



Annual Performance Information 2024

St Joseph's Primary School, Pemberton



PART ONE

CONTEXTUAL INFORMATION

St Joseph's School is a Catholic primary school located in Pemberton. The school is comprised of mixed age classes, allowing opportunities for extension and consolidation whilst providing a family atmosphere, where children learn from older students and consolidate understandings through mentoring younger students. The collaborative environment strengthens community in the school and creates a positive ethos. The school's focus is on the needs of the whole child: spiritual; physical; intellectual; social and emotional.

Individuality is encouraged through developmental practice to allow each child to learn at their own pace. The school's Early Learning Centre offers students the opportunity to work in a play-based environment consolidating skills and understandings necessary for abstract learning in later years. Both staff and students are skilled in using digital technologies to enhance the learning process.

Skills are continuously developed to maximise motivation, learning potential and effective delivery. Gospel values continue to underpin the vision at St Joseph's to develop a sense of peace, security and dignity throughout our school.

TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff members are registered with the Teacher Registration Board (TRBWA) and qualifications include Masters Degrees and Bachelor of Education Degrees and Diplomas/ Graduate Diplomas of Teaching. All staff members are required to undertake the relevant Accreditation requirements for teaching, leading or working in Catholic Schools as well as ongoing renewal. In 2024 there was one mid-year change to our teaching staff, with two of the staff recorded below only teaching half of the year.

QUALIFICATION	NUMBER OF TEACHERS
Graduate Diploma of Teaching	2
Bachelor of Education	3
Master of Education	2

WORKFORCE COMPOSITION

	Male	Female	Indigenous
Teachers		6	
Education Assistants		2	
Administration		2	
Groundskeeper			
Cleaner	1		
Principal		1	
Chaplain		1	

STUDENT ATTENDANCE AT SCHOOL

Year Group	Average Rate
Kindergarten	90.68%
Pre-Primary	90.55%
Year One	89.89%
Year Two	93.89%
Year Three	89.51%
Year Four	90.59%
Year Five	90.71%
Year Six	94.63%
School Average	91.31%

Overall, the school's average attendance was good and above 90%. Many absences were due to genuine illnesses.

If a student is absent from school, a parent is required to contact the school by 9.15 am to inform the school of the absence. If no contact has been made, then a follow-up SMS will be sent to parents. A written note must also be supplied to the school, explaining the absence on the day the student returns. Attendance letters are sent home to families each term if a child's attendance is below 90%. If the school has specific concerns about a child's attendance, a meeting will be held between the family and the principal.

NAPLAN INFORMATION

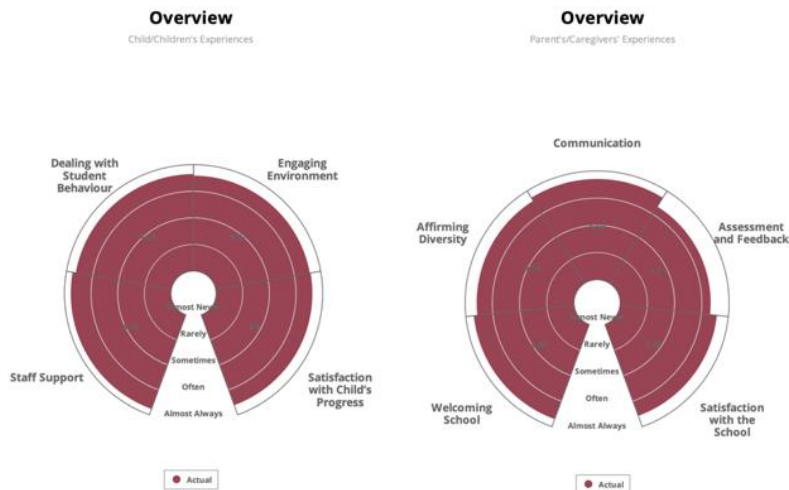
Please refer to website <https://www.myschool.edu.au/>

PARENT, STUDENT AND TEACHER SATISFACTION

Visitors to our school often comment on the friendly and warm welcome they receive. During enrolment and exit interviews, an overwhelming majority of parents expressed gratitude, happiness, and satisfaction with the way the school operates.

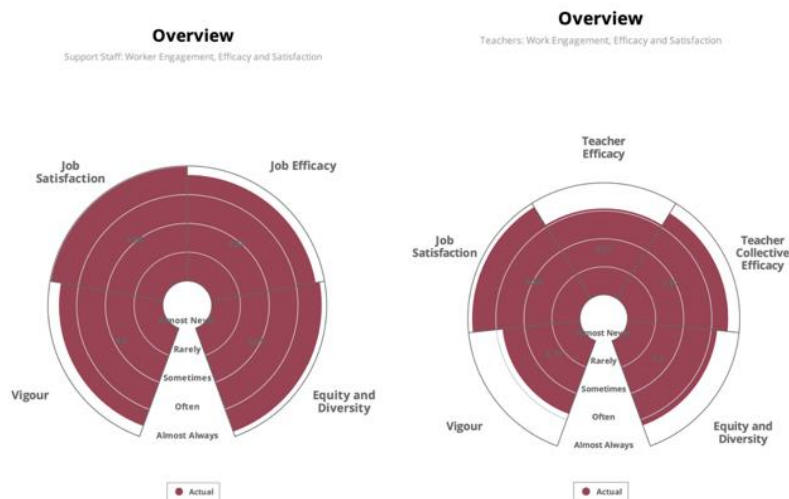
Parent satisfaction is also indicated through:

- Strong support in all school functions and activities
- Strong level of parental involvement in the education program
- Strong school/home partnerships
- Positive parental interaction with staff
- Recommendations from current parents to prospective parents.
- Excellent attendance at Parent/Teacher meetings
- Good response when assistance for school events is requested
- Positive data fed back through the School Climate Survey conducted in 2022 (See image below).



Students are happy, eager learners who are proud to be at this school. Older students are encouraged to communicate their feelings daily using the Microsoft Reflect app. Observations show that they treat each other with respect and dignity and truly reflect the vision of the school in this way. The pastoral care demonstrated by the students for each other at St Joseph's is very evident and has been a priority through the implementation of the MJR (Making Jesus Real) program.

Our teachers are very satisfied with the school, and this is confirmed through the retention rate of staff and through the 2022 school climate survey data (see image below). Staff retention is indicative of the satisfaction that our teaching and non-teaching staff have with St Joseph's School.



All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the school. St Joseph’s School underwent a Quality Catholic School Review in 2023 with the following being stated in the final report:

It is clear to all stakeholders that at St Joseph’s School there is genuine care for the students and their wellbeing and that students are at the centre of all decision- making. There are many opportunities for parents to engage with classroom teachers with regards to their child’s learning. Many channels are open for direct communication through email correspondence, SeeSaw or meeting with teachers. Positive relationships are developed between staff and parents through this open communication. Parents acknowledge that staff care about their children. Staff are invested, as are the parents. Teachers have students in their class for two-three years and build strong connections with them.

SCHOOL INCOME

The school income for the previous year is available in the Finances section on the My School website <https://www.myschool.edu.au/>

POST SCHOOL DESTINATION

Students from St Joseph’s usually move on to Kearnan College, Manjimup, with some attending Pemberton District High School and some attending Manjimup District High School. At the end of 2024, all three students enrolled at Kearnan College in Manjimup.

2024 Destination School	Number of Students
Kearnan College, Manjimup	3

CATHOLIC SCHOOL IMPROVEMENT PLAN 2024

STRATEGIC INTENTS | 2023 - 2025

Strategic intents should be drawn from and complementary to CECWA's Strategic Directions (2019-2023) with the necessary alignment and recognition to the context of the school. Strategic intents are developed through a school-wide consultative process. The strategic intents are broad goals and success factors that can be articulated in more detail and action through the iterative School Improvement Plan. Through the cycle of strategic planning, when CECWA's Strategic Directions are renewed, a school will factor this in when its next cycle of strategic consultation and generation of new intents over a three-year period occurs.



CATHOLIC IDENTITY Inspiring Christ-centred Leaders

GOALS	SUCCESS INDICATORS	QCE LINKS
Deepen staff and student understandings of catholic rituals and celebrations.	<ul style="list-style-type: none"> - Greater staff confidence in authentic mass and liturgy preparation. - Increased participation in Masses and Liturgies 	1.1 d
Support staff and students to witness the presence of Christ through servant leadership.	<ul style="list-style-type: none"> - Fundraising and outreach school-based procedure to support and clarify <u>ongoing</u> school's approach to social justice. - Greater engagement of staff and students in parish ministries. - <u>Prioritised</u> conversations around social justice needs in our community and our world and <u>provide</u> opportunities for staff and students to contribute to social justice needs in our community. 	1.1 d 1.2 a
Foster a strong relationship with our Parish.	<ul style="list-style-type: none"> - Greater engagement of staff and students in parish ministries. - Increased participation <u>at</u> parish <u>led</u> celebrations and Masses. 	1.1 e 3.3 a



EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Ensure academic growth <u>to continues</u> to improve through deep learning and an embedded culture of excellence.	<ul style="list-style-type: none"> - <u>Standardised</u> assessment data to reflect ongoing improvement of individual students. - Authentic conversations around learning and setting standards of excellence. 	2.3
Deliver a clear model of instruction to create a common language of learning across the school.	<ul style="list-style-type: none"> - Teaching and Learning Handbook (including the implementation of literacy and numeracy dedicated times) continuously reviewed and updated. - Explicit instruction and inquiry learning effectively embedded within our unique school timetable. - Refinement of Whole School Approach to Spelling and Whole School Approach to Numeracy. - Embedded STEM / Inquiry Learning models implemented across the school. - Integration of Aboriginal and Torres Strait Islander perspectives throughout the curriculum. 	2.1
<u>Enhance of</u> our school's <u>personalised</u> learning structures to ensure all <u>student's</u> diverse learning needs are catered for most effectively.	<ul style="list-style-type: none"> - Increased staff confidence, knowledge and understanding around effective strategies for quality EAL/D education and classroom integration. - Continuation of learning support structures, offering additional programs (<u>Multilit</u>) as required to suit student needs. - Individual Education Plans <u>regularly</u> updated and accessed to support student learning. Build staff confidence in writing and reviewing plans. 	2.3



COMMUNITY Catholic Pastoral Communities

GOALS	SUCCESS INDICATORS	QCE LINKS
Ensure a priority around student and staff wellbeing is embedded through a supportive and compassionate school culture.	<ul style="list-style-type: none"> - Increased staff training in all areas of wellbeing including <u>a capacity</u> to support mental health needs. - Open communication around wellbeing. - <u>Prioritisation</u> of wellbeing across the school. 	3.1 b 3.1 c
Improve student attendance rates.	<ul style="list-style-type: none"> - Open communication around <u>importance</u> of school attendance. - Clear and consistent messaging to families around the importance of school attendance. 	3.2
Enhance <u>school's</u> connection and good standing with the local community.	<ul style="list-style-type: none"> - Enhance marketing strategy to 'Tell The Story' of what our school is about. - Presence at community events and engagement with community needs <u>in an attempt</u> to 'give back'. 	3.2 3.3



STEWARDSHIP Accessible, Affordable and Sustainable System of Schools

GOALS	SUCCESS INDICATORS	QCE LINKS
Ensure the growth of our school through an affordable and accessible Catholic education for all.	<ul style="list-style-type: none"> - Offer affordable Catholic education options for all demographics in our community. - Increase in student enrolments 	4.3 a
Develop a shared/distributed Leadership model to provide opportunity for staff leadership enhancement and to encourage subsidiarity.	<ul style="list-style-type: none"> - Clarity around responsibilities within leadership roles is provided to staff to ensure recognition. - Staff <u>offered</u> more opportunities to develop in specific areas and learn new leadership skills. - Minimal change to school operations and direction when changes to staffing occurs. 	4.1
Provide modern and <u>engaging</u> <u>learning</u> environments that are safe and accessible for all.	<ul style="list-style-type: none"> - Regular maintenance and upgrades to facilities. - Student and staff safety is always <u>prioritised</u>. - Culture of open and honest communication across the school in the area of safety. - Compliance with all Work Health and Safety requirements. 	4.3

CATHOLIC IDENTITY

CATHOLIC IDENTITY

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goal? When/how regularly will this be done? How will this be done?</i>
CI1 - Deepen staff and student understandings of Catholic rituals and celebrations. Understanding the Mass will continue to be an area of focus with staff professional learning opportunities supporting this area. Educative opportunities during Masses and liturgies for children will continue with the current structure until this language is embedded.	Continue implementing Mass and Liturgy planner including focus areas for each mass. All staff to attend RE PL on Prayer at Kearnan New staff to participate in the 'Preparing Masses for Children' Liturgia courses Changing of the cloths on the prayer table. Explained at the Monday assembly what the church season is. Include liturgical singing @ MJR/PBS Assemblies	15th April 2024	Brisbane Liturgia Website Ensure we have class sets of prayer tablecloths.	Staff confidence in preparing liturgies and masses. Educational opportunities embedded within Masses.	Principal – Ashlee De Campo Parish Priest - Fr Edwin Ocho
CI2 - Support staff and students to witness the presence of Christ through servant leadership. Opportunities for staff and student outreach will be explored and documented on the Fundraising and Outreach school-based procedure that is currently being drafted.	Students to participate in the Catholic Missions Youth Ambassadors Program Scheduling a project/focus per term during feast day celebrations (mixture of worldwide and local community) <ul style="list-style-type: none"> Water challenge STEM project to sell at markets Rice Day More regular visits to lonely members of our community- perhaps one class per term could be singing a song, gardening, visit nursing home Finish drafting Fundraising and Outreach School Based procedure.	Semester One, 2024 Throughout the Year Semester One, 2024	Catholic Missions - Shendelle Mullane Caritas Website - ideas for whole school project fundraising	Senior students commissioned as Youth Ambassadors. Completed Fundraising and Outreach School Based procedure to guide outreach projects into the future.	All Staff
CI3 - Continue to foster a strong relationship with the parish and set goals relating to engagement and participation.	Principal to implement children's Liturgy once a month at Sacred Heart Parish - utilising Liturgia resources. Encourage Parish Priest Classroom Visits by scheduling on Mass and Liturgy Planner. Staff relationships with Father Edwin- welcome at morning tea, big bash, staff drinks Children from the school to form a choir for a weekend mass plus Confirmation and Holy Communion Mass (Suzanne)	Begin in May 2024 Throughout the Year Throughout the Year Throughout the Year	Brisbane Liturgia Website	An active Children's Liturgy monthly within Parish.	Principal – Ashlee De Campo Parish Priest - Fr Edwin Ocho All Staff

EDUCATION

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goal? When/how regularly will this be done? How will this be done?</i>
E1 - Ensure learning growth continues to improve through deep learning and an embedded culture of excellence. Staff should utilise standardised assessment data to inform conversations at student case management meetings implemented in 2024.	Devise a case management template and structure. Embed a regular case management meeting at the beginning of PLCs, including scheduled follow up meetings.	To commence in Term One, 2024	Teaching staff. Student profiles will provide assessment data for conversations.	A Case Management schedule is planned and embedded within PLCs.	Principal – Ashlee De Campo Curriculum Coordinator – Katrina Gandy

E2 - Deliver a clear model of instruction to create a common language of learning across the school. This will involve completing and embedding the whole-school approach to Spelling, reviewing the whole school approach to Numeracy and maintaining high quality documentation around education standards and expectations in the Teaching and Learning Handbook.	All teaching staff to attend the Numeracy PL Day reviewing the Whole School approach to numeracy. All teaching staff to attend four PLCs with Numeracy Consultants throughout the year. Embed the new whole school spelling program and continue to review the progress of its implementation in PLC sessions (once per term). Deep review of Teaching & Learning Handbook, simplifying and refining to be a more practical document.	30 th January 2024 Throughout 2024 Throughout 2024 Throughout 2024	Numeracy Consultants- Alesha Della Vedova & Brooke Skeffington. Teaching & Learning Handbook.	Develop a whole school numeracy program to embed into the Teaching and Learning Handbook ready to be implemented in 2025. Publish whole school Spelling program from 2024 Draft to finalised. Updated and refined Teaching and Learning Handbook.	Principal – Ashlee De Campo Curriculum Coordinator – Katrina Gandy
E3 - Explore ways to integrate Aboriginal and Torres Strait Islander perspectives throughout the curriculum.	Staff PLCs on Acknowledgement of Country and accessing suitable resources to support indigenous perspectives. Whole school integrated focus E.g. incursion with Koomal Dreaming, commissioned art projects to support learning, music, integrated class activities eg HASS School team to visit OLOC Dunsborough to review their practices and gain ideas on school implementation. Purchase staff Indigenous themed t-shirt. Install an additional Elag pole and regularly display Aboriginal and TSI flags. Include more acknowledgements of country throughout the school day. Consciously celebrate NAIDOC Week.	Terms two & three, 2024 Week 9, Term 2, 2024. Semester One Semester Two	CEWA Indigenous Consultant - Leon Ridgeway Holly Booth – Noongar Artist Josh Whitelaw from Koomal Dreaming Yarn	Completed art project for the school. Second flagpole installed. Visible and well thought out NAIDOC Week activities.	Principal – Ashlee De Campo All Staff
E4 - Enhance the school's personalised learning structures and EAL/D staff development journey to ensure all students' diverse learning needs are catered for effectively.	Continue with scheduled PLCs x 4 with Melissa Mikulich. Embed EALD reporting into SEQTA.	One per Term, Throughout 2024	Progress Maps CEWA EAL/D Consultant - Melissa Mikulich	Increase in staff confidence, knowledge and understanding of how to cater for EALD students. Staff are supported in creating and implementing EALD plans	Principal – Ashlee De Campo All Teaching Staff
E5 - Continue National Quality Standards cyclical review process and implement required actions to improve certain areas.	Continue with fortnightly ECE meetings Complete all Quality Area reviews and continue cycle. Explore Observational note taking structures to support teachers in doing this effectively. ECE Teachers to attend Early Childhood curriculum conference in 2024 and EY Numeracy network in Bunbury.	Throughout 2024	St Joseph's NQS Review Process.	Achieved/Met status on each Quality Area.	ECE Lead Teacher – Pip Ellis Principal – Ashlee De Campo

COMMUNITY

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C1 - Continue to prioritise staff and student wellbeing and embed this across the school.	Utilise a Pupil Free Day as a Retreat or Faith Formation day for staff. Begin wellbeing practices and check-ins during PLCs. Implement 'Wellbeing Week' once a term- no meeting, homework etc. Train staff and implement Smiling Minds as a Whole School program- with journaling / meditation. Maintain and commit to staff social functions. Explore wellbeing options like walking, ukulele, drumming, hiking.	Semester Two, 2024 From Term Two, 2024 Semester Two, 2024 PL Day 26 th April, 2024 Throughout Year	Smiling Minds Teacher Hub – School to pay subscriptions.	Increased number of incidental wellbeing conversation among staff. Embedded Wellbeing Week each term. Smiling Minds implemented across classrooms with children regularly engaging in mindfulness activities.	Wellbeing Coordinator – Meisha Kristofferson Principal – Ashlee De Campo
C2 - Continue to emphasis to parents the importance of high attendance rates.	Send home Attendance Letters once a term to those whose attendance is below 90%. Principal to consciously communicate the importance of school attendance in the school Newsletter. Share articles and evidence to show that high attendance means better learning outcomes.	Term One, 2024 and once a term onwards. Once a Term.	CEWA attendance resources.	Student attendance data reflecting an increase in attendance over time.	Principal – Ashlee De Campo Administration Officer – Georgiana Nock.
C3 - Continue to market the school in the local community by highlighting 'good news stories' and having a presence at community events.	Regular school attendance at events – e.g. performing arts festivals, state cross country, gifted programs. Regular Facebook & Instagram posts showcasing activities and programs in the school.	Throughout the Year		All members of the Pemberton community fully understanding what is offered at St Joseph's.	Principal – Ashlee De Campo Administration Officer – Georgiana Nock.
C4 - Deepen staff and student understanding and appreciation of Aboriginal culture and history; this should involve engaging with the CEWA Bunbury Aboriginal Education Consultant.	Commission Indigenous art pieces for display in the school. Staff PLCs on Acknowledgement of Country and accessing suitable resources (such as AustraliansTogether.org.au) to support indigenous perspectives.	Semester Two, 2024 Terms Two & Three, 2024	Nidja Noonkar Boodjar Noonook Ninyiny School Resource tubs Leon Ridgeway – CEWA Consultant	Indigenous perspectives organically embedded into classroom practices.	Principal – Ashlee De Campo

STEWARDSHIP

Improvement Goals <i>Performance & development goal to be achieved (stated simply).</i>	Relevant Actions <i>What actions will we take to achieve the goal?</i>	Timeframe <i>What are the timeframe milestones? Timeframe within which the goal will be achieved.</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track and have not taken our eyes off the goal? When/how regularly will this be done? How will this be done?</i>
S1 - Implement alternative ways to provide an affordable and accessible Catholic education for all and increase enrolments e.g. the planned reduction in school fees and increased marketing initiatives.	Explore options to continue reducing costs for our current school families and future school families. Continue a targeted social media marketing strategy.	Semester One Throughout 2024	Marketing budget	New families within the Pemberton Community see St Joseph's as an affordable option.	Principal – Ashlee De Campo Finance Manager – Rosa Moyle Administration Officer – Georgie Nock School Advisory Council
S2 - Implement the planned shared/distributed leadership model in 2024 and adjust as necessary.	Internally advertise and allocated shared leadership roles to current staff. Appoint staff in the roles of Curriculum Coordinator, Students Support Coordinator and Wellbeing Coordinator. Devise roles and responsibilities. Allocate time and resources to support the success of the roles.	Term One, 2024 Term One, 2024 Term One, 2024 Term One, 2024	Principal to provide release time to staff to complete roles.	Staff within the school take on leadership responsibilities and are confident in leading initiatives within their area of focus.	Principal – Ashlee De Campo
S3 - Continue the Capital Development Plan and maintenance, as required, to provide modern and safe learning environments.	Develop a Capital Development Plan for the next 5-10 years, highlighting capital resources requiring upgrades. Projects to be included: <i>Paint interior of classrooms, replace drink fountains, repair flooring in hall, install two new flag poles, new shade on oval (using existing poles), cubby house, swing area rejuvenation, maintain basketball court, footy posts, new PA system, repaint ECE playground, replace ECE Playground softfall, replace upper playground softfall, Install ECE Pinups & rugs (to reduce echo).</i> Review and update maintenance plan.	Semester Two, 2024	CEWA Capital Development Consultant	Completed capital development plan and maintenance plan.	Principal – Ashlee De Campo School Advisory Council
S4 - Continue formalising the Professional Growth process, including aligning with AITSL Standards and consider aligning with CEWA Teacher and Education Assistant Professional Growth Plans.	Explore growth and development processes used at other CEWA schools. Establish a School based professional growth plan template. Ensure Regular meetings to reflect on goals, allowing staff to set goals and be supported by admin to achieve them.	Establish in Semester One 2024	Other CEWA Schools Everyone Leads – CEWA Document CEWA Vision for Learning CEWA Growth & Development Plans	Embedded Growth and Development processes that run on a cycle.	Principal – Ashlee De Campo

ANNUAL SCHOOL IMPROVEMENT PLAN 2024 - PROGRESS

CATHOLIC IDENTITY

- Mass focus areas are included in school masses with the parish priest regularly explaining parts of the mass and why they are included in the celebration.
- Students participated in outreach activities when celebrating the feast of St Joseph's and the feast of St Mary of the Cross MacKillop. They cooked food and provided it to the parish for those in need, picked up rubbish in the community and visited the elderly with gifts and cards.
- Children's Liturgy commenced in the parish.
- Parish priest involved in school visits across classes.
- Altar server training provided to students who have made their First Holy Communion.
- Staff attended a RE day focused on prayer with Sr Kerry.

EDUCATION

- Case Management structures were developed and embedded into weekly PLCs.
- Teaching staff engaged with CEWA Numeracy consultants throughout the year to review and refine a Whole School Numeracy approach.
- Teaching staff completed the St Joseph's approach to Spelling and embedded into classroom practices. The approach includes a comprehensive scope and sequence, diagnostic assessments, effective teaching strategies and a common language across classrooms.
- Staff attended PLC with CEWA consultant, Leon Ridgeway focused on understanding Acknowledgements of Country.

COMMUNITY

- Staff completed Smiling Minds training with facilitator.
- Wellbeing Week initiated for staff and students.
- Staff attended PLC with CEWA consultant, Leon Ridgeway focused on understanding Acknowledgements of Country. Acknowledgements are incorporated into assemblies and at the beginning of the newsletters.
- NAIDOC themed shirts are worn by staff. Art works by Noongar artist Holly Booth are displayed in library. NAIDOC week activities are planned across the school.
- Students participated in Koomal Dreaming Workshop focused on the 6 seasons.
- A partnership was established with Enable to allow for people in our community who have a disability to complete volunteer work at the school. Volunteer work in the school canteen was a regular occurrence throughout 2024.

STEWARDSHIP

- Low Fee Initiative established for families to ensure a Quality Catholic School Education is available to all in the community in 2025.
- Shared leadership model (Curriculum, Wellbeing, etc) established and recognised in timetable.
- ECE meetings weekly reflecting on the National Quality Standards and identifying areas of focus.
- Two staff attended CEWAs ECE curriculum conference
- All staff members are in the process of gaining a current First Aid certificate.

PART TWO

SCHOOL ADVISORY COUNCIL CHAIR REPORT TO THE SCHOOL COMMUNITY 2024

As we complete another school year, we reflect on what has been achieved within the School Advisory Council. The last 12 months have been a year of consolidation for the council. Although there were no big capital expenditure items to focus on like in previous years, this year our main objective was looking at other ways to improve our school.

One key area we have been working on is to make our school as attractive as possible to new families. We believe there are large benefits for our students by having a broader range of classmates while still maintaining that individual small school feel. With that in mind we have implemented a couple of new initiatives.

Firstly, we have reduced our school fees. This was initially we put forward a proposal to be included in the Catholic Education Low Fees Initiative, but we were unsuccessful in our application. However, after consultation with Catholic Education Accountant Consultant and careful review of the school's financial position we have concluded that we are in a position to self-fund a lower fee structure. This has been a result of many years of strategic financial planning by previous Councils and was not a decision made lightly.

Secondly, we have reviewed a list of upcoming maintenance and capital improvement requests and implemented a 5-year plan for the school. This has been developed with the intention of leaving a framework for future years School Advisory Councils of items that will need addressing and allow the items to be spread out and budgeted for correctly. Our intention is to keep our school maintained to a high standard for years to come and an attractive option for anyone wishing to send their children to St Josephs.

Some maintenance and compliance projects that have been undertaken this year include the installation of anchor points on the administration building, a full roof and gutter restoration and repair, and the replacement of LED lighting across three classrooms and to the exterior of the school.

We hope that these initiatives, along with a targeted advertising campaign will assist in growing our school.

I would like to take this opportunity to thank our wonderful staff for all their work in 2024. Last year we saw the departure of three long term members of staff so there was

a fair bit of change to manage this year. As always, teachers get judged by how we see the students and I believe the results speak for themselves. The students at St Joseph's are well mannered, polite and confident which is a direct result of the teachers and is a credit to the care they show the children.

Finally, I would like to acknowledge the other members of the School Advisory Council. To Marion and Liz, who are both on their second 3-year term on the council (as well as being long term members of the P&F), and to Chris and Nigel who are both in their second year of being a member on the council, I would like to say thank you for all the work you have put in this year.

I hope that everyone has a wonderful Christmas and look forward to another great year at St Joseph's in 2025.

Brad Della Franca

PRINCIPAL'S REPORT TO THE SCHOOL COMMUNITY 2024

It has been a pleasure to reflect on the 2024 school year at St Joseph's Primary School. We can feel a deep sense of accomplishment and pride in all that has been achieved by many committed and dedicated individuals in our very special small school community.

This year, I have had the privilege of working with a wonderful School Advisory Council who strive to work towards the best outcomes for our whole school community, particularly for our students. To Brad Della Franca, Marion Fuge, Liz Collins, Chris Church and Nigel Thomas, thank you for giving up your valuable time to attend SAC meetings throughout the year for the betterment of our school. Together we have navigated some very new initiatives that we hope will support the growth and development of our school. Along with the announcement of a significant reduction in school fees in 2025, the School Advisory council have also worked on a number of maintenance and compliance projects to maintain our school facilities to a high standard and meet new Work, Health and Safety legislation requirements.

Our wonderful P&F committee (Liz Collins, Marion Fuge, Caroline Muir, Esther Thomas, Sarah De Campo and Gemma Collins) has also committed significant time and efforts into contributing to the school community this year with some very successful fundraising and community building events. I thank this very committed group of mums for their dedication to our school community and I encourage others to engage with this group and consider how you too may be able to support their efforts.

This year, we have adopted a new online ordering system for our school canteen and uniform shop, as we continue to explore ways to streamline processes for our staff and families. The My School's Connect App has been very successful, and I thank Mrs Georgiana Nock for driving this initiative as our Canteen Coordinator and Admin Officer. Jamal and Tania from Enable have continued to be instrumental in providing a reliable and consistent service in our canteen and I am very grateful for their partnership with our school. I also thank Mrs Barbara Della Franca for continuing to manage our uniform shop. We have many parents in our community who also find informal ways to contribute to our school community and I am truly grateful for all you do!

We continue to maintain a strong relationship with Sacred Heart Parish and Father Edwin Ocho. Whilst Father Edwin has had some much-needed time away from the parish this year for personal reasons, he has continued to support us pastorally. I thank Father Edwin for his gentle guidance and ongoing support in developing the faith of our staff and students.

We are very fortunate to have a very experienced staff at St Joseph's, who deliver high-quality curriculum and pedagogical approaches every day. This year, we have worked to establish some middle leadership structures in the school to allow for more clarity and a shared responsibility around the goals our school is working to achieve. I look forward

to working with staff to enhance these areas even further in 2025 as we work on increasing capacity and enhancing our high-performing, cohesive team.

This year we welcomed Ms Emma Clark, Miss Adele East and Mrs Lynley Horlock on staff. Emma has settled into teaching in our Year 1/2 classroom and will continue there in 2025, while Lynley began in Term Two in a new School Chaplain position for one day a fortnight. Lynley has not only been an appreciated addition on staff, but the new role has provided a valued and individualised support to student wellbeing, one that will certainly be continued in 2025. Adele commenced towards the end of Term Two to cover Miss Sarah Buegge when she took parental leave to have her second baby. Adele's contract will conclude with us at the end of this year as she embarks on an exciting adventure in the Pilbara, and we know she will experience many successes as she continues her exciting teaching career. We hope to see you back one day Miss East!

It has been an absolute joy working with our Year 6 leaders this year. This group of three girls have stepped up in their leadership roles and set wonderful examples to their peers. There may have only been three of them, but what they managed to achieve has been quite impressive. I would like to congratulate Belle, Matilda and Hannah on their graduation and wish them all the best as they commence their high school years at Kearnan College next year.

In 2025 we will be welcoming two new staff members, Mrs Sarah Ruffino and Miss Nicole Bendotti. Sarah will commence as our Year 3/4 teacher and Nicole will be working as our administration officer while Georgiana steps into the finance officer position, allowing Rosa to take a year of deferred salary leave.

In 2025 we will be welcoming eleven new students, including eight kindy students and eight new families into our school, taking our total predicted enrolments to 43 students from K-6 to begin the school year.

I want to extend my heartfelt appreciation to all our incredible students! You are the driving force behind everything we do, and we are immensely proud of your accomplishments. 2024 has been a fantastic year with you, and we eagerly anticipate all the wonderful things 2025 will bring.

Thank you to everyone for your unwavering support of our school. I am truly honoured to be part of this vibrant and dynamic community. Wishing you all a Merry Christmas and looking forward to another fabulous year in 2025.

Ashlee De Campo

Principal