

# 2020

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*

St. Joseph's Primary School  
Charlestown



### St Joseph's Primary School

Shelton Street, CHARLESTOWN 2290

Principal: Kate Drake

Web: <http://www.charlestown.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 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

St Joseph's Annual School report reflects a snapshot of our school in 2020.

St. Joseph's offers a catholic education within the MacKillop parish, with excellence in teaching and learning from Kindergarten to Year 6. Founded by the Sisters of St Joseph, we take great pride in the Josephite charism. Our core values of Striving High, Living Like Jesus and Care for the Environment are embedded in our everyday life. We are committed to providing contemporary learning opportunities in flexible learning spaces.

Our teachers and support staff work in collaboration to ensure high quality programs are taught and to ensure differentiation across the curriculum to suit all learners. We are inclusive to all and provide quality support for students with additional needs in safe and supportive classrooms.

Our positive partnership with our parents and wider community are valued and promoted with many opportunities for parents to be involved in school life. We are well supported by parents who volunteer for many of the services provided by the school. The canteen and uniform shop are fully maintained by a team of dedicated volunteers with funds raised going to the P & F committee and in turn back into the school for resources.

2020 was a year like no other, with the impact of COVID-19 felt across the world and within our community. Home Learning was implemented during the 'Lock Down' phase and we had to adjust to new ways of providing teaching and learning programs for students to access from home. During 2020 ensuring quality home-school communication was a priority. The use of online platforms such as our whole school communication tool Compass, K-4 use of SeeSaw and Years 5-6 OneNote ensured the school remained connected daily to our students and families. The qualities of collaboration and partnership between students, parents and staff are something of which we are very proud.

### Parent Body Message

In 2020 the P&F was able to contribute considerable funds to the following projects; the rollover of 30 new laptops for the Hub, cricket pitch and net upgrade, Yr 6 graduation, annual award book vouchers, classroom accessories, an interactive screen for Yr 4, financial

support for a family in need and support for travel for parents with children attending Polding and State level sports.

The school offered a number of opportunities for parent feedback during 2020, including a parent survey as part of the school's COSI External Review, a Post - 'Home Learning Phase' survey and the Diocesan 'Tell Them From Me' survey. These allowed parents to give valuable feedback to the school which has continued to ensure community input is valued and contributes to the improvement goals of the school.

The P & F Committee acknowledges and thanks the many volunteers who assist in our school throughout the year. We also thank Mrs Drake, the Executive team and all the staff for their continued support and encouragement.

### **Student Body Message**

The Student Leadership team at St Joseph's is elected annually by the Year 2-5 students and staff. All Year 5 students have the opportunity to nominate and apply for a leadership position. The School Councillors have continued to take an active role in many areas of school life. During 2020 the school leaders filmed various events and activities to be shared with students during the Home Learning phase, such as, weekly assemblies, ANZAC Day Liturgy, Home Fitness Tips, Mother's Day Liturgy and Staying Connected videos.

We consider all Year 6 students as leaders and opportunities to demonstrate their role in 2020 included being peer group leaders at special events including the National Day of Action Against Bullying and leading Sun Smart activities and a variety of fundraisers throughout the year.

Our Year 6 students are always a very supportive and attentive buddy in their much loved role to our new Kinder students, as well as helpful and generous with their time to the teaching staff when asked to help out with the myriad of daily school responsibilities.

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## School Features

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St Joseph's Catholic Primary School caters for students from K to Year 6 and is part of the MacKillop Parish. Our school was founded by the Sisters of St Joseph in 1927. The school was initially located in Milson St. Charlestown, adjacent to the parish church and the Josephite convent; however, as the Charlestown area grew and developed it was necessary to relocate to accommodate growing enrolments. In 1975 the new school, situated in a natural bushland setting was officially opened. St Joseph's is proud of its Josephite heritage and continues to espouse the charism of the Josephite order.

St Joseph's Primary school is located in Charlestown in Shelton St, on the eastern side of the Pacific Highway. We are part of the Lakes Region of Catholic schools and we are a feeder for St Mary's, 7-12, Catholic College, Gateshead.

Nestled in a lush bush setting, St Joseph's provides a stimulating environment for children to learn and play. Our school community is equipped with modern and engaging learning environments in which to deliver our comprehensive curriculum. As a Catholic school, St Joseph's is committed to ensuring every child is given the opportunity to achieve their very best within the classroom. The partnership between home and school is strongly promoted and valued at our school as teachers work closely with parents to ensure individual needs can be met.

St Joseph's is a custom-built school designed to facilitate team teaching and meet the needs of contemporary learners, allowing for both collaboration and personalised learning. With a focus on open plan learning, teachers can work in pairs and share resources to effectively plan and deliver their contemporary learning methods. The staff at St Joseph's embrace this philosophy wholeheartedly to ensure the needs of students drive their teaching agenda.

St Joseph's is well resourced with modern facilities and technology. Our integration of learning technologies in all key learning areas gives students access to current technology such as interactive SMART Boards, iPads and laptops and wireless internet throughout the school. Years 5 and 6 use a BYOD program that enhances the teaching and learning experiences across the Stage 3 curriculum.

The contemporary learning approach used at St Joseph's ensures our staff provide academic support that is personalised and responds to the learning needs, interests and experiences of each student.

St Joseph's offers a range of sports across both our internal and external sporting program, giving students the opportunity to compete at representative level in a variety of sports. As a school, we pride ourselves on providing a variety of experiences for every child with our weekly in-school sports program where students can participate in gymnastics, dance, and swimming. Many students have attained notable achievements in a variety of local, regional,

diocesan, state and national competitions in both team sports as well as individual-based sports.

All students have the opportunity to discover, strengthen and express their creative abilities through music and drama. Students are taught by a specialist music teacher and also have the opportunity to join the school band and receive tuition onsite for band instruments. Our school choir also performs at school liturgies and local community events. Our students frequently express their talents beyond the school setting by joining ASPIRE, public speaking and debating programs.

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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
124	117	20	241

\* 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 93.77%. 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
95.03	93.61	94.86	94.62	92.69	93.76	91.80

## 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	33
Number of full time teaching staff	9
Number of part time teaching staff	13
Number of non-teaching staff	11

### 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

Staff at St Joseph's are committed to ongoing, relevant and evidence based professional learning opportunities to enhance their capacity to deliver quality teaching and learning programs for a diverse range of student groups. In 2020 professional learning undertaken included a Diocesan initiative engaging Lyn Sharratt and her body of work, 'Clarity - What Matters Most in Learning, Teaching and Leading'. This involved a whole school focus on the 14 Parameters, Learning Intentions and Success Criteria, Data Walls, Effective Feedback, and Quality Assessment. Other professional learning throughout 2020 included; Autism Awareness, VCOP & Big Write Strategies, National Safeguarding Standards, Learning Progressions, the Case Management Approach and Student Wellbeing workshops. All teaching staff continued to engage in the Professional Practice and Development process, and focused on student writing development in stage based professional learning teams. A case management approach to student learning and assessment has been adopted with staff being released to work in teams 3 times per term.

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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)

At St. Joseph's we take pride in promoting and celebrating our Catholic identity. In 2020 we continued to promote our school vision statement: Through truth in Christ we Learn, Love and Serve our Community. However, how we were able to do this was challenged, with the restrictions of Covid-19 and the inability to meet with our parish community and parent community for the vast duration of the year. We were however, able to continue to build on relationships during this period when care for students and their families was truly considered in terms of their physical, spiritual, mental and academic wellbeing. These values are reflected in our school policies and practices and in our relationships with each other and our community. This aligns with the evangelising mission of the Church, by welcoming all and living out the Gospel values.

Our school values SJC – Strive High, Live like Jesus and Care for our Environment help us to identify and practise respect for each other and our environment while connecting all we do to the story of Jesus Christ.

The charism of our founders, the Sisters of St Joseph, and their history with the school since 1927 is reflected in our school crest and our welcome mural at the school's entrance. The school's office foyer, the staffroom and classrooms have dedicated prayer spaces highlighting events in the liturgical calendar and our school vision statement is displayed in these spaces.

St Joseph's Catholic Primary School, as part of the MacKillop Parish collaborates with the Parish Priest, and the various Parish groups such as the Parish Pastoral Council, St Vincent de Paul Conference and Sacramental Team through attendance at meetings, school liturgies and parish masses. We maintained connection with our Parish community during the 2020 Covid restrictions, with attendance at the Opening School Mass at the beginning of the year and the Parish Priest attending our End of Year Liturgy at school. We were unable to continue the sacramental program during the year, but we were able to contribute to St Vincent de Paul, Catholic Care and Catholic Missions through school based activities.

Special days and feasts within the school calendar are times for celebration as a community such as Catholic School's Week, St Joseph's Day, Mary of the Cross Mackillop's Feast Day and reconciliation week. This posed a challenge in 2020, from late March, as our ability to meet as a school, include parents, and of course to attend our Parish church was impacted. Maintaining a visible Catholic presence across the school community during these times was possible through the increased use of social media to continue our Christian story. This was possible through in class shared liturgies, videoed prayers and reflections as well as zoom based prayer experiences.

The St. Joseph's community is actively engaged in highlighting Catholic Social Teaching through social justice initiatives. The school has a large Mini Vinnies team who over 2020 have fundraised and developed awareness for key Catholic agencies such as SVDP as well as Caritas. They also have participated in assisting local causes of relevance to the school community eg RUNDIPG. This commitment to showing faith through actions included an increased focus on stewardship of the environment, with a focus on 'Keep St. Joseph's Beautiful' through the development of a nude food initiative and the establishment of an environmental team. This coincided with September being the month for Care for Creation month.

Regular prayer is an important facet of our school life, in the classroom, at assembly and in the staffroom. Every Monday morning our staff gathers to pray as we begin the school week. The daily prayer of the Church, the Liturgy of the Hours, is used as well as staff prayer to commence each staff meeting.

A staff spirituality day was held in Term 4 on November 16. It focused on ***Exploring the Charism of***

***St Mary of the Cross Mackillop.*** The day commenced with a prayerful walk at Redhead, while reflecting on the life and spirituality of Mary. Later, we returned to school to gain an understanding of Mary's writing. The day provided valuable insight into the spirituality of the founding order of our school.

St Joseph's implements the Diocesan K-12 Religion syllabus for the teaching of Religion. Each class implements structured Religious Education lessons equating to two and half hours per week. At the end of 2019, the development of a religious literacy plan was developed to inform future improvement. The literacy plan identified the need to more

thoroughly teach vocabulary to enhance understanding. It also identified the need for a focus on assessment to address applied knowledge and deeper understanding of concepts. The interruption to the school year has impacted upon the content received by students. The work of the RE Department in partitioning sections of the units suitable for the home learning experience was beneficial, as was the use of clear learning intentions. A practice which has been continued following our return to school.

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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

**Continual focus on Leading Learning:** In 2020 the School Leadership team was committed to embedding Leading Learning Collaborative strategies and 14 parameter research (Sharratt) to build precision in teaching and leadership practice and improve student growth and achievement (Lyn Sharratt) specifically in writing through improved PLT practices. The leadership team planned and delivered professional learning of VCOP and the Writing Book to develop knowledge of effective strategies for teaching and assessing writing skills. The leadership team assisted colleagues to be proficient with L.S. Waterfall learning intentions. The Pedagogical Mentor (PM) role was introduced and embedded in the school to improve teaching practices aligned with the CSO strategic goals.

**Cultures built on Collaborative Learning:** In 2020 (post COVID), we created our Data wall based on Writing progressions; this opened up conversations between staff members, particularly amongst teachers in the same stage, specialist teachers (e.g. our Teacher Librarian), as well as tapping into the knowledge of teachers that have taught students previously. The Data Wall is also referred to in our staff meetings and is a critical component of our Case Management meetings (Collaborative Learning). We are conducting our Case Management meetings in groups that are mixed across the stages. This has allowed teachers to be aware of teaching strategies and needs across the school (a culture of collaboration). We have conducted numerous Learning Walks across the school and we have opened this up to other staff members to conduct their own learning walks focusing on the 5 Questions.

**Rich and Purposeful Personalised Learning:** During Covid, teachers worked collaboratively with Stage partners to create differentiated lessons for home learning. These were created using SeeSaw, Compass and OneNote. Teachers also arranged small group Zoom meetings to discuss learning needs. Upon returning to school, we again focused on

personalised learning, in particular, with writing. As a staff, we analysed the results of our writing assessments and planned differentiated teaching to target student's learning. Each class also selected a student and brought work samples to a Case Management Meeting. Students were given individual writing goals and this was shared with parents. Our NCCD students were catered for with differentiation in all KLAS and small group intervention groups were implemented.

**Creating the conditions for supportive learning:** Our PMs worked alongside Grade 3 and 2, implementing the Impact Cycle. Lessons were videoed and reflected on using a custom checklist that focus' on the Assessment Waterfall and engagement norms within teaching. The identified goals were based around increasing student talk and engagement during direct instruction. Our classroom walls were changed from walls that were static to walls that are co-constructed and purposeful to support student learning. In 2020 we successfully implemented Learning Intentions from the syllabus and co-constructed Success Criteria to create supportive and successful classrooms. We focused on LI and SC in our Professional Meetings along with the need for formative assessment that provides descriptive feedback to support learning.

**Building capacity through Professional Learning:** Our PL in 2020 was primarily centered around the 14 parameters, in particular, Parameter 1, 6,14 and our school chosen parameters 7 & 8. All staff were provided with their own copy of Clarity and professional reading of this was a focus.

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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

In 2020 St Joseph's Charlestown continued to implement our Positive Behaviours for Learning (PBL) policy and procedures. PBL is a behaviour management framework in schools that explicitly models, promotes and rewards positive behaviours while providing consistent structures in responding to negative behaviours. At St Joseph's our school values underpin our PBL approach and this was clearly demonstrated in the explicit teaching of focus positive behaviours and acknowledgement of student efforts in demonstrating these values throughout the year.

2020 saw St Joseph's employing our first pastoral care worker. This role has assisted with the improved well being of many students and built increased connection between our school and homes.

COVID-19 had a huge impact on well being in 2020, as a staff we all committed to ensure we phoned parents regularly to build connection and support any families impacted through this time. Staff also committed to Zoom calls to communicate with the children and build connections in a time of uncertainty. Our school had students who were anxious about returning to school after the COVID-19 Lock down; our school responded by having our Pastoral Care Worker (new in 2020) and our school Principal meeting students at the gate to welcome them and assist students who were experiencing anxiety. This was well received across our school community. We also surveyed our school community regarding our handling of the COVID Home Learning phase, teaching and learning and connections. The response was extremely positive with many parents expressing their gratitude and a deeper connection between the school and home.

Within the classroom resources from Bounce Back — a program that promotes social and emotional learning — as well as Zones of Regulation were also used to assist in teaching these positive expectations and develop a whole school consistent approach to helping our students identify and access strategies to promote self-regulation. In 2020 more students

reached PBL milestones known as “Joeys’ than in previous years, including the awarding 5 students St Joseph’s PBL medals.

St Joseph's takes our responsibility to keep all students safe very seriously. We speak with the students regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. Our Anti Bullying policy is actively implemented by all staff. Each year we continue to participate in the National Day of Action Against Bullying with a focus on encouraging all members of our community to take a stand when they experience or witness bullying behaviour. This year we combined this day with Harmony Day activities to celebrate the wonderful diverse and rich heritages of our students and their families.

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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

2020 saw a continued focus and embedding of the development of our Catholic identity and culture. We focused on the Josephite charism and the writings of Saint Mary MacKillop to foster a deeper appreciation of our heritage.

During 2020 the diocesan Leading Learning Collaborative initiative led us to embed the work of Lyn Sharratt as part of our weekly professional learning. We continued to focus on the teaching of the craft of writing and all staff participated in 'VCOP Writing Strategies' professional learning to enhance the teaching and learning of writing skills.

In 2020 we developed a more consistent approach to the teaching of writing across the school using Big Writes as a tool to analyse student writing samples in our professional learning teams. A case management approach to data analysis was adopted and used to enhance targeted intervention for identified student needs.

Enhancing home school communication was an area of great importance during 2020. A variety of platforms were used to ensure communication of class learning intentions and suggestions for home support were also implemented through Weekly Learning Plans. These are posted each week for parents and carers to engage in the learnings of the classroom and to encourage home discussions and interaction with school learning and events.

The amenities across the school were totally refurbished during building works in 2020. These new facilities were enabled by the diocesan capital works funding. These facilities

have been enhanced immensely with students and parents voicing their appreciation and approval of these upgrades.

2020 also saw the start of major maintenance work on the school's Multi Purpose Room. This room had extensive pest and water damage needing drainage, ventilation and repairs. Renovations have begun and the room will be completely refurbished into a contemporary learning space for 2021.

### Priority Key Improvements for Next Year

During 2021 St Joseph's will prioritise:

Planning and delivering meaningful and engaging prayer opportunities for parents and students. Increasing our involvement with our parish through mini vinnies and shared liturgies.

Embedding the Successful Foundations Research Project into Kindergarten 2021.

Implementing the Gifted Education policy through involvement as a Gifted Education Lead (GEL) school and introducing a Gifted Education Mentor (GEM) to assist teachers in differentiation strategies to cater for gifted students in the school.

Continuing to embed Leading Learning Collaborative strategies and the 14 parameter research of

Lynn Sharratt (Clarity) to build precision in teaching and leadership practice, and improve student growth and achievement.

Planning and delivering professional learning, including specific focus on teaching spelling PD, provided by Dr. Tess Daffern, to enhance teacher knowledge of effective practices in teaching spelling and writing skills. (This was cancelled in 2020 due to COVID -19)

Building on the role of the Pedagogical Mentor (PM) role and embedding it in school culture to build teacher capacity to utilise evidence-based theories and instructional practices.

The continued analysis of data (qualitative and quantitative), to determine and implement differentiated learning programs for our 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

Indications from both formal and informal data collected show that parents and carers are generally very satisfied with St Joseph's as the school for their children. We regularly ask questions and survey parents regarding their understanding and acceptance of various policies and procedures.

In 2020 parents were offered a number of opportunities to provide feedback to the school; COSI Self Review Survey, Post Home Learning Phase Survey and the Diocesan led Tell Them From Me Survey. Overall the response from each of these surveys was positive with emphasis on the positive community feel of the school, friendly and welcoming staff and the safe learning environment. Some areas for improvement were identified as facilities and buildings.

Our Parents and Friends Association is another forum where we gather feedback regarding issues within the school. Parent feedback is valued and welcomed, and we ensure we follow up on concerns raised through the appropriate channels. The culture of the school is focused on open and honest communication to enable all issues to be discussed and resolved.

Teachers at St Joseph's are very approachable and generous with their time ensuring they are available to meet with parents to discuss any concerns regarding their child's school experience. Teachers use various modes to keep parents updated on their child's progress.

Involvement from our parent community is outstanding. The attendance at events is impressive. From this we gauge the community are more than satisfied with our efforts to educate their children. We are constantly trying to improve the way we do things and utilise a variety of formats to communicate with our parents and community.

### Student satisfaction

Student voice is valued and regularly sought at St Joseph's. Students feel a true sense of connection to their school and know that all staff are committed to ensuring they achieve their personal best. Our students are proud and grateful for our expansive and natural playground

environment. They enjoy representing our school at a variety of events and showcasing our school to our many visitors, who also frequently comment on our happy, friendly and welcoming students.

### Teacher satisfaction

St Joseph's has a highly professional and skilled teaching staff who continue to show commitment to their vocation. Staff work collaboratively to achieve positive outcomes for students, and constantly strive to create a learning environment that address the needs of each learner. Staff participate in a variety of professional learning opportunities throughout the year and share this knowledge to benefit all students. Staff participate in many extra curricular events and are also frequently consulted to provide input and feedback to improve school practices. St Joseph's staff are highly respected by the school community for their commitment to developing positive relationships that enhance both their professional and personal lives.

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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>	\$2,817,083
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$828,629
Fees and Private Income <sup>4</sup>	\$467,362
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$156,118
<b>Total Income</b>	<b>\$4,269,192</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$28,890
Salaries and Related Expenses <sup>7</sup>	\$2,684,629
Non-Salary Expenses <sup>8</sup>	\$1,334,544
<b>Total Expenditure</b>	<b>\$4,048,063</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