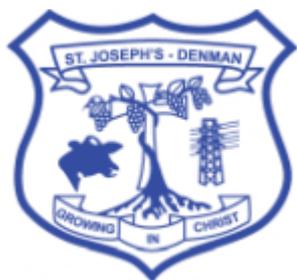


# 2020

## 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 2020 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 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.

Although COVID19 caused many face to face restrictions in 2020, parents are always 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 environmental groups, STEM programs and the like, demonstrate this reciprocity.

### Parent Body Message

This year has been a very strange year for all of us. The children with their learning, the teachers with their teaching and also to us as parents and carers in a community that allowed little to no physical contact and engaging, especially at drop off and pick up at the school on a daily basis. This, I believe has had quite a significant impact on most of us. The lack of social interaction plays a vital role to the daily wellbeing of us as human beings.

Here at St Joseph's we have an amazing network of families that have always connected daily at these times and it has been sad to see this network fade. We can only hope that this is all about to change, and to bring us back together daily once again!

The one thing however that has remained is the running and importance of the P&F and just what it entails on a daily, weekly, monthly and yearly basis for your children, and for your support at this school.

We have met online monthly on Zoom meetings and then at the later part of the year at the RSL in Denman, we have always tried to encourage the base foundation of support and togetherness for all of our families.

Thank you to the P&F executive, the uniform and canteen coordinators, cattle sales caterers and other parent and friend helpers. Thank you to the new uniform committee that got the new girls shorts and shirt Summer uniform up and running.

Can I also add how grateful we are as a committee that we have been able to rely and trust our Student representative council to keep our canteen open and serve ice creams throughout the year. Thank you SRC, you have done an amazing job!!

We need to remember that this was an unfair year to all of us, parents, students and teachers alike.

We started strong this year and people started coming, not in droves, but it was a start.

We managed to get two uniform amendments through, upgraded playground equipment (both old and new). Helped set-up and fund the school Veggie garden, held a worker's bee, fully planned a trivia night right up to the point of implementation, created on-line Mothers and Father's day stalls and empowered the SRC.

A huge year for the cattle sales and slices, We didn't forget teacher's day, I'm taking half a point for the school's Christmas lights and maybe most importantly we kept the institution together for another year! We did not quit on each other!

This may not have been a fun year but it was far from irrelevant and dare I say it was note worthy!

I am very proud of all of you, of all of us, we did better than anyone could have asked and our students have reaped the benefit.

### **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.

We have many different choices as leaders such as SRC, Social Justice, Peer Support, Sport,

Environment, I.T and Creative Arts. As leaders we represent all students at school and help them to share their voice. We listened to the students and the students asked for football posts for the playground, wellbeing events, sporting equipment and a talent quest. As leaders

we were able to provide students with all of these opportunities.

As leaders, we were able to help the school be a better place and hopefully make a mark for the school to remember for a long time to come.

We love our school because we are able to learn to high levels with great teachers who allow us to have a say in our education and school life.

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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 the Denman, Martindale, Sandy Hollow, Bureen and Jerry's Plains regions. The school is part of St Bernard's Catholic Parish and the Diocese of Maitland- Newcastle. There are 101 students attending the school in 6 classes from Kinder to Year 4 and a combined Yr 5/6 class.

After completing their primary education students 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, STEM group, dance and singing groups, ICAS testing, debating, public speaking, spelling and Maths competitions, Cattle showing, mini Vinnies and Meals on Wheels opportunities. The students can also be part of the active Student Representative Council as well as join the many student lead groups that run at lunchtimes including Environmental, Social Justice, Sport, Creative Arts, and Information Technology groups.

Sporting excellence can be developed through the sporting pathways including swimming, athletics, cross-country running, rugby league, rugby union, soccer, cricket, hockey, netball, basketball and more.

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 2020, St Joseph's school enjoyed the addition of new play equipment to their playground as well as the refurbishment of existing play equipment. Students also participated in establishing veggie gardens and a new native garden including the planting of the endangered Denman Pomaderris plants, supporting our environmental program.

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

Girls	Boys	LBOTE*	Total Students
44	54	4	98

\* 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 92.41%. 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
90.74	94.09	91.01	92.61	92.46	95.22	90.76

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

### 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 level as well as whole school level.

In 2020 whole school PD included: teaching writing, quality assessment practices to inform teaching, quality differentiation to cater for the diverse needs within the classroom, identification of and differentiation for gifted learners, as well as diocesan wide PD on Leading Learning Collaborative.

Individual team members participated in PD which was then brought to team level . Topics focussed on the improvement agenda and included data analysis, 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 it has links with the Parish, St Bernard's of Clairvaux, where it celebrates important feasts and also the sacraments. Throughout 2020 the school celebrated as a worshipping community with liturgies, Masses and specific liturgical celebrations either at school or via Zoom.

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, attends important Diocesan events.

### **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 in spiritual formation, for the students and staff.

These include:

- Leadership program for all students in Stage 3
- 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'

St Joseph's Denman's vision statement is enacted through the teaching and care for students. Positive relationships are fostered in the school community through the commitment to maintain and enhance quality education, support and service.

The school 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 needs at St Joseph's, and is one of the key drivers for whole school approaches to improve educational outcomes. In 2020 our Leading Learning Collaborative journey began as a school and Diocese with Lyn Sharratt and Clarity, informing a deliberate and purposeful analysis of data and pedagogical practices throughout the school. The use of a data wall, with a writing focus based on the Literacy progressions, guides discussions and future teaching during collaborative meetings. The implementation of a Pedagogical Mentor in the school and Professional Learning around the 14 Parameters has enabled teachers to refine and change their practice to ensure student growth is evident. The effectiveness of the pedagogical mentor's role has been evident in the engagement and willingness of teachers to be guided in identifying goals to improve their teaching practices to improve student outcomes.

Established agreed practices for English and Mathematics ensures consistency and high standards across all classes K-6. The agreed practices support teachers to focus on what is important when planning, programming and teaching to maximise student learning and growth in these Key Learning Areas.

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).

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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

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 rebuilding harmonious relationships.

The continuation of school leadership system and SRC in 2020, 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 2020 the SRC mobilised the student body to :-

- discuss student issues and concerns
- raise money for play equipment
- foster responsibility for the stewardship of creation through the Environmental group
- learn and educate others about recycling, reusing and reducing waste
- organised and supported social justice activities such as a virtual Mini Vinnies sleep out and
- Mission days to raise awareness of the plight of fellow human beings and to raise funds to assist them

The spirit of collaborative learning at the school was enhanced by the participation in 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. Where covid prevented face to face meetings and teaching the teachers organised meetings and lessons using technologies such as ZOOM, microsoft teams and seesaw. Families without internet or the associated technologies were assisted by the school with specific IT and/or provided with physical resources.

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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

In 2020, the COVID19 pandemic caused a critical change to the way schools operated and how Professional Learning could occur. St Joseph's school continued to strive for improvement albeit in a more narrow range of areas.

Religious Education focus was on increasing Religious literacy as an academic pursuit and increasing opportunity for social justice actions as a cultural focus. The latter was supported with professional learning in Social Justice for the teachers. This component of the SIP was well developed.

Teaching and learning focussed on using the 14 Parameters of Lyn Sharratt to build The Leading Learning Collaborative in the school with the purpose of raising all learning levels for all students at all times. There was a major focus on collecting assessment data and putting student faces on that data to personalise learning. Regular goal setting meetings between teachers, students and parents did not develop as hoped due to the restrictions on parent participation in the school. The staff have managed to keep the focus on continuous improvement. The introduction of the Pedagogical mentor and the Gifted education mentor supported teachers in knowing each student as a person and as a learner enabling them to differentiate learning to cater for their specific needs.

## Priority Key Improvements for Next Year

Writing continues to be the major curriculum focus in the School Improvement Plan in 2021. The introduction of Case Management Meetings across the school will be a major project. Teachers will work in teams to analyse data provided by the teacher for a focus student. Collaboratively they will devise strategies to meet the learning needs. Progress will be monitored via the data walls which are regularly updated following writing progressions for every student.

This model necessarily requires quality assessment data to inform the CMM, to determine student readiness and achievement and to inform future direction.

Through COVID the teachers have demonstrated the need to move into increased use of IT for teaching and learning experiences. The number of devices currently available will continue to be increased and teachers will participate in professional development in this field. Students will have increased IT learning opportunities.

COVID19 restrictions impacted heavily on the partnership between the school and home. Rebuilding these is a major focus for 2021. Working relationships will be forged and strengthened as it is very well known that student achievement at school is maximized when there is a strong and respectful relationship between the school and the home.

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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 with school, through the Tell Them From Me instrument (TTFM) Unfortunately there were very few respondents. Of the responses given the level of satisfaction with the school was 8/10 for Safety, 7/10 for welcoming atmosphere, inclusivity, school supporting student learning and parents supporting student learning at home. 6/10 was the score for school keeps parents informed.

As the parents were excluded from the school for most of the year it was not possible to conduct information sessions and the like. Anecdotal feedback from individual parents personally and on social media channels is very positive.

### 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 in the SRC. All students in Years 4, 5 & 6 completed the TTFM survey in 2020. 83% of students feel they enjoy positive relationships at school, 94% value their schooling outcomes, 82% feel they know why the school cares for others and this inspires them to do the same. 87% of students feel the teachers have high expectations for them and 81% feels the school has a good reputation in the community.

### Teacher satisfaction

#### 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 at St Joseph's, ensures it is a devoted team which works to its strengths and supports one another in their roles as educators.

The TTFM survey was completed by most staff at the school and indicates an extremely positive level of satisfaction with the school.

The support of all staff and their willingness to contribute to a positive school culture, reflects a sense of belonging within the 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 their families.

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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>	\$1,225,057
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$363,986
Fees and Private Income <sup>4</sup>	\$181,871
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$42,488
<b>Total Income</b>	<b>\$1,813,402</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$71,235
Salaries and Related Expenses <sup>7</sup>	\$1,398,327
Non-Salary Expenses <sup>8</sup>	\$322,988
<b>Total Expenditure</b>	<b>\$1,792,550</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