)