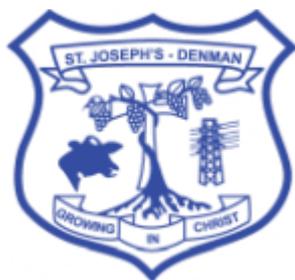


# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Joseph's Primary School

80 Palace Street, DENMAN 2328

Principal: Mrs Helen Whale

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



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## About this report

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

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

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## Message from key groups in our community

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### Principal's Message

I am pleased to present the 2019 Annual School Report for Saint Joseph's Primary School, Denman. This report provides parents and members of the wider community with information about St Joseph's activities and performance throughout that year.

St Joseph's is a community, inspired by Christ, striving for excellence. The staff at Saint Joseph's is committed to ensuring every child receives a quality education. The school offers quality education in a Catholic setting. We are innovative in our approach to teaching and learning and value each child within our school. Students enjoy coming to school and enjoy the learning experiences offered to them, both inside and outside the classroom.

Parents are encouraged to be active participants in the life of the school. It is well documented that students achieve greater education when there is a clear and positive relationship between the school and the parents.

We recognise that schools have an integral role in the wider community. The school has well defined and valued links with the local Denman community and the wider community. Participation in local celebrations, volunteering for local charities and centres are a few examples of the school's support. Support from local businesses with projects such as Cattle showing, STEM programs and the like, demonstrate this reciprocity.

### Parent Body Message

Denman is a small town with a big heart. We are a mixed community of miners, primary producers, small business owners and workers. Our diversity is our strength, coordinating that diversity is our challenge; love for our children, our bond.

Communications between parents, teachers, and administration is a key strength at SJD. Regular newsletters, email notifications, school apps, social media, physical notification boards, and weekly general assemblies, ensure all families have the opportunity to know and participate, no matter what their personal needs. Teachers, administration, and P&F leaders are visible and highly approachable for all needs. Strong communication and follow up, bring dynamic solutions and assurance to most problems.

St Joseph's Denman relies on its parent body to support its operation and growth. In class, with learning support to reinforce fundamentals, and out of class, extracurriculars. 2019 saw lunch groups such as "Coding Club" help prepare our youth for future careers in technology. "Environmental Awareness Group" taught our youths to take care of the gifts we've been

entrusted with. Excellence was demonstrated in a wide variety of sport. Foundations for 2020 “Gardening Club” were set, as well as 2020’s play equipment upgrades. None of this would have been achievable without the cooperation of our school, parents and local community.

SJD is producing future leaders.

### Student Body Message

As Year 6 students, we are part of the leadership program at St Joseph's School, which means that we represent the school. In this role we need to see the needs of the school and do something about it, help others, support younger kids, set an example to younger minds, growing into the world with their first step into SJD and help show resilience all throughout our school.

When I first started at SJD there was no such thing as a leadership team, and I found it hard to follow in a good example. But now that I’m part of the leadership of the school, I have the chance to show leadership to my younger peers and set a good example to them for when they grow up. There were many different choices of leaders such as SRC, peer support, social justice, Sport, environment, Library/STEM.

Another student reports - I was so excited when I heard that our class teacher and our new Principal were going to pick leaders for the school's new leadership teams. I wanted to become a part of the SRC, to help the school be a better place for everyone and hopefully make a mark for the school to remember for a long time to come, and that dream has happened. The students asked for football posts for the playground. The SRC ran fundraising events and have contributed money to the school for these.

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## School Features

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St Joseph's Primary School is located on the Golden Highway in Denman. It draws students from students come from the Denman, Martindale, Sandy Hollow, Bureen and Jerrys Plains regions. The school is part of St Bernard's Catholic Parish and the Diocese of Maitland-Newcastle. There are 106 students attending the school in 5 classes from Kinder to Year 4 and a combined Yr 5/6 class.

After complete their primary education they can continue their Catholic education at St Joseph's High School, Aberdeen.

Saint Joseph's Primary School Denman is built on land traditionally owned by the Wanaruah people. The school was established by the Sisters of St Joseph who began education in the Denman area

in the small town of Wybong in the early 1900's. The school was later moved to its current location in Denman to serve a growing township.

While maintaining the small country atmosphere, the school is now an architecturally designed school built to meet the students' learning needs into the 21st century.

In addition to the engaging learning offered to all students at school there is also opportunity for co-curricular learning through annual class excursions, ICAS

St Joseph's has a very active Parents and Friends Association that meets monthly. The P&F runs the school canteen weekly and the clothing pool selling new and second hand uniform items. The P&F provides a vital link between school and home, a forum for information sharing about education at the school, an opportunity for social networking and a fundraising avenue.

During 2019 the school enjoyed the total refurbishment of the student toilet block.

We are very proud of our past, our present and we look forward to a great future.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
48	53	4	101

\* Language Background Other than English

### Enrolment Policy

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

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

### Student Attendance Rates

The average student attendance rate for 2019 was 91.59%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.30	92.00	91.90	90.90	90.60	91.80	91.60

## Managing Student Non-Attendance

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

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

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

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

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

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	19
Number of full time teaching staff	6
Number of part time teaching staff	6
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

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

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

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

## Summary of professional learning at this school

Professional learning is key to successful learning at St Joseph's. The school operates as a Professional Learning Community and therefore emphasis is placed on collaborative practices at stage -team level as well as whole school level.

In 2019 whole school PD on Reading and Writing practices took place as well as Visible Wellbeing and setting agreed practices to improve the learning culture of the school.

Individual team members participated in PD which was then brought to team level . Topics focussed on the improvement agenda and included data analysis, IT in classrooms, collaborative goal setting, learning intentions and success criteria.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

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

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Forming strong partnerships in the local and broader Church community

St Joseph's Primary School, Denman is a Parish School that plays an important role in the mission of the Church. As such we have links with our Parish, St Bernard's of Clairvaux, where we come together to celebrate important feasts and also the sacraments. Throughout 2019 the school has celebrated as a worshipping community with liturgies, Masses and specific liturgical celebrations. It participated in the life of the Parish by celebrating these Masses and liturgies with our parishioners.

St Joseph's Denman has close links with the Parish Sacramental team. The Sacramental program is parish based and the Sacramental Team includes the Parish Priest, a staff member from the school and a local parishioner. The Sacramental program is supported by the school curriculum and the parish team is in close communication with the class teachers of the students involved.

St Joseph's Denman school is proud to be part of a wider Diocesan community. As such, we attend important Diocesan events. We also support Regional initiatives, including the Regional staff Mass and Dinner.

Expressing and witnessing to our Catholic identity

St Joseph's School Denman is proud of its Catholic identity which is clearly visible throughout the school, from the office and the classrooms as well as the playground. The close proximity of the school and the church helps in visually reinforcing the school's Catholic identity. Religious symbols, both traditional and contemporary can be found throughout the school and the classrooms.

As part of our Faith development program, staff and students engage in spirituality and prayer activities. We provide opportunities for the students and staff in spiritual formation.

This includes:

- Stage Three Leadership program
- Prayers, liturgies, Masses and opportunities for meditation
- Religious Education Coordinator Assembly Days
- Catholic Schools Week celebrations

Living out our Vision and Mission

'A community inspired by Christ, striving for excellence'

At St Joseph's Denman our vision statement is enacted through our teaching and care for students. We foster positive relationships with our school community through our commitment to maintain and enhance quality support and service.

Our community is inspired by Christ through the active living of the Gospel and by teaching for and witnessing to justice, peace and ecological conversion. Regular student experiences with Mini Vinnies, Mission fundraisers, Meals on Wheels as well as Environmental group activities ensure the students are able to walk the talk of Gospel living.

The school works collaboratively and reflectively to educate the whole child to a high standard inspiring all to achieve as successful, life long learners in an ever changing world through a commitment to foster leadership in all students.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St Joseph's Primary School, Denman honours its commitment to quality Catholic education through its provision of high quality educational programs by which each child is enabled to reach their full potential.

We are a community of learning characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at St Joseph's is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all Key Learning Areas.

Policy development and review is ongoing at St Joseph's. This review process is integral to policies reflecting the changes in curriculum and current pedagogical practices in all Key Learning Areas.

Analysis of student data, including NAPLAN and ACER PAT, determines areas of learning need at St Joseph's, and, is the key driver for whole school approaches to improve educational outcomes. In 2019 the focus was on reading achievement and all Professional Learning Team (PLT) meetings were utilised to collaborate, moderate and strategise whole school improvement in reading. This included the implementation of regular cross class and cross stage reading groups. The change in grouping across classes and the use of collaborative pedagogies proved effective. This is evidenced in the improvement in student reading across the year.

Continued collaboration with the Australian Mathematical Sciences Institute (AMSI) and the Catholic Schools Office has enabled improved pedagogy in Mathematics across the school. Modelled lessons and professional development on Number Talks has enabled teachers to

implement regular warm ups that help improve student fluency and mental computation. Established agreed practices for Mathematics ensures consistency for the Mathematics block in all classes.

At St Joseph's Primary School, we recognise the uniqueness of each individual and the importance of their lifelong growth in their relationship with Christ. We strive to provide equity and access to education in an inclusive environment. We encourage a collaborative approach with parents and the wider community, in striving to meet all learning needs in accordance with the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).

The Learning Support Teacher provides support to teachers to identify students with additional needs in all classes. Programs and strategies are utilised to enhance the student's learning with the support of Learning Support Assistants in and out of the classroom. Equitable distribution of school funds support these additional needs. There is ongoing effective communication between all stakeholders and preparation of individual plans for students who meet the criteria for inclusion in the Nationally Consistent Collection of Data (NCCD).

## Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	35%	57%	29%	11%
	Reading	35%	53%	12%	11%
	Writing	12%	51%	18%	6%
	Spelling	29%	48%	29%	13%
	Numeracy	18%	40%	12%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	15%	34%	23%	17%
	Reading	39%	37%	15%	12%
	Writing	0%	17%	23%	19%
	Spelling	23%	34%	23%	14%
	Numeracy	23%	29%	8%	14%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

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

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

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

### Anti-Bullying Policy

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

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

## Complaints Handling Policy

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

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

## Initiatives promoting respect and responsibility

Respect and responsibility are paramount in the education of children at St Joseph's. As such they are highlighted in the pastoral care and positive behaviour policies at the school. The students are taught respect explicitly and through modelling. Restorative practices following breaches of the positive behaviour guidelines ensure that students learn that they are responsible for their actions and for building harmonious relationships.

The establishment of school leadership system and SRC in 2019 is a positive strategy to teach students that they have a voice in the school and they have a right and responsibility to use this for the common good of the students they represent. Student leaders are taught to conduct meetings, survey students and plan projects. This collaboration between teachers and students demonstrates and builds upon the deep respect each participant has for the other in the education journey at school.

In 2019 the SRC :-

- discussed student issues and concerns,
- raised money for play equipment and supported the P&F "Christmas in July" gathering by running activities for children and holding stalls to sell handiwork.
- fostered responsibility for the stewardship of creation through the Environmental group learned and educated others about recycling, reducing and reducing waste.
- organised and supported social justice activities such as Mini Vinnies sleep out and Mission days to raise awareness of the plight of our fellow human beings and to raise funds to assist them
- Assisted students to gain lunch time access to the library by assisting the librarian

The spirit of collaborative learning at the school was enhanced by the introduction of goal setting meetings between parents, students and teachers. At designated times throughout the year these meetings were held which formulated learning goals for each child and

contracted parent, teacher and student to play a specific role in the achievement of the learning goal. Follow up meetings measured progress of the set goal and planned for the next phase. This practice clearly articulates the responsibility of each participant in the process and assists in the building of great respect for the role each has in education of our students.

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## School Improvement

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

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

A new school vision was adopted after consultation and collaboration with the whole school community. Being "inspired by Christ" has prompted all practices and policies within the school to be reviewed to ensure the truth of this statement.

Through the building of Professional Learning Teams and the associated focus on collaborative processes for teaching and learning, the teachers have sharpened their focus on student data as a means of discerning future direction for teaching. The teachers have increased their capacity to view the learning of every student as a collective responsibility and their belief that every student is capable of high levels of learning. Catering for individual students' needs is well understood and adopted with increasing success.

The commencement of the Assistant Principal Position at the school has led to the formation of a much more cohesive executive team. The focus is on leading the school in a way that sets a clear leading agenda, supports its implementation and enables teachers to build their capacity as leaders where ever possible. Leadership is focused on identifying the necessary skills within the staff members and creating the opportunities for these skills to be developed in others.

The school has formed a partnership with the Where There's a Will Foundation and PESA to ensure that the well being of every student is being monitored and heightened. By the implementation of the Visible Wellbeing's SEARCH framework, teachers are explicitly teaching skills to enhance well being across the whole school community.

## Priority Key Improvements for Next Year

In 2020 the RE focus will be on increasing Religious literacy as an academic pursuit and increasing opportunity for social justice actions as a cultural focus.

Teaching and learning focus will be on collaborative practices. Professional Learning Teams will be strengthened, the agenda firmly set on raising the expectations of student performance. Regular goal setting meetings between teachers, students and parents will keep the focus on continuous improvement. Enhancing student engagement by making clear the learning intentions, success criteria Writing will be the main focus of PD for teaching and learning.

In 2020 there will be 2 new teaching roles - a Gifted Education Leader and a Pedagogical Mentor. Both of these positions will assist teachers to identify student needs and tailor pedagogical practices to enhance learning. All students will undergo cognitive ability testing throughout the year. This data along with NAPLAN, PAT and other school based testing will be analysed to provide relevant, current information on every learner and assist in setting directions for future teaching.

The teachers have identified the need to move into increased use of IT for teaching and learning experiences. The number of devices currently available for students will be increased and teachers will participate in increased professional development in this field.

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## Community Satisfaction

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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 has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

St Joseph's Denman enjoys sound support from its parent community. The Parents and Friends Association holds a monthly meeting where dialogue between parents and members of the school executive is encouraged and forthcoming. At times, discussion focuses on issues of parent concern needing clarification and rectification and at times it focuses on efforts to enhance the great things that are already happening.

The parents have been surveyed throughout the year to gauge satisfaction and on occasion, a focus group was established to address specific problems within the school community. There is always an open invitation to parents to discuss any issues with the principal. Through all this communication the parents have shown overwhelming support for the school.

Parents, throughout the year have expressed increasing confidence in the school's ability to provide quality education. They appreciate the transparency of school operation and consistency between the school policies and practice. There have been numerous opportunities for parents to attend information meetings on a variety of educational topics. Feedback given, indicates that most parents feel well supported by the school and believe that there is a feeling of welcome and belonging within the school community.

### Student satisfaction

The students at St Joseph's love their school. They are happy and engaged in both their classroom learning and extracurricular learning. Feedback through a variety of forums shows that students feel a great sense of belonging to the school. They feel that the teachers like them as individuals and make learning enjoyable and meaningful. Students believe they can speak to the teachers at school if they have a problem and believe the teachers are doing a great job helping increase the mental health of the whole school community.

The Student Representative Council functioned extremely well this year, enabling all students to have a voice and to learn how to use it for the good of the whole school community. The senior students expressed their great delight in being able to participate as leaders of the

SRC. The SRC ran weekly meetings, as well as a number of special events throughout the year, to raise funds for sports equipment, identified by them, through their student meetings, as an area of need.

At the close of the school year, students from Year 6 expressed their appreciation and satisfaction at being role models for the younger students to ensure that St Joseph's remains a great school.

### Teacher satisfaction

The dedicated teaching staff at St Joseph's Denman are committed to continuous improvement and a best practice approach to education. This is entirely possible through the successful leadership of the executive team, who foster a collaborative and positive school culture, inclusive of all within our school community. This is evidenced through the feedback from professional learning experiences, whereby our teaching practice and pedagogy are continuously shaped by the knowledge and skills gained from our trusted leadership team.

Our teaching team is dedicated to professional learning, collaboration and innovation. The integrity and reliability of the teaching staff here at St Joseph's, ensures that we are a devoted team who work to our strengths and support one another in our roles as educators. This is evident through the everyday jovial and encouraging conversations and the cooperation within staff meetings, where constructive and enlightening responses and feedback are provided. The support of all staff and their willingness to contribute to a positive school culture, reflects our sense of belonging within our school community inspired by Christ.

Anecdotal feedback from staff members shows that they are proud of the work they do at the school, they feel they are making a positive difference in the lives of the students and they feel supported by each other and the parent community.

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## Financial Statement

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

School Financial Information for the 2019 year is detailed below:

<b>Recurrent and Capital Income 2019</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1258460
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$363113
Fees and Private Income <sup>4</sup>	\$216734
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$50162
<b>Total Income</b>	<b>\$1888469</b>

<b>Recurrent and Capital Expenditure 2019</b>	
Capital Expenditure <sup>6</sup>	\$137235
Salaries and Related Expenses <sup>7</sup>	\$1375744
Non-Salary Expenses <sup>8</sup>	\$406667
<b>Total Expenditure</b>	<b>\$1919646</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT