

# 2020

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Joseph's PS

57 King Street, EAST MAITLAND 2323

Principal: Marie Butel-Simoes

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



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

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## About this report

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St Joseph's PS (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

St Joseph's provides a quality catholic education in a caring learning environment. The school provides a rich blend of the old and new, with refurbished heritage listed buildings and modern refurbished facilities with beautiful playgrounds. At the heart of the school is the charism of the Sisters of Mercy. The schools PBL draws from the "Mercy Values "of respect, integrity, compassion, courage, hospitality, service & justice.

St Joseph's offers programmes that build on critical thinking skills nurturing their curiosity and their ability to solve complex problems. We have a thriving Gifted and Enrichment Program that supports the needs of the students, with an emphasis on academic rigor and challenging students to think critically.

St Joseph's provides child-centred, hands-on, play based experiences with intentional teaching to develop the early learning required for future academic success. Our inviting play spaces encourage our students to imaginatively explore, discover and problem solve.

Our school is focused on developing students who are able to respectfully communicate and collaborate; thinking critical and problem solve. We have an excellent BYOD program. Digital technologies skills are part of the student's learning with a focus on STEM, coding and robotics. Our resources include a Maker space, 3D printers, Drones, Spheros, Edison robots, mBot robots, B Bots and lego.

Developing future leaders that embraces social justice, respect, care for the environment and wellbeing is key. Leadership teams include: Enviro Warriors, Kids Care, Gotcha Gang, Tech leaders, the Games Gurus and Mini Vinnies. We set high expectations for our students and encourage self- regulation.

We pride ourselves on achieving strong academic success.

### Parent Body Message

2020 was like no other year. The AGM saw a new P&F committee welcomed by the school community. March saw the closure of school activities due to the Government Guidelines for the management of the COVID 19 virus. Despite this the enthusiastic committee was quick to return to meetings when allowed.

The normal annual events did not occur during much of 2020. The P&F commenced meeting via zoom in Term 3 and were able to run a father's day stall, a Mango fundraiser and wine fundraiser. The P&F finished the year in a positive manner with plans for activities in 2021.

### Student Body Message

The student leaders of 2020 were excited to be leaders and looked forward to a wonderful year. All the Year 6 students participated in supporting the new Kindergarten students as "Buddies" to help settle them into school routines.

The annual School Swimming Carnival was a great day and all the primary students were encouraged to participate by the newly elected sport leaders. There was a lot of cheering at the carnival and many students were selected to go onto the ASC regional Swimming carnival.

Lots of the students in Stage 3 nominated to participate in a Leadership Roles in a "Mercy Value" group to support the school. These groups include The Enviro Warriors, Kids Care, Games Gurus and the Gotcha Group. Unfortunately the Covid 19 restrictions made it impossible for the leaders to take up the selected leadership area.

The Covid 19 restrictions impacted on student leadership and the leaders were not able to represent the school at the normal events like Anzac day. Instead the wonderful leaders found new ways to run assemblies and wish students happy birthday. The Leaders developed new skills in videoing and zooming. They created videos wishing students in the school happy birthday and taught the others the Mercy Value focus of the week. The Leaders lead the weekly assemblies via zoom and created Facebook feeds to help the other students understand the Mercy Value focuses.

Sadly due the Covid 19 restrictions the Year 6 leaders were not able to lead the peer support program "Joey's Squad" and the Mission Day Fete.

The student leaders were commended for the wonderful way they demonstrated leadership during a most difficult year.

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## School Features

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St Joseph's Primary school offers a catholic education to Kindergarten to Year 6 in co-educational environment. St Joseph's School has existed as an entity in the local area for over one hundred years. Established by the Catholic Church, the school now belongs to the Maitland Newcastle Diocese system of schools. The school was founded by Father John Therry around 1830, the Sisters of Mercy commenced their work as the main educators from 1885.

At the heart of the school is the charism of the Sisters of Mercy who founded the school. The Mercy Values of respect, compassion, courage, hospitality, service and justice. These values underpin our Positive Behaviour for Learning Together with Care and Respect program. These are taught explicitly throughout the year on every grade.

In 2002 the school became a K-6 school following the amalgamation of the nearby St Vincent's and St Mary's Infants Schools. Extensive building works and site development were completed at that time. In 2011 the school was further refurbished using the funds provided through the BER program.

The school is located in East Maitland, in the Hunter Valley, adjacent to the New England Highway. The school is part of the Chisholm Catholic Pastoral Region. Our cohort come from predominantly Catholic families who are seeking a Catholic Education. The students mainly come from the surrounding suburbs of East Maitland, Morpeth, Tenambit, Metford, Ashtonfield, Raworth, Louth Park, Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton. In 2017 the introduction of zoning for Catholic Schools has streamlined the suburbs that are best suited to attend St Joseph's which no longer includes Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton. Students who live out of the school's zone are able to apply to attend St Joseph's with permission from their zoned school.

The school is supported by the P&F. The P&F organise a variety of community and fundraising events which is enjoyed by all.

The school provides opportunity for students to participate in choir, debating and public speaking. Students compete in the Diocesan competitions in Debating and Public Speaking. Stage 3 students participate in a BYOD learning program.

Students in Year 1 – 6 learn Japanese, coding, drama and music with specialised teachers. The schools runs a Gifted and Enrichment program with a focus on science and math.

In 2020 some students participated in the Young Scientist Competition and one student in Year 2 placed in the top 4 in his category and was nominated for the BHP Young Scientist of the year in 2020. Many students participate in the Premier Reading Challenge and 20 students received a Gold Certificate.

Students in Stage Three also competed in the ClickView Inventors Competition and one Year 6 student was the winner and now has a dedicated mentor and patent for his invention.

In 2020 the school completed a Stage 3 classrooms refurbishment program and all classes received new furniture as they transitioned to the refurbished classrooms.

Most events in 2020 were cancelled or changed to suit the Covid 19 restrictions, despite this we had a successful book week parade. The End of Year awards and Year 6 Graduation was shared via zoom.

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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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
208	226	38	434

\* 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 2020 was 94.21%. 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
94.00	93.40	95.35	95.04	93.84	94.24	93.63

## 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 2020:

Total number of staff	44
Number of full time teaching staff	15
Number of part time teaching staff	14
Number of non-teaching staff	15

### 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

The focus for Professional Learning in 2020 was Comprehension, Numeracy as well as engaging with the work of Lyn Sharratt's Clarity. During Lockdown the focus for professional learning temporarily went to technology and online learning systems to be able to deliver home learning. Staff meetings were delivered via Zoom where work continued on Clarity, Reading Comprehension and Numeracy. Staff participated in Professional Learning Teams, and one early career teacher participated in targeted professional learning.

Staff were provided with NESAs accredited Professional Learning at the weekly staff meeting. This Professional Learning was registered as a NESAs accredited course and aligned with the 2020 School Improvement Plan.

We had two Pupil Free days that focused on developing an understanding of Conceptual Math and the changes in program and practice required to implement this. Further Professional Learning on Math was delivered at staff meetings. All staff attended a final pupil free day with Professional Learning on Catholic Social Justice to create the St Joseph's *Social Justice Framework*. This framework links the school's Mercy Values program and social justice. Five staff completed Professional Learning for accreditation as Highly Accomplished and Lead Teacher.

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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)

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St Joseph's is a "Mercy School", that bases its core values on the Mercy Charism and the values that Catherine McAuley established. Our Positive Behaviours Program utilises these values and the Mercy insignia is prominently displayed around our school. Our crest includes the school motto “Together with Christ” and is used along with the school mantra “Learning Together with Care and Respect”.

Our School Mission and Vision Statement review was held during 2018 under staff and community consultation. The new Mission and Vision Statement was launched in Term 1, 2019 and presented to the School Community. The school foyer and all classrooms have sacred spaces. As part of the Chisholm Region, a roster is developed so that each school is

allocated a monthly mass for their students to attend. Due to COVID 19 during 2020, our school only had the opportunity to take part in a two whole school masses at the beginning of the year. One was to celebrate the Opening School Year and another for Catholic Schools Week. Ash Wednesday Liturgies were held in individual classrooms. To maintain the parish/school connection, one of the Chisholm Region priests visited our school once a month in place of the regular Mass. To stay within COVID regulations, the visiting priest would spend an hour with one grade discussing topics being taught in that class and answering students' questions. Towards the end of the year, as COVID restrictions eased we were lucky to experience a traditional Aboriginal Mass said by a visiting priest from the Kimberly Region of WA and we were able to farewell our year 6 students with a Mass held at school.

Initially, to keep our faith connection with parents and students during COVID 19, regular posts and prayer opportunities were shared with parents via Facebook, Compass, Seesaw and One Note. During Term 2 when students returned to school, Assembly prayers were held via Zoom to honour significant feast days eg Feast of Saint Mary MacKillop.

The school is part of the Chisholm Region and our parishes are East Maitland and Morpeth. A number of staff are actively involved in parish ministries. Three teachers are involved in the Parish Sacramental Team supporting both parents and children in completing the Sacraments of Initiation. The Sacramental Program did begin in early 2020 but was suspended until further notice due to COVID 19. Kindergarten students were involved in a "Welcome to Parish" Mass for the Chisholm Region on the first Sunday of March. The regular monthly "Kid's Mass" where students assist by welcoming, reading and playing guitar was also suspended until later in the year when mass attendance was increased.

COVID 19 had a significant impact on the Faith development opportunities provided for teachers as these were cancelled by the Catholic Schools Office. However, the CSO RE Team did provide significant staff Faith Development via prayers, clips and videos through Microsoft Teams. With their assistance we also began to develop our Social Justice Framework during Term 4. There are 5 student Leadership groups called Kid's Care, Gotcha Group, Games Gurus, Enviro Warriors, and Mini-Vinnies. The groups attended leadership sessions in Term 1 to develop a greater understanding of their commitment to leadership. These groups were able to still carry out some of their responsibilities once students returned to school.

The teaching of Religion aligns with the Diocesan K-12 Religion Syllabus/Units of work and a Diocesan Scope and Sequence. The Year 6 Diocesan Religious Education Test was cancelled during 2020 but areas for improvement that were identified and included in our SIP plan 2020 continued to be addressed at class level.

The Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service continued to be taught in classrooms, were reinforced at school assembly time and in the weekly Christian Values Awards. The school supports Caritas and Catholic Missions with events to raise awareness and funds for these organisations. Our school also recognises

Indigenous Australians and cultural events during Reconciliation Week & NAIDOC Week, Harmony Day, ANZAC Day and Remembrance Day.

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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

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- Building capacity through Professional Learning

St Joseph's Primary school implements the NSW Board of Studies K-6 Syllabus and meets all mandatory requirements. All teaching programs are based on the outcomes of the syllabus and differentiation is used to support the needs of all students. The school offers a variety to of programs to cater for the needs and interests of all learners at the school.

The school offers a GIFTED Program for students who are gifted and capable. This school based extension approach offers programs that engage these students. In 2020, these students were offered English, Science & Math extension and participated in a variety of robotics and coding activities such as Tynkercad, Robotics and Minecraft activities. Three students participated in the Diocesan Virtual Academy.

Learning Support Programs are offered for individual, group and classroom support. The school provides minilit, maclit, multi-lit reading programs and a variety of social training programs. Students in K- 3 use the Lexia, an online reading program and the stage 3 students have access to the Lexia Power Up reading program. K-4 use a specific spelling program that focuses on data and explicit instruction.

Stage 3 students have a BYOD program and have trailed the use of Essential Assessment to support mathematics. The development of writing has been a School Improvement focus. The school has used explicit instruction of a sentence a day, power writing and focus on the technical features of writing. In 2020, the school continued to focus on critical and creative thinking. Robotics and computational thinking were also integrated into the science program. Japanese, PE, coding and Creative arts are taught by specialist teachers.

The Annual School Improvement Plan is developed in response to data analysis and identification of learning needs of the students. The School Improvement drives the Professional Learning and the development of whole school approach to evidence-based pedagogy and professional practice. During 2020, all Professional Practice and Development Goals were linked to the school improvement plan and focused on developing evidence-based pedagogy across the whole school, develop improved comprehension & writing skills, math and focus on catering for the gifted students. The whole school focused on developing anchor charts to support students understanding of the Learning Intentions, Success Criteria and to provide increased feedback to support learning. Writing skill development continues to be a school improvement focus and the whole school approach employed explicit instruction of a sentence a day, power writing and explicit instruction of the technical features of writing. As part of the whole school approach to lifting the performance of students. All teachers met each fortnight as a stage at Professional Learning Team meetings to focus on data analysis to tiering learning and develop differentiated specific and targeted learning programs.

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## Student Performance in Tests and Examinations

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The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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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 2020.

### 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

At St Joseph's the Pastoral Care and Discipline Policy and Positive Behaviour Learning Plan reflects the teachings of the Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service. The values are taught over the year in classrooms and reinforced at school assemblies and in the weekly Christian Values Awards.

The Stage 3 students participate in leadership groups that promote service and social justice. The teams are Kids Care, Enviro Warriors, Games Gurus and Gotcha Gang. The Enviro Warriors organised a variety of Environment Initiatives including a recycling program and gardening. The Games Gurus organised a variety of activities during well-being week each term. The Gotcha Gang support and organise the school's PBL program. In 2020 the Kid's Care Team organised fundraising activities to support children's brain cancer.

Each year, the school supports Caritas, Catholic Missions and St Vincent de Paul Society with events organised and promoted by the Mini-Vinnies Team. To raise awareness and funds to support these organisations, students participated in Project Compassion, Winter sleep-out, Socktober, Soccer Ball Challenge and Annual Christmas Appeal.

Liturgies and activities are held to recognise Indigenous Australians during Reconciliation Week & NAIDOC Week. This year we had a visiting Aboriginal Artist who led the children in developing a greater understanding of the connection between self and country. Each grade produced a piece of artwork to display. ANZAC Day and Remembrance Day are observed at a school prayer service.

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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

The 2020 Annual School Improvement plan

#### 1. **Catholic Formation & Mission**

- Improved commitment to social Justice and staff spirituality
- Improved capacity of staff to deliver quality religious education

#### 2. **Learning and Teaching**

- Use evidence-based approaches to lift student performance and create a culture of deep learning and rigour.
- Implement evidence-based approaches to lift the performance and growth of all students focusing on pedagogy to improve clarity
- Further develop the understanding of the Inquiry approach with a focus on the use of Critical and Creative Thinking and problem solving.

#### 3. **Leadership**

- Nurture the growth of current and potential leaders to build a culture of learning that is adaptive, innovative and continuously improving.

#### 4. **Wellbeing and Partnerships**

- To establish a consistent and coherent system approach to wellbeing that is understood by staff, families and students.

## Priority Key Improvements for Next Year

The 2021 priorities will follow on from the 2020 School Improvement Plan. Due to the impact of Covid 19 many of the priorities of 2020 have been extended into 2021.

### 1. Catholic Formation & Mission

- Further develop the school's commitment to social Justice and staff spirituality
- Further develop the capacity of staff to deliver quality religious education

### 2. Learning and Teaching

- Use evidence-based approaches to lift student performance and create a culture of deep learning and rigor with a focus on Numeracy, Vocabulary development and consolidating writing.
- Implement evidence-based approaches to lift the performance and growth of all students focusing on pedagogy to improve clarity through engagement with Leading Learning Collaboratively.
- Further develop the understanding of the Inquiry approach with a focus on the use of Critical and Creative Thinking and problem solving.

### 3. Leadership

- Nurture the growth of current and potential leaders to build a culture of learning that is adaptive, innovative and continuously improving.

### 4. Wellbeing and Partnerships

- To develop a consistent and coherent system approach to wellbeing that is understood by staff, families and students.

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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

The parents of St Joseph's acknowledge the partnership they share with the school. Parents feel welcomed to participate in the school community and appreciate the care and support given to their children. Parents and friends are welcomed to the school's community through the engagement and participation in whole school and class assemblies, liturgies and masses and special celebration days.

In 2020, the parents completed the "Tell Them From Me" survey. 91 parents completed the survey. The survey asked for feedback in the following areas: inclusivity, welcoming environment, safety, supporting behaviour, supporting learning and communication. The results for each question in the category were averaged out. St Joseph's scored above the regions results in all domains. The domain that scored the highest overall score (7.9) was Safety in School. Other areas that scored high averages included, teacher expectations around learning and behaviour and school's support for student learning. The results showed high satisfaction with the school's supports and processes.

Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available, and a spirit of dialogue is encouraged. The school's leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all.

### Student satisfaction

The students at St Joseph's are active citizens of the school, all students have a voice at St Joseph's when it comes to issues affecting their wellbeing, social justice and the environment. Students in Stage 3 nominate for a Leadership Position in one of the student Leadership Groups. These include the Enviro Warriors, The Kid Care Group, The Games Gurus, The Gotcha Group and Mini Vinnies. Each group has a leadership role in the school which encourages the students to actively participate in service, wellbeing and social justice. The Enviro Warriors focus take on Environmental initiatives including nude foods, recycling

and sustainability. The Kids Care Group organised meals for families within our school community who are in need of support. Mini Vinnies are engaged in fundraising opportunities including school sleepout, project compassion and the Christmas Appeal. The Games Gurus ran fun activities during wellbeing week and the school fun run.

In 2020, students between Year 4 and 6, participated in the “Tell Them From Me” survey. 171 students completed this survey. The results highlighted the areas where St Joseph’s scored highly. Students felt that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Students also felt that teachers are responsive to their needs and encourage independence with a democratic approach. Students identified that school staff emphasise academic skills and hold high expectations for all students to succeed. They feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

All Students are strongly encouraged to also speak to staff about any concerns they may have. Individual student achievements, inside and outside of school are recognised and celebrated.

### Teacher satisfaction

Staff satisfaction is measured by their attitude while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add value and stimulation to the education received by the students.

The dedication of staff in giving up their time is appreciated by the school and frequently recognised in the comments of parents. St Joseph’s is never short of enthusiastic staff to support events, which make opportunities available to the students.

The teaching staff at St Joseph’s work together on a regular basis and focus on professional learning to improve student outcomes. Teachers felt their commitment is valued at St Joseph’s and are enthusiastic about the opportunities given for professional development and the allocation of school funds to work together with stage partners and focus on data to improve student outcomes. All staff are asked for their opinions feedback on important issues within the school community.

The staff at St Joseph’s are dedicated to achieving positive student outcomes. They work hard and are to be commended for their dedication and professionalism.

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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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,849,299
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,150,397
Fees and Private Income <sup>4</sup>	\$822,360
Interest Subsidy Grants	\$5,330
Other Capital Income <sup>5</sup>	\$255,711
<b>Total Income</b>	<b>\$6,083,097</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$19,960
Salaries and Related Expenses <sup>7</sup>	\$3,848,349
Non-Salary Expenses <sup>8</sup>	\$1,750,309
<b>Total Expenditure</b>	<b>\$5,618,618</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 2020 REPORT