

# Annual Performance Information 2023

**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, 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 2023 there were several mid-year changes to our teaching staff, with some of the staff recorded below only teaching part of the year.

QUALIFICATION	NUMBER OF TEACHERS
Diploma of Teaching	1
Bachelor of Education	5
Master of Education	4

## WORKFORCE COMPOSITION

	Male	Female	Indigenous
Teachers	1	7	
Education Assistants		2	
Administration		2	
Groundskeeper			
Cleaner	1		
Principal		2	

## STUDENT ATTENDANCE AT SCHOOL

Year Group	Average Rate
Kindergarten	90.23%
Pre-Primary	87.50%
Year One	87.53%
Year Two	94.29%
Year Three	92.71%
Year Four	94.91%
Year Five	93.39%
Year Six	90.38%
School Average	91.37%

Overall, the school's average attendance was good and above 90%. The majority of 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

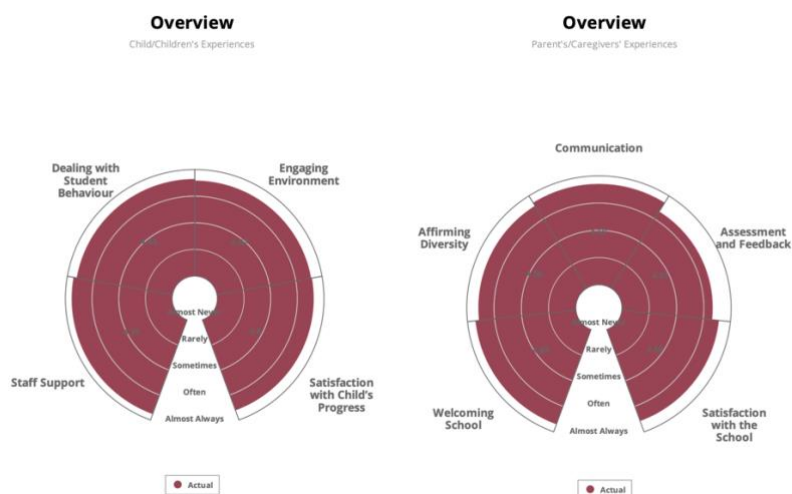
Please refer to website <https://www.myschool.edu.au/>

## 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.

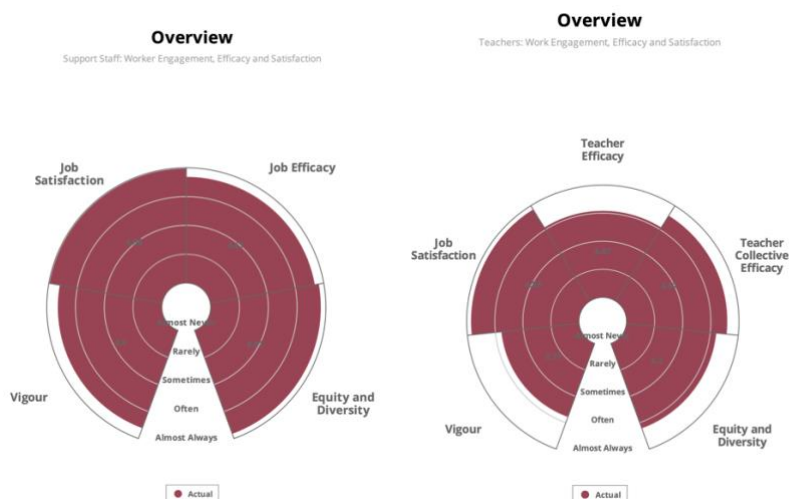
Parent satisfaction is also indicated through:

- 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. 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 2023, four students enrolled at Kearnan College in Manjimup, one child commenced School of Isolated and Distance Education and one child moved interstate.

2024 Destination School	Number of Students
Kearnan College, Manjimup	4
School of Isolated & Distance Education	1
QLD	1

# ANNUAL SCHOOL IMPROVEMENT PLAN 2023

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



### EDUCATION Catholic Schools of Excellence

GOALS	SUCCESS INDICATORS	QCE LINKS
Ensure academic growth to continues to improve through deep learning and an embedded culture of excellence.	<ul style="list-style-type: none"> <li>- Standardised assessment data to reflect ongoing improvement of individual students.</li> <li>- Authentic conversations around learning and setting standards of excellence.</li> </ul>	2.3
Deliver a clear model of instruction to create a common language of learning across the school.	<ul style="list-style-type: none"> <li>- Teaching and Learning Handbook (including the implementation of literacy and numeracy dedicated times) continuously reviewed and updated.</li> <li>- Explicit instruction and inquiry learning effectively embedded within our unique school timetable.</li> <li>- Refinement of Whole School Approach to Spelling and Whole School Approach to Numeracy.</li> <li>- Embedded STEM / Inquiry Learning models implemented across the school.</li> <li>- Integration of Aboriginal and Torres Strait Islander perspectives throughout the curriculum.</li> </ul>	2.1
Enhance of our school's personalised learning structures to ensure all student's diverse learning needs are catered for most effectively.	<ul style="list-style-type: none"> <li>- Increased staff confidence, knowledge and understanding around effective strategies for quality EAL/D education and classroom integration.</li> <li>- Continuation of learning support structures, offering additional programs (MultiLit) as required to suit student needs.</li> <li>- Individual Education Plans regularly updated and accessed to support student learning. Build staff confidence in writing and reviewing plans.</li> </ul>	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"> <li>- Increased staff training in all areas of wellbeing including a capacity to support mental health needs.</li> <li>- Open communication around wellbeing.</li> <li>- Prioritisation of wellbeing across the school.</li> </ul>	3.1 b 3.1 c
Improve student attendance rates.	<ul style="list-style-type: none"> <li>- Open communication around importance of school attendance.</li> <li>- Clear and consistent messaging to families around the importance of school attendance.</li> </ul>	3.2
Enhance school's connection and good standing with the local community.	<ul style="list-style-type: none"> <li>- Enhance marketing strategy to 'tell the story' of what our school is about.</li> <li>- Presence at community events and engagement with community needs in an attempt to 'give back'.</li> </ul>	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"> <li>- Offer affordable Catholic education options for all demographics in our community.</li> <li>- Increase in student enrolments</li> </ul>	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"> <li>- Clarity around responsibilities within leadership roles is provided to staff to ensure recognition.</li> <li>- Staff offered more opportunities to develop in specific areas and learn new leadership skills.</li> <li>- Minimal change to school operations and direction when changes to staffing occurs.</li> </ul>	4.1
Provide modern and engaging learning environments that are safe and accessible for all.	<ul style="list-style-type: none"> <li>- Regular maintenance and upgrades to facilities.</li> <li>- Student and staff safety is always prioritised.</li> <li>- Culture of open and honest communication across the school in the area of safety.</li> <li>- Compliance with all Work Health and Safety requirements.</li> </ul>	4.3



## CATHOLIC IDENTITY

Improvement Goals <i>Performance &amp; 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 goals? When/how regularly will this be done? How will this be done?</i>
Continue the implementation of Catechesis Masses with the planning specifically looking at students participating in mass responses.	Create supportive powerpoint slides for students to refer to during Class Masses (Catechesis Masses) -include extra responses to support students.	Throughout 2023	Dedicate 2-3 PLCs to develop Powerpoint templates.	Students and staff all actively responding at relevant times throughout the mass and understanding with the responses mean and their purpose.	
Engage staff and students in parish ministries.	Make food with students which could be frozen for Vinnies, etc or given to Parish to distribute by the "Parish Outreach Group".  Develop a planned Community Outreach Program for students to assist members of the community e.g. gardening, visiting, rubbish or cooking. To be delivered on specific feast days.  Facilitate training for Alter Servers.	Ongoing  2023  Term 1, 2023	Donations of ingredients or grow own in the school vegetable garden.  2 x PLCs to develop Plan.  Engage Br Robert to assist with Alter Server Training training.	The school donates meals (made by students) to the Parish Outreach group.  Work with Sacred Heart Parish to train Alter Servers, readers, musicians, food  Support students in outreach opportunities in the community.  Greater numbers of staff and students engage with the local parish through their participation in parish ministries.	Staff to coordinate and organise when the opportunity arises.  All Staff to develop – Principal to coordinate implementation.  Principal to coordinate with Parish
Enhance opportunities for staff and students to connect with the local community.	When acknowledging feast days of St Joseph's and Mary MacKillop, students and staff find ways to contribute to the community.  Review Fundraising structures (one per term) and aim to have one per year reflecting a community need.  Create a record of fundraising and outreach initiatives for future reference and guidance.	Throughout 2023 & 2024.	Discussion to take place at 1-2 PLCs in Semester One.  Engage Students, Staff and P&F in programs.	Fundraising and Outreach school based procedure in place.	

## EDUCATION

Improvement Goals <i>Performance &amp; 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 goals? When/how regularly will this be done? How will this be done?</i>
Increase staff knowledge and understanding of effective strategies for quality EAL/D education and classroom integration.	Whole staff Professional Learning day with EAL/D consultant Melissa Mikulich.  Staff follow up with additional workshops during PLCs in 2023: <ul style="list-style-type: none"> <li>Culturally and Responsive Practices</li> <li>EAL/D practices in the classroom</li> <li>EAL/D Diagnostic assessment</li> <li>Introduction to EAL/D Learning Plans</li> </ul> PLCs for 2024:	Full PL Day Booked for the 7 <sup>th</sup> of March 2023  At PLCs in 2023 & 2024	4 x PLC in 2023  4 x PLCs in 2024	Increase in staff confidence, knowledge and understanding of how to cater for EAL/D students.  Current and future EAL/D are sufficiently supported with EAL/D learning plans and effective active strategies being used in classrooms across the school.	
	<ul style="list-style-type: none"> <li>Learning differences Vs learning difficulties (Term 1)</li> <li>Collecting EAL/D work samples and EAL/D assessment (Term 1)</li> <li>EAL/D moderation sessions (Term 2)</li> <li>EAL/D Reporting (Webinar - attend live session or view recording)</li> </ul>				
Review Whole School Approach to teaching Mathematics.	Review iMaths programs as whole school program. For its effectiveness across the Mathematics Curriculum.  Identify areas that iMaths program may be lacking and identify quality supplementary resources – specifically in the Upper primary classes.  Use of iMaths investigations and problem-solving strategies - Keep record of what investigations have been completed across years to avoid repetition of skills extended.	Staff review - PLC meetings in Term 4  End of 2023 review completed	iMaths - support training Staff - sharing other supplementary programs at PLC meetings  Engage Numeracy Consultant – Alycia Della Vedova in 2024 to look at effective practices in Numeracy.  Tuesday PLCs throughout Terms 3 and 4.	List of supplementary resources on SharePoint for all staff to access to support iMaths implementation.	Principal to lead – all staff involved in developing supplementary resources and adjustments to whole school approach.
Continue to integrate digital technologies into the school curriculum and update school ICT to allow for the development of creative thinking skills in a rich STEM program.	Continue to find ways to upskill staff in the integration of ICT into their pedagogy.  Establish a Digital Technologies pedagogical leader who works to upskill staff in the area of digital technologies.  Work towards becoming an Apple Distinguished School.	Semester 2, 2023	PLC time to explore ways ICT is integrated into classroom environments – Millie to present learnings following each external PL she attends.  DT Leader to attend CEWA professional learning events.	Devices are used to support student development of IT skills and enhance creative learning opportunities.  Staff build on repertoire of Digital Technology integrated strategies, specifically in the use of Apple products.	Millie (Year 1/2 teacher) to become Digital Technologies Pedagogical leader.
Enhance STEM implementation from 2022 to ensure in continuity into the future.	Develop a range of supportive resources to teach STEM.  Review and unpack CEWA's Capabilities for Life framework and look at ways it can be utilised to support St Joseph's STEM implementation.  Millie to participate in Creative Schools program.	Throughout 2023	Explore resources currently available in STEM (Inquisitive etc.)		Millie to support staff (Sarah) to implement STEM in 2023.
Monitor/Embed Whole School Spelling Approach as implemented in 2022.	Allocate lead teachers to drive the project. Staff review resources and enhance school scope and sequence. Develop a bank of effective teaching strategies.	Throughout 2023	Provide release time for staff to complete.	Whole school approach to spelling in place across all classes.	Katrina to lead.

## COMMUNITY

Improvement Goals <i>Performance &amp; 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 goals? When/how regularly will this be done? How will this be done?</i>
Develop student and staff understandings of diversities.	Aboriginal Education Plan Focus Two - Develop and implement a 'Topics Document' for incorporating Aboriginal perspectives into our Curriculum. Audit our Aboriginal Education resources, so all staff are aware of what is available to them.  Increase school resources to include diversities (following an audit of what we currently have) – i.e. books.  Work with Enable to establish a partnership that allows for people with disabilities in our community to engage with our school community and complete volunteer work in our school.	Throughout 2022/ 2023	Utilise PLC time to review resources and then create a 'Topics Document'.  Engage CEWA Consultant – Leon Ridgeway for Support	Staff have access to a practical and effective 'Topics Document' to use when planning project-based/inquiry learning topics which incorporates curriculum content from a variety of learning areas and a list of suitable resources to support each implementation.	Principal & one other staff member (TBC) to coordinate.
Build staff capacity in dealing with student and staff mental health needs.	Work with CEWA consultants to develop school wellbeing framework that includes Staff, student and community well being needs.  Staff participate in PD day with School psychologist, Rose Fitzpatrick, looking at Trauma informed practice and youth mental health needs.  Develop staff support structures as per school wellbeing framework.  Additional staff to attend mental health first aid course.  All Staff to attend motivational speaker PL – Phil Britten	School Based PD day – Term 2, 30 <sup>th</sup> of June with Rose Fitzpatrick (confirmed)  Complete framework during PLCs as required.	CEWA Wellbeing consultants.  Engage School Psychologist (Rose Fitzpatrick).	School Wellbeing framework is well established and embedded into school practices.  Staff feel well supported and well informed regarding how to access wellbeing support if required.	Principal in consultation with CEWA consultants.
Restructure the Little Joeys program to engage families in our community and offer educational opportunities for the parent body.  Little Joeys • Utilise professionals to engage parents Run as a playgroup	Develop a program overview, which engages parents in specialized information session while students attend Little Joeys playgroup.	Little Joeys program to begin Term 2. Planning and booking of local professionals to take place in Term 1, 2023.	School Nurse School Psychologist OTs Speech Therapists Nutritionist		Millie (Little Joeys Coordinator) to organize sessions to advertise to families.

## STEWARDSHIP

Improvement Goals <i>Performance &amp; 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 goals? When/how regularly will this be done? How will this be done?</i>
Increase the number of staff who hold a valid Senior First Aid certificate.	Have 2-4 staff trained in Senior first aid.	Semester One, 2023	Principal, Admin staff, teachers		
Install new Nature Play Space.	Work with students and the P&F to design and install new Nature Play space for students in Years 1-6.  Engage a contractor	Throughout 2023	P&F Funding Student designs Principal Rustic Nature Playgrounds	Complete Playground	Principal to lead and direct project.
Allocate and train a new staff member as the school Harassment Officer and OH&S Officer.	Have a new staff member complete the OH&S and Harassment Officer training provided through CEWA.  Develop structures to ensure Occupational Health and Safety Audits are completed yearly.  Review and update of emergency procedures.	Semester One, 2023	Philippa Ellis to complete the training and become the new OH&S and Harassment Officer.	Newly trained staff member	Principal to coordinate training and liaise with staff member.
MJR & PBS Action Plan	<ul style="list-style-type: none"> <li>Update/Renew Posters</li> <li>Create SETQA Record 'Cheat Sheet' to assist with recording behaviours on SEQTA</li> <li>PBS/MJR meetings work to incorporate and increased number of PBS focus areas.</li> <li>Introduce Coin tallies discussed at Monday meetings prior to Assembly</li> <li>Opportunities for admin and Colleague to colleague observations &amp; feedback of MJR lessons.</li> </ul>	Implement throughout Semester One, 2023	Ruth (PBS/MJR leader) to work with staff to develop new structures. Heavily supported by Principal.		Ruth & Katrina to coordinate actions.



# ANNUAL SCHOOL IMPROVEMENT PLAN 2023 - PROGRESS

## CATHOLIC IDENTITY

- Mass focus areas are regularly included in school masses with Fr Edwin 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.
- Two students participated in altar server training and were commissioned as Altar servers.

## EDUCATION

- All teaching staff participated in EAL/D whole day PD with CEWA consultant, Melissa Mikulich on 7<sup>th</sup> March 2023.
- All teaching staff participate in four EAL/D focussed PLCs with CEWA consultant, Melissa Mikulich, throughout 2023. Content covered included culturally and responsive practices, EAL/D strategies in the classroom, EAL/D diagnostic assessments and EAL/D learning plans.
- 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.
- St Joseph's School participated in the *Creative Schools* program in 2023.
- Teaching staff commenced a review of best practice when teaching mathematics and established a relationship with CEWA Numeracy consultants to support this review in 2024.

## COMMUNITY

- Two staff members were trained in the Gatekeeper training.
- Three staff completed mental health first aid training.
- All staff attended a full day session with motivation speaker, Mr Phil Britten to support their wellbeing and encourage reflection on personal wellbeing priorities.
- All staff participated in a PD Day with CEWA Psychologist Ms Rose Fitzpatrick focussing on trauma informed practice and youth mental health needs on 30<sup>th</sup> June 2023.
- 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 2023.

## STEWARDSHIP

- Upgrades to the Early Childhood classroom were completed in 2023. The upgrades included large sliding doors to enhance the indoor/outdoor learning opportunities, development of a teacher workroom and new kitchenette, new cabinetry throughout the classroom and an upgrade to the toilet facilities.
- A comprehensive upgrade to our Emergency procedures was completed by the principal and staff were briefed on the changes. New documentation and maps were created and installed throughout the school.
- A new nature playground was built at the front of the school. The playground was funded by the school's Parents and Friends Committee.
- Two staff members received a Seniors First Aid certificate.

# PART TWO

## SCHOOL ADVISORY COUNCIL CHAIR REPORT TO THE SCHOOL COMMUNITY 2023

*The 2023 St Joseph's School Advisory Council welcomed two new additions this year, Chris Church and Nigel Thomas, alongside returning members Marion Fuge and Liz Collins. I'd like to thank them for their support and duty to our school community.*

*This year we welcomed a new Principal, Nicolle Achmad, to our school for the first semester and appreciated her enthusiasm and the way she jumped into the role. It was a big commitment for Nicolle to relocate to Pemberton for six months and we thank her not only for the seamless way she took over the running of the school, but also for the impact it must have had on her family life by being away. The second semester saw our substantive Principal, Ashlee De Campo, return. The SAC would like to thank both our Principals for 2023 for their dedication to ensure St Joseph's can be the best school it can be for our children.*

*This year saw the completion of the renovation of our Early Childhood classroom. After an extensive planning stage, the Capital Development Project commenced during the Christmas School holidays and was completed by Term Two. We are extremely proud, not only that the room has been modernised for our youngest students to begin their educational journey at St Joseph's, but also that through years of careful financial management, we were able to fully self-fund this important renovation. Recently we have built a new adventure playground for our older students and the SAC were pleased to be in a financial position to assist the P&F with its funding.*

*This year the SAC has continued to try to find ways to assist families in making the cost of schooling at St Joseph's more affordable and attempt to grow our school. We have removed the 20% fee discount that was previously in place and replaced it with an overall lower fee schedule to ease some of the burden associated with the rising costs of living. This system also includes a shared sibling discount for families with children enrolled at both St Joseph's and Kearnan College in Manjimup. We will continue to look for ways to help families where we can in 2024.*

*Finally, I would like to acknowledge our teachers. We believe we have a great learning environment here at St Joseph's and the staff play a huge role in that. To all our teachers we say a huge thank you, but we need to make a special mention to those Staff that are departing St Joseph's. Thank you to Emma Moynihan for stepping in one day a week this year when the position was open. To Ruth Kelly,*

*Greg Kelly and Millie Charlton I would like to acknowledge the huge impact you have all had on our children over your careers here in Pemberton and wish you all the best in your future endeavours, wherever they lie. Always remember you have a place here in Pemberton whenever you want, even if it is just to visit.*

*I hope that everyone has a wonderful Christmas and look forward to another great year at St Joseph's in 2024!*

*Brad Della Franca*

*School Advisory Council Chair*

## **PRINCIPAL'S REPORT TO THE SCHOOL COMMUNITY 2023**

*As we draw to the close of another successful school year, I am filled with pride and gratitude for the commitment, dedication and achievements of our entire school community. Throughout the year we have come together to support each other, learn from each other, and grow as a school community. Once again, we can look back on the year with pride.*

*I was on leave in Semester One and the community welcomed Mrs Nicolle Achmad into the role of Principal. Nicolle led the school with grace and compassion, and I am very grateful to her for leaving her family and job behind in Margaret River to come to Pemberton and take on this role.*

*In 2023, a couple of very exciting projects were completed after many conversations and deliberations. It is wonderful to have our upgraded ECE facilities being utilised with enriching and engaging learning activities. This project was completed early in the year but had been in discussion at the School Advisory Council (SAC) level for over 18 months prior. Our Parents and Friends Committee have also seen the completion of the Years 1-6 nature playground. A project that they have worked hard to fundraise for and construct for over 12 months. It is such a delight to have our students enjoying these resources before the end of the school year.*

*I would like to take this opportunity to thank our dedicated School Advisory Council and hardworking Parent and Friends Committee. These groups consistently volunteer their time and energy to meetings and projects for our school. It is their investment into the future of this school that helps us to ensure we provide the best facilities and resources for our students possible. Thank you to Brad Della Franca (chair), Marion Fuge, Liz Collins, Chris Church and Nigel Thomas for their work on the SAC and to Liz Collins (chair), Marion Fuge, Gemma Collins, Caroline Muir, Esther Thomas and Sarah De Campo for forming our P&F Committee in 2023.*

*I also thank Barbara Della Franca for carefully managing our uniform shop, including the introduction of a few new special-order items in 2023. Our canteen has been carefully managed by Georgiana Nock, who has ensured a positive and successful partnership with volunteers from Enable to allow us to continue providing this much-loved service to our students. Thank you, Georgie! I would also like to express my sincere gratitude to all of our parents for their unwavering support throughout the year. Thank you to all those who find opportunities to volunteer their time to our school. Your involvement in your children's education is essential, and we appreciate your willingness to partner with us to ensure the success of every student.*

*Father Edwin Ocho has continued to be a wonderful support to us all. Fr Edwin leads our parish with humility, and carefully works with the school to ensure that together, we are able to support our whole community in developing their relationship with God. I thank Fr Edwin for his support.*

*Our school is incredibly fortunate to have a dedicated and talented staff who are committed to providing our students with the best possible education. Our teachers and support staff have worked tirelessly to create engaging and challenging learning environments, and in 2023, they have continued to play a vital role in our students' academic and social successes. I truly hope they all know how valued they are in our community.*

*It has been a pleasure welcoming Meisha Kristoffersson, Georgiana Nock and Emma Moynihan on staff this year and also having Sarah Buegge return from Parental leave. New staff members who will now forever be part of the St Joseph's family. This year, we are sadly farewelling some important members of our family. We are very thankful to Emma for stepping into her role this year when Ruth took up an Assistant Principal's position in Katanning. We wish Emma all the best on her future endeavours.*

*We farewell Ruth Kelly who began at St Joseph's in 2001 and has dedicated a huge part of her life to serving our community. She has been instrumental in leading curriculum and high-quality early childhood pedagogy. I thank Ruth for her support of leadership, staff and for the support she has provided to hundreds of students over the past 22 years. Greg Kelly has also held a very active role in the St Joseph's school community and has had a very positive and lasting impact on many students. Greg has taught here for 12 years and has been dedicated in his science, maths and sport teacher roles over the years. I would like to extend a heartfelt thank you to Ruth and Greg for all they have done for St Joseph's and wish them, along with Gaia and Neva, all the best as they set off on their new adventure in Queensland.*

*We are also farewelling Millie Charlton this year. Millie began at St Joseph's five years ago as an enthusiastic graduate and now leaves us as an experienced teacher who has beautifully touched the lives of many of her students. Millie has been a wonderful member of staff and will be greatly missed by all for her positive and caring attitude and for her amazingly creative ideas! I wish Millie all the best as she begins a teaching position in Dunsborough and continues to develop as an exceptional educator.*

*In 2024 we will welcome a new teacher into the Year 1/2 classroom. Emma Clark will be move south to join our community and share the many years of experience she has had working in Early Childhood classrooms in Perth. We look forward to making Emma feel very welcome. We will also have a couple of staff members increasing the days to make up our teaching load for 2024. We are pleased to have Pip in our K/PP full time, Sarah and Katrina teaching Year 3/4 in tandem and Meisha moving to full time work, teaching our core 5/6 class and also continuing her Sport role. In the office, Rosa and Georgiana will be working three days each and Chloe, Suzanne and Jamie will be continuing on in their current roles.*

*This year we farewell six year six students: Thomas, Neva, Sienna, Lucia, William and Dephnie. Some of whom have attended school at St Joseph's for their whole primary school life. Over their primary school years, they have grown into wonderful young individuals, filled with curiosity, creativity, and a thirst for knowledge. I wish them all well as they begin their secondary schooling in 2024.*

*In 2024 we will be welcoming five kindy students and three new families into our school, taking our total enrolments to 37 students from K-6 to begin the school year.*

*Finally, I would like to acknowledge all of our amazing students! You are the reason for what we do and we are very proud of all that you achieve. 2023 has been another wonderful year with you all and we look forward to all that 2024 will bring.*

*Thank you to everyone for your continued support of our school. I am incredibly proud to be a part of this vibrant and dynamic school community. I wish you all a Merry Christmas and I look forward to another amazing year in 2024.*

*Ashlee De Campo*

*Principal*