

2020

ANNUAL SCHOOL REPORT

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Together in Christ



St Joseph's Primary School

Church Crescent, WINGHAM 2429

Principal: Mrs Melissa Hunt

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



www.mn.catholic.edu.au

About this report

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.

Message from key groups in our community

Principal's Message

2020 saw a year like no other in education and a year that no one could have predicted. The impact of COVID-19 saw us move to home learning with an increased use of technology to deliver the curriculum. Our staff were remarkable in the way that they continued to evolve and meet the challenges of the ever changing circumstances. They strived to provide a safe and caring learning environment for our students at all times, whether it be online or face to face.

When you walk through the gates at St Joseph's you immediately notice the feeling of family and the partnership between parents and the school remains strong. Our parents were a wonderful support during COVID-19 and trusted us to follow the procedures put in place to keep our school community safe.

Our Vision states, "Through Jesus Christ we learn, love and live in unity." Our Mission States, "St Joseph's is an inclusive Catholic educational community. Through quality teaching centred on Jesus our students are engaged and confident learners who make a positive impact on society." The quality of education at St Joseph's is faith filled, rich, meaningful and engaging with the core focus being our students.

Parent Body Message

The P&F meets for approximately one hour a month and is supported by a small group of dedicated parents and staff.

The P&F group has continued to work with the school to provide a support and resource for the parents and carers of our community. During 2019 the parent community were looking at trialling a new Parent Engagement Model but due to COVID this was put on hold until 2021.

Unfortunately due to Covid 19, during 2020 we were unable to hold most of our usual fundraising events such as the school fete, disco or trivia night.

The P&F fundraising activities were limited last year to our annual Mother's and Father's Day stalls and they were strongly supported by students, staff and parents.

Our fundraising activities allow the P&F to help pay for school resources and have funds to contribute to the school where extra resources are needed. During 2020 the P&F purchased a defibrillator for the school.

We could not contribute these extra funds to the school if not for the help of the P&F members and the support of our parent and family volunteers.

Student Body Message

St Joseph's is a safe, caring and nurturing community for teachers and students. We are very lucky to have the opportunity to get a good education, to learn and create new things. We are proud that we treat everyone with respect, welcome new students with big hearts, treat each other like a family member.

The teachers and staff members of our school work very hard to provide a good education for all students. All students at the school are safe, respectful, learners in the classroom as well as on the playground.

The Year 6 students, are all leaders of our school. They are positive role models for students and take on many responsibilities. They create special events, like our St Joseph's day fundraising afternoon, dance-a-thon and health hustle. The leadership skills that Year 6 students develop will help them throughout high school and the rest of their lives.

Covid-19 was a hard time for our school. The teachers made sure that the school was open for those students who needed it and online learning meant everyone still had the chance to keep up with their work.

Although we could not go to church, we still celebrated the events important in our Catholic life. Jesus is central to our school and regardless of Covid-19 or bushfires, we find a way to celebrate the love of Jesus together.

School Features

St Joseph's Convent at Wingham was opened for business in 1935. This was founded by the Josephite sisters who used the old wooden church as a school until 1953 when a new church was built. In the old church the altar and classes were separated by a curtain on school days. Infants and Primary grades were taught and until 1961 three Secondary classes were also conducted. The old church building continued to be a school until the present school was opened in 1974 with an enrolment of 80 pupils. The Sisters retained a presence in the school until 1984.

In 1982 the Wingham convent was closed and became the school administration and library block. In 2001 and 2010 the school underwent significant upgrades including a restoration of the old convent building, the building of new amenities, covered walkways, the new school hall, canteen and a new school library. In 2017 we also saw the opening of our new Kindergarten classroom which was incorporated into the old convent building, which is now our administration area.

2019 saw our Administration Block and a number of classrooms repainted. The outdoor reading area was refurbished providing students with an inviting and engaging place to read during lunch times. During 2020 we began the playground upgrade with the repainting of the outside of classrooms, the construction of a new deck, sandpit and cubbies which supports our philosophy of play based learning through the creation of engaging outdoor learning spaces.

St Joseph's has 7 classes from Kinder to Year 6. Students are encouraged to participate in a number of co-curricular activities including Year 6 camp and Year 3 -6 camp, excursions to various locations and incursions utilising virtual technology. Our students participate in a variety of sports programs and in 2020 this included intensive swimming. Our school also held a Debating Competition and participated in the Children's University.

Our school is part of the Parish of Our Lady of Perpetual Help Wingham and stands on the land of the Biripi people who we acknowledge and respect as the traditional owners of this land. St Joseph's has a strong relationship with St Clare's working collaboratively to provide a smooth pathway of transition for our students as they move to high school.

Sadly our 20th Joey's Annual Festival of Arts (JAFA) was cancelled due to COVID-19. The school is very much looking forward to the 20th showcase which will now be held in 2021.

Our school has a strong partnership with our parents, and they are welcome to be involved in the school through volunteering in the school canteen, at our Mother's and Father's Day stalls, at various school events, in individual classrooms and the playground upgrade team.

Student Profile

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
60	57	4	117

* 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 91.79%. 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
91.61	92.75	91.56	91.37	90.60	91.74	92.87

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	20
Number of full time teaching staff	9
Number of part time teaching staff	4
Number of non-teaching staff	7

Total number of teaching staff by NESA category

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

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

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

Professional Learning

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

Summary of professional learning at this school

Professional development courses were offered at the school level in the following areas: Emergency First Aid, CPR and Anaphylaxis, Spelling, Reading and Fluency and Microsoft Teams.

The school continued working in Professional Learning Teams with the major focus of these teams in the area of numeracy.

During 2020 the work of Lynn Sharratt was introduced and staff undertook Professional Learning on Case Management Meetings, Learning Walk and Talks, Data Walls, Learning Intentions and Success Criteria.

Staff also partook in CSO run Professional Learning , Gifted Education Differentiation for Primary Teachers, Noella McKenzie – Writing, Successful Foundations and The Joy of the Gospel.

Catholic Identity and Mission

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)

The St Joseph's Wingham school community acknowledges the Biripi people as belonging to the land on which this school now stands. There is a strong relationship between a child's intellectual development, religious faith and personal growth. We explicitly teach those values that are wholesome and life-giving. Prayer is important in our school, as are the celebration of liturgy and an experience of a living faith. We remember with gratitude, the heritage in education left for us by the Sisters of St Joseph.

Our school vision statement promotes St Joseph's as a learning community that seeks to make a positive impact on society through the work we do with students, through quality teaching and through a vision of a life centred on Jesus. The school celebrates its Catholic identity by having a prayer space in each classroom, celebrating liturgical celebrations and feast days, such as Mother's Day, Father's Day, Grandparent's day and NAIDOC etc. In 2020 we continued to Make Jesus Real in our everyday lives and continued to work to ensure that Jesus is at the centre of everything we do.

St Joseph's actively participates in the life of our parish, Our Lady of Perpetual Help Wingham although in 2020 this was more in spirit than physically due to COVID. The school also works in close partnership with the Parish Initiation Team and with our REC. Our Pastoral Care Worker provides another important link between parish and school. Regular communication is ensured via planned meetings between Priest, Principal and REC and through representation on the Parish Pastoral Council.

School staff participated in a retreat experience taking the opportunity to look at the Theology of the Child, a retreat experience prepared by the RE & Spirituality team from the CSO and presented by the school executive. The retreat provided solitude and community, as well as the opportunity to reflect on intellectual, emotional and spiritual growth. Nurturing faith and personal spirituality is important in our role of developing a faith culture in our school. Shared prayer experiences are a natural extension of this and staff pray together regularly and with purpose.

The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K-12 Religion syllabus. The syllabus has four major strands which are: Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality. Teachers develop units of work based on each of these strands for use in their class learning program. Teachers also continued to incorporate a Catholic Dimension statement within all programs to highlight Catholic identity as integral to all KLAs.

Curriculum, Learning and Teaching

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

At St Joseph's we value individuality and strive to develop a love of learning in each child by providing students with a variety of opportunities to excel in all areas of school life. As a school, we seek to provide a high-quality education in a safe, nurturing and inclusive environment.

St Joseph's is proud to offer an engaging curriculum that meets the needs of all learners and emphasises high expectations in all Key Learning Areas. Students are supported and encouraged to achieve their full potential in a learning environment that nurtures personal resilience and the development of positive skills through a quality education.

Education at St Joseph's promotes 21st century learning and is supported by modern resources including laptops in all classrooms, access to video conferencing and virtual classrooms. Teachers utilise the available technology resources to provide engaging opportunities for students to access the curriculum.

During 2020 the Spelling scope and sequence for the school was reviewed and amended to support a whole school agreed approach towards the teaching of spelling. Along with this, the school continues to work in line with the school improvement continuum for Curriculum Focus Days with Mathematics and PDHPE the Focus for 2020. These focus days allow teachers to ensure that they are providing an engaging and high-quality compliant delivery of the curriculum.

Creative Arts is a curriculum area that is recognised as a strength at St Joseph's. All students have the opportunity to discover, strengthen and express their creative abilities through music, drama and visual arts.

Targeted literacy and numeracy programs are incorporated to ensure successful learning, as well as flexible learning groups across the school in Mathematics. This ensures that learning is tailored to every student's needs and our standardised numeracy results are evidence of the success in increasing student achievement in this area. During 2020 the school began a detailed action research around reading fluency and developing a whole school agreed approach to in turn increase the outcomes of our students in this area. This will continue in 2021.

Our Learning Support Team meet regularly with teachers and support class teachers by planning collaboratively to ensure that the specific needs of each student are being met through differentiation and allowing them to access the curriculum at their point of entry.

The Gifted Education Mentor worked with teachers to build capacity in planning differentiation for identified students through COGAT and these students have been provided with learning opportunities that extend and challenge them academically.

The embedded practice of Professional Learning Teams and the use of data has enabled teachers to ensure that they are keeping the students and their needs at the centre of all planning to improve student outcomes.

Student Performance in Tests and Examinations

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.

Pastoral Care and Student Wellbeing

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

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

Staff and students coordinated and conducted various social justice events in 2020 to demonstrate the importance of reaching out to others, locally, nationally and globally and to foster a sense of respect and dignity for all under the guiding ethos of Catholic Social Justice Principles.

During 2020 we provided students with various opportunities to put into action the guiding vision of St Mary of the Cross MacKillop of "never see a need without doing something about it". Students supported the Caritas Project Compassion appeal during Lent. This type of appeal empowers our students to contribute to social change, at a global level. We supported various other social justice causes including food donations for the Taree Community Kitchen Christmas Appeal. Students proved to be very creative in their approaches to these various fundraising causes.

Activities such as these demonstrated the value our school community and students have in regards to being a respectful and positive influence on society.

Our students participated in cultural awareness activities that promote respect for all and celebrated NAIDOC celebrations welcoming Aboriginal elders and community members into our school. The school continued with our cultural program across all classes to support our cultural awareness.

Making Jesus Real continued to be incorporated into the everyday running of the school and the way that we expect everyone in our school to treat and act towards others is visible in the kindness displayed in our school. We share this expectation with our parents and ensure that this common language is visible and used in all school communication.

St Joseph's fosters environmental awareness and sustainability through a number of community initiatives. As a school, we have a strong environmental focus incorporating solar electricity, vegetable gardens, worm farms, water tanks and composting.

This provides students with a strong foundation in learning to care for our environment and for being stewards of creation, which increases student's connection with and awareness of nature and environmental issues.

We acknowledge our responsibility to be stewards of our earth and all of God's creation. Sustainability of resources means responsible management, care of the environment and a system of operation that is designed to enhance the future wellbeing of the planet.

School Improvement

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

During 2021 St Joseph's provided a culture of formation and mission for staff, students and families. The school continued with its implementation of Making Jesus Real and used this as a vehicle for sharing faith experiences with students and their families.

Staff undertook an online course titled Gifted Education; Differentiation in Primary Teaching. Teachers then worked to provide an engaging and high quality differentiated program for students. The school focused on differentiation, in the Key Learning Areas of Religious Education, English and Mathematics. Our Lead Teacher, REC, Pedagogical Mentor and Gifted Education Mentor worked with staff to build their capacity in being able to differentiate confidently in class programs.

The school began their work based on Lyn Sharratt's Clarity. During this time the school implemented Case Management Meetings, Learning Walk and Talks, Data Walls, Learning Intentions and Success Criteria. This provided a much more in depth focus for staff on utilising data to plan and improve student outcomes.

During 2020 St Joseph's became a Successful Foundations school. The Kindergarten teacher implemented and embedded the philosophy of Early Learning this improved the support for our students during the transition to Kindergarten and was a very successful inclusion to our school improvement.

Priority Key Improvements for Next Year

In the development of the School Improvement Plan the school has set the following priority areas for 2021.

To develop and strengthen links between and Parish and school community. The school will work with the Parish to find ways to encourage a stronger link between the school and Parish.

Improved explicit teaching of writing. The school will utilise the work of Noella Mackenzie to undertake an in depth analysis of writing in the school. Working towards creating a standard assessment process for writing and targeting identified areas of need in the school with the aim of improved growth and achievement for students.

To build capacity of teachers through Professional Learning Teams using quality assessment, data analysis, the Learning Progressions and differentiation. The school will continue their work with Lynn Sharratt looking at the assessment waterfall and the use of data to inform teaching and learning.

To research and implement a wellbeing framework for students and staff. The school will analyse the wellbeing data collected during Term 4 of 2019 and identify areas of need in wellbeing for staff and students and will access Professional Learning to assist in these areas.

Community Satisfaction

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

During 2020 parents were surveyed electronically using the Tell Them From Me platform. Parents were asked a number of questions to gather information around feeling welcome, inclusiveness, safety, positive behaviour, learning at school and at home and being informed.

Overall the parent responses demonstrated positive feedback in regards to the above areas. Parents noted that the staff were professional and provided a nurturing and high quality education for their students. Parents felt welcomed and encouraged to become involved in the school through many events. The positive relationships between parents and the school as well as every student being known by all teachers were a strong theme in survey responses. Parents also commented that communication with parents was strong and parents felt well informed of what was happening in the school, particularly during COVID-19.

The school feels that communicating about what is happening in classrooms is an area for continued improvement and this will remain a focus for the school during 2021, particularly sharing our focus areas in the curriculum and classroom learning.

Student satisfaction

During 2020 all students were individually surveyed to gain their opinion about their social, institutional and intellectual engagement. Year 4 to 6 undertook an electronic survey using the Tell Them From Me Platform and Kinder to Year 3 undertook a school designed paper survey. The data from this survey was then collated for review.

The feedback from the students was overly positive. Students felt that the teachers had their best interests at the forefront of everything they did and that the teachers worked hard to provide an engaging and interesting learning experience. Students noted that they valued school expectations for achievement and growth in academic areas. Students were motivated and valued the effort that they put in and the quality instruction they received from teachers.

Children displayed positive behaviours most of the time and felt satisfied with the behaviour management procedures and expectations within the school. The majority of students felt a positive sense of belonging and experienced positive relationships with others.

Teacher satisfaction

Staff were surveyed using the Tell Them From Me platform. Staff were asked a number of questions to gather information on the eight drivers of students learning, including Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, Learning Culture and collaboration. Overall satisfaction was high.

Staff highly valued the collaboration and feeling of community and family in the school. The staff felt that Jesus was at the centre of what we do here at St Joseph's and that the school was a faith filled learning environment. The whole school approach to Positive Behaviour in the school and the school behaviour management structures was positively viewed by the staff. Staff felt that the expectations and consistent approach are instrumental in the positive behaviours that are displayed by students. The staff felt that relationships with parents were positive.

The shift in focus during 2020 to align with the CSO focus on the work of Lyn Sharratt included the use of data and learning goals and success criteria have been well received by the staff and will continue to be a focus in 2021.

Financial Statement

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:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$1,588,408
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$472,560
Fees and Private Income ⁴	\$148,830
Interest Subsidy Grants	\$360
Other Capital Income ⁵	\$68,723
Total Income	\$2,278,881

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$734
Salaries and Related Expenses ⁷	\$1,735,990
Non-Salary Expenses ⁸	\$433,148
Total Expenditure	\$2,169,872

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