

2022 ANNUAL REPORT

ST JOSEPH'S PRIMARY SCHOOL, FINLEY



**Catholic
Education**

Diocese of Wagga Wagga

2022 Annual Report (Primary)

About this Report

St. Joseph's Primary School, Finley is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

St. Joseph's Finley Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that St. Joseph's, Finley has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to St. Joseph's, Finley newsletters and other forms of communication. Further information about St. Joseph's, Finley may be obtained by contacting the school directly or by visiting the [school's website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal

2022 was another wonderful year of learning at St. Joseph's, Finley. A group of young students and their families were welcomed into the school community and another great bunch of students were farewelled as they headed off to secondary education and so much more. In 2022, we welcomed Fr. Paul Lu into our school and parish community. Through his guidance our students participated in many opportunities to celebrate faith and their growth in knowing Jesus in their lives. A highlight of this was the celebration of the Sacrament of Confirmation for our Year 5/6 students.

We also celebrated the return to a level of normalcy with face to face learning back in the classrooms. It was through this time that we were able to incorporate some of the wonderful aspects of remote learning into our routines, while enjoying being reconnected with each other, students, staff and families.

Veronica Braybon

Principal

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Message from the Parent Body

The 2022 year saw many opportunities for the school community to gather together to achieve the dual purpose of fundraising to support the continued growth and development of the school as well as building a collaborative culture of respect and care for all.

Our major fundraisers for the year included a community bushdance, volunteering at community events, wood sales and the Finley Bowling Club community raffle event.

Through our efforts we contributed to many aspects of St. Joseph's development. One such area being the school technology upgrades that provides resources that all our students access daily in their learning.

We look forward to another wonderful year together in 2023.

Jane Harris

Parent TEAM Leader

Section 2: School Features/Context

St. Joseph's is a Catholic primary school located in the township of Finley within the Diocese of Wagga Wagga. Finley is the centre of the Berriquin Irrigation Area. In 1935, construction on the Mulwala Canal began in order to provide employment and bring water to the area's rich farmland. It's now one of the largest irrigation canals in Australia and is an integral part of the famed Riverina food bowl. The Finley district hosts a diverse range of cropping and agricultural enterprises and forms one of the main economies of the area. The current population of the township is 2519.

During 2022, St. Joseph's catered for 69 students ranging from Kindergarten to Year 6. The majority of these students come from families which have a direct connection to the agricultural industry. The school was established by the Sisters of Mercy in 1915 and during its history, has provided for primary and secondary students. The secondary component of the school ceased during the 1960s.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Indigenous	Total
29	40	2	3	69

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly. [\(Link to CEDWW Webpage\)](#)

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2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	88%
Year 1	91%
Year 2	87%
Year 3	92%
Year 4	88%
Year 5	87%
Year 6	89%

The average student attendance rate for 2022 was 89%.

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.

St. Joseph's 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 well being 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

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Section 4: Staffing Profile

There are a total of 10 teachers and 9 support staff at St. Joseph's. This includes 4 full-time and 6 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	1
Proficient	9

Percentage of staff who are indigenous	0%
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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 service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese of Wagga Wagga.

2022 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- Collaborate with our new parish priest to establish routines to support the engagement of families and staff in the spiritual life of our school and parish.
- Establish agreed practices for literacy and numeracy being incorporated into Learning and Teaching practices.

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- Incorporate regularly planned and agenda driven professional learning collaborations (PLC) with teachers to develop our writing, spelling, grammar and punctuation focus.
- Continue to utilise our data to lead our decision making in regard to the needs of all students to achieve their learning goals.

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Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St. Joseph's Finley follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Catholic Heritage

St. Joseph's Finley was established in 1915 by the Sisters of Mercy. The Sisters arrived in Finley the weekend before school started. The first day of school was April 12 1915 with about 60 students and was held in St. Mary's Church.

In 1926, the main school building which is still in use today, was finished and the staff and students moved into this building.

Liturgical Life of the School

Students engaged in a variety of whole-school and small group liturgies on a variety of themes throughout the year. Teachers worked collaboratively to develop four whole school student spirituality days. These were held in Week 9 of each term. Each had a particular focus and these were Harmony, Reconciliation, Mission and Advent. Each of these was a fantastic opportunity for students to reflect on their personal faith stories and share with their fellow students opportunities to explore prayer, reflection and action as part of their personal faith experience.

Student led masses were held when we were able to during the year. Some special celebrations were held in 2022 and these included the sacrament of confirmation in which the students from Years 5/6 prepared for and participated in the celebration of the sacrament.

Staff and Student Faith Formation

St. Joseph' staff participated in a spirituality program. This provided time for the staff to reflect on their understanding of their own faith journeys. We were guided in our learning by Fr. Paul Lu with a particular focus on the role of St. Joseph in the life of Jesus and how this can be a guiding force in the way we, as spiritual leaders in our school community, can support and promote the faith journey of our students and families.

Social Justice

St. Joseph's Finley focused on working to raise awareness of the work of Caritas and Catholic Missions as well as raising funds for these organisations.

The Year 5/6 students participated in the Mini Vinnies project where they actively looked for and created activities to support their social justice efforts. Throughout the year, many

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events were held including casual clothes days, donations of food goods for the St. Vincent de Paul Christmas 'Giving Tree' and raising funds through hot chocolate sales.

Professional Learning in Catholic Life and Mission

Through the engagement in CEDWW training modules around Catholic mindfulness, the staff developed skills to enhance their own and their students' experiences of encountering God through prayer and participating in celebrations of our Catholic faith.

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Section 6: Curriculum

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 (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese of Wagga Wagga.

Throughout the year individual and small group support for students was provided in the areas of numeracy, reading and writing. The diocese supported the running of the intervention programs Reading Recovery and EMU (Early Mathematical Understanding).

The Individual and Diverse Learners team accessed support from Royal Far West in the provision of speech therapy and occupational therapy for students as required.

Students were also able to access the NSW Centre for Effective Reading program. This particularly targeted students in the upper primary who required one to one support to develop their reading skills and comprehension.

During 2022, we were able to access the Sporting Schools Program over several terms for all our students to access skilled coaches that they may not have been able to previously. A particular highlight of 2022 was a skateboarding program during Term 4.

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Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2022 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2021, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	10	380.7	406.9
Reading	10	401.2	444.7
Writing	10	395.9	432.7
G&P	10	378.1	444.3
Spelling	10	395.1	429.4
Year 5			
Numeracy	9	461.5	495.6
Reading	9	493.2	513.2
Writing	9	467.9	492.0
G&P	9	470.2	506.1
Spelling	9	491.6	512.9

Section 8: Pastoral Care and Well Being

St. Joseph's Primary School believes that every member of the school community maintains the right to a safe and secure environment and in turn, the responsibility to create and maintain a safe and secure environment.

To achieve this the staff and students maintain a Rights and Responsibilities protocol in the areas of personal, educational and environmental.

It is the responsibility of all members of the community to actively work towards achieving an environment where all are cared for and respected. It is crucial that all participants involve themselves in this process with commitment and confidentiality to ensure the safety of all.

This is achieved by:

- Staff working collaboratively to support the students and their families.
- Working collaboratively with Centacare and the in-school Wellbeing Liaison Officer to address and/or source resources to meet the needs of the students and their families.
- Aiming to identify, support and evaluate students wellbeing through a three tiered approach. These are whole school actions, small and target group actions and individual intervention.
- Holding a whole staff wellbeing meeting per term to evaluate student wellbeing and set goals for the students as individuals, classes and as a whole school. In between these, wellbeing is set on the weekly staff meeting agenda to address anything that arises throughout the term.

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#)

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Behaviour Management and Student Discipline Policy which is implemented by all schools in the diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Every member of the St Joseph's school community:

- Has the right to a safe and secure environment.
- Has the responsibility to create and maintain a safe and secure environment.

Positive Behaviours for Learning – St. Joseph's Rainbow Gems

At the commencement of 2019, the staff established school behaviour norms. These are known as our 'Rainbow Gems'.

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At the commencement of each school year the teachers work with their class to ensure that the rainbow gems are immersed into their daily routine. This is done through the exploration of what these look like and don't look like in all spaces of the school eg: class, playground, canteen, kitchen garden and library. This can be done in a number of ways and at a whole school, classroom and individual level.

Whole School:

- Gems are on display in all classrooms, around the school and particularly in high traffic areas.
- Each week the school will focus on a particular gem. This is introduced and discussed at the Monday student assembly.
- Weekly awards are aligned to the 'Rainbow Gems'.
- Opportunities were taken to promote them through the fortnightly newsletter.
- They are introduced and shared with parents at the beginning of the year information evening. During this, the process of managing behaviours is reinforced with the parent body.
- All staff wear and reinforce the expected process for managing behaviours on staff lanyards.

Rainbow Gems

Kind Words, Kind Actions.

Be Fair and Be Forgiving.

Right Place, Right Time, Right Choice.

Learn and Let Learn.

Be Brave, Be Your Best Self

Build the +

Maintain Routines
Reward
Praise
Give Choices
Catch the Positives

Build Relationships through Positive Attention and Quality Time

Fair but Firm
Teach Rather Than Punish

Decrease the -

1. No more than 3 verbal reminders aligned to the behaviour.
2. Classroom time out.
3. Time out in partner classroom, lunchtime coaching and note in diary.
4. Principal informed and call/meeting with parents. Refer to wellbeing committee.

PLAYGROUND EXPECTATIONS

- TIME BLOCKS - RECESS, 1ST LUNCH & 2ND LUNCH -
NO TOLERANCE - NO WARNING
SWEARING, SAFETY & VIOLENCE TOWARDS OTHERS
STRAIGHT TO STEP 3.

1. A single warning linked to rainbow gem.
2. Time out at a spot designated by yard duty teacher. Spot must be in the playground. 5 mins and then return to play.
3. If a second warning is required in the same block of time. Sent to staff room with a 'time out card' (in the bumbag). Time out for (10 min). Student must attend next lunchtime coaching. Note in diary to inform parents.
4. If a student is removed 3 times in one week, parents/carers are informed and meeting arranged to discuss options to assist their child with managing their behaviour.

PLAYGROUND - TIME OUT SPACES

AT THE DISCRETION OF THE YARD DUTY TEACHER.
LUNCH TABLES - WITH YOU - ????????

IN CLASS - TIME OUT SPACES

KINDER	YR 4
YEAR 1	YEAR 5/6
YEAR 2/3	KINDER
YEAR 4	KINDER
YEAR 5/6	YR 1
FRI - ALL STUDENTS	OFFICE

HANDBALL

1. Low shots allowed
2. King goes to ACE
3. No serving until people are in squares
4. No cups

Classroom:

- It is important that all staff are models of the rainbow gems in their interactions with students, parents and fellow staff.
- Teachers and all staff are to utilise the Rainbow Gems in their interactions with students. This is achieved by linking them to formal and informal interactions.
- It is important to identify and reflect on positive examples.
- It is up to the teacher how else they may implement the gems into their classroom? e.g., students develop a checklist of what they look like in the room? Weekly lesson

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during religion time? Display of positive interactions by students aligned to the gems?
etc?

Individual:

- The process for working with individual students around their behaviours is outlined in the images above. Once a student has been through the process of warnings, time out in class and then time out in another space they must attend the next lunchtime coaching session.
- Once a student has external coaching, their completed reflection sheet goes into the 'Lunchtime Coaching' box located in the front office.
- The teacher on lunchtime coaching duty is expected to collect this from there at 1pm and meet the student in the library. They are to complete, with the teachers guidance and advice the 'Reflection on Behaviours' sheet.
- This is then scanned and attached to the Compass Chronicle entry that was completed and shared by the class teacher or playground teacher involved in the incident. A copy is sent home with the student. At this point, contact is made with the family to indicate this—phone call, diary entry or email.

Whole School Wellbeing Policy and Procedure

To create an environment where all members are respected and cared for, it is the responsibility of all to actively work towards achieving this. It is crucial that all participants involve themselves in this process with commitment and confidentiality to ensure the safety of all. It is important for all to reflect on the school 'Vision and Mission' and 'Exit Outcomes' as these are the overarching goals for the school and students.

Wellbeing Meetings

Wellbeing meetings follow a specific agenda:

- Whole school staff gather to discuss and share identified wellbeing needs of students. These can be social, emotional, medical, mental health, physical, academic and family needs. This is done by reflecting on the previous meetings and updating accordingly.
- This information is recorded on the whole school student wellbeing profile. This document is located on the executive shared drive under the folder 'Wellbeing Profiles' and is identifiable by the current year.
- Successive meetings reflect on the previous minutes and are updated accordingly.
- Once action has been decided upon it is the responsibility of the class teacher, Principal and the Centacare in-school liaison officer to ensure these progress.
- If intervention is required the appropriate paperwork around 'request for support' through Centacare are completed by the teacher, Principal and parents/ carers and remain in their student files.
- Intervention ceases at the request of parents/ carers or if the staff and Centacare liaison officer feel it is no longer needed.

This Policy was reviewed in 2019.

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Child Protection

St. Joseph's Primary School, Finley is committed to fostering the dignity, self-esteem and integrity of every person. The provision of a safe and supportive environment is an essential element to ensure that each student entrusted to the care of the school is to be affirmed in his or her dignity and worth as a person. Within the community, students develop skills in building positive relationships, skills that are modelled by all staff. It is expected that employees of Catholic schools endorse the principles of child protection as a fundamental responsibility. To this end if a staff member believes that a report may need to be made they are to follow this procedure:

1. If the student is in danger of immediate harm they are to ensure their immediate safety.
2. Report to the Principal the details of the situation.
3. Through this discussion the Principal may contact the CEDWW for further advice.
4. The Principal, as a mandatory reporter, will utilise the mandatory reporter guide located on the website www.keepthemsafe.nsw.gov.au to determine a course of action.

Teachers are mandatory reporters and are able to access the guide independent of the principal. The phone number to commence a mandatory report is 132 111 (Department of Communities and Justice)

Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

The community of St. Joseph's is committed to providing a safe and supportive environment. This is characterised by fairness, mutual trust, respect and reconciliation. (refer: Catholic Education Diocese, Wagga Wagga Anti Bullying Policy).

Initiatives Promoting Respect and Responsibility

Respectful Behaviour and Responsibility are promoted on a daily basis. Posters are displayed throughout the school, developed by students and staff and are referred to in general conversations and lived by all community members.

Strong community involvement is encouraged through a variety of activities:

- ANZAC Day
- Participation in local events
- Visits to the retirement village
- Participation in parish events
- Inviting the community to school for productions

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- Artwork displays and school performances

Weekly awards were presented to students which acknowledged the students' efforts both inside the classroom and beyond. Part of this is a weekly Principal's award which celebrates the qualities that the students, staff and parents of St. Joseph's value and appreciate in others. When asked to identify these qualities, the students stated friendliness, respectfulness, inclusiveness, thoughtfulness, hardworking, compassionate, initiative, helpfulness and pride in self and school. These qualities directly link to the 'Making Jesus Real' program.

Each week teachers and students nominated others for 'Gotcha' awards. These were given when students were noticed engaging in behaviour that reflected the schools' wellbeing goals of respect and responsibility.

A uniform award was presented twice weekly to encourage respect for the school and pride in themselves and their appearance.

Altogether, the weekly awards were utilised to keep the welcoming and caring school nature at the forefront of the students, staff and parents' minds. The awards ensure that this will continue to be a way of life at St. Joseph's.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) and Procedures [HERE](#).

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese of Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic Schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents

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CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these diocesan documents in 2020.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the School Office.

See CEDWW Policy [HERE](#)

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese of Wagga Wagga Annual Improvement Plan.

2022 Annual Improvement Plan - Overview

Domain: Evangelisation and Religious Education

System Goals:

- Lead the Faith formation of staff and students to foster active participation in prayer, liturgy and the sacramental life of the Church.

School Goal & Action:

- End of Term 1 – work with the new parish priest to establish routines to support the engagement of families and staff in the spiritual life of the school and parish.
- Whole staff develop a timetable of student spirituality days (Wk 9 each Term). Allocate a pair of teachers to develop the theme of each and ensuring components of:
 - prayer
 - scripture reading
 - reflection
 - action
 - student leading opportunities (Mini Vinnies)
 - student post day survey/ reflection
- Promotion of student spirituality through our newsletter, Facebook and local newspaper
- Allocation of teams to lead a staff meeting spirituality focus. 1 per term
- Development of Staff Spirituality Day to work with CEDWW staff to engage in “Earthen Treasures” - Connections opportunity in August.

Domain: Learning and Teaching

System Goals:

- To build teacher capacity to deliver quality writing instruction in Early Years and Stage 1 through:

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- Improved collaborative planning, focusing on analysis of student performance and identification of targeted writing strategies, specifically oral language development in K-1.
- Use of data to inform the development of high impact teaching and learning strategies using assessment **'for and of'** learning to craft precise responses to student and cohort needs. *Work collaboratively with the LIT (Mel Cattell) and EMU/MFT (Bridget Tegart) to implement*
- Use of data to inform differentiated teaching of Mathematics in years 3 to 6.

School Goal & Action:

- *and develop the school wide approach to the above system goals.*
- Training and provision of professional learning for LIT and MFT
- Regular staff meetings to update knowledge and practice in literacy and maths
- Moderation of writing samples to support consistent and comparable judgement
- Co-construction of a writing focused data wall
- Use of the the assessment waterfall to differentiate teaching
- Continuation of planned Learning Walks and Talks
- Regularly scheduled meetings for teachers with LIT and MFT

Domain: Community Engagement

System Goals:

- Actively participate in activities for Catholic Schools Week.
- Develop knowledge and plans around future marketing initiatives.

School Goal & Action:

Work as a staff team to develop and implement a week of events and lessons that focus our students and families on a celebration of Catholic Schools Week.

Domain: Leadership and Stewardship

System Goals:

- Responsible planning, management and sustainability of human, fiscal and physical resources.

School Goal & Action:

- Work with the appropriate CEDWW staff and procedures to manage the update of infrastructure in all GLAs.

2022 saw our school community reaffirm our connections to our parish through the implementation of student led masses and liturgies. During the year we trialled a variety of traditions including weekly masses. Ultimately the greatest expression of faith for the students was to lead class masses that enabled them to explore religious themes creatively. They then led our school families and parishioners in masses that bring together their ideas with the traditions and expression of faith in the ritual of the mass. We also provided for the re-engagement of our families in our school and parish celebrations in the post covid environment.

The 2022 school year provided opportunities to continue work around quality teaching and learning. The embedding of these practices continued throughout the year. The development of our Professional Learning Collaboration which was supported through the use of school resources enabled our teachers to observe each other, reflect on their own practice and establish improvement goals.

Priority Key Improvements for 2023

Evangelisation & Religious Education

Plan: Faith Formation of staff and students and foster active participation in prayer, liturgy and the sacramental life of the Church. Implementation of the Diocesan Education Charter.

Action: Develop staff, student & family spirituality through opportunities to engage in faith and spiritual celebrations in our classes, as a school and as a community. Embed the Charter into our daily practice.

Learning and Teaching

Plan: Collaborate with staff and supported by the IFT/IFT (Bek Doyle) to develop and implement a schoolwide strategy to identify school priorities through our data.

Action: Work collaboratively through a series of PD within our in-school professional learning timetable to develop teacher knowledge and understanding of the functional model of language and the associated teaching and learning cycle. Utilising school resources to support the full engagement of staff.

Community Engagement

Plan: Launch and embed the CEDWW policy regarding building and sustaining respectful relationships.

Action: Communicate the policy to the parent community and staff to embed the understanding of the expectations of all stakeholders in being a part of the St. Joseph's community. This is to achieve a respectful and cohesive relationship with the needs of the students central to our discussions and actions.

Leadership and Stewardship

Plan: Work with school staff, parent community and CEDWW personnel to engage in the principal appraisal process to ensure the growth and improvement of the school is central to the leadership style, processes and decisions.

Action: Engage fully in the process of gathering feedback from all stakeholders to investigate how school leadership is supporting school growth and how potential changes can further assist this. To complete self-reflection tools to professionally develop leadership skills and strategies.

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Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at St Joseph's, Finley. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
50%	40%	10%

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
69%	25%	6%

Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
67%	22%	11%

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Financial Report

