

2020

ANNUAL SCHOOL REPORT

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Together in Christ



St Joseph's Primary School

1 St Joseph's Drive, TAREE 2430

Principal: Mr Frank Jones

Web: <http://www.tareesj.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

The 2020 school year was one which presented enormous challenges, but also many opportunities.

Although being an experienced Principal, entering a new school in 2020 and dealing with the everchanging COVID environment presented significant challenges. Engaging with parents and developing partnerships was problematic at times, however, I would like to thank the parent community for their support throughout the year as we made the most of every opportunity available to us.

Upon my arrival it was clear to see that the school staff are a committed team of educators and are very much invested in the school. Many of the staff have served the school community for many years now and have an excellent knowledge of the local community and the families within the school community. I thank them for their support in my initial year.

The school was able to review our Mission and Vision statements during the year and refocus the intent in more succinct language.

The Mission of the School was to "To do what it takes to serve out learners through Quality Christo-centric education."

The Vision of the school remained unchanged - " That Cristian living, loving and learning for life will always be a lifelong characteristic of our community members."

Parent Body Message

From the outset, before COVID 19 arrived, our goal was "FUNraising" rather than fundraising.

The P&F had contributed significant funds to the school to support the refurbishment of the school Learning Hub, and to provided digital resources. The 2020 year was to be about building community.

This goal obviously took a hit when COVID arrived. Many of our parents were limited in their ability to connect and meet online and so we were really unable to grow the numbers at our meetings.

The parental focus during 2020 shifted to the learning, particularly on line learning during the periods of Home Learning. The school utilised a variety of digital platforms and created an online learning platform which allowed parents, students, and teachers to communicate. This

new method of communication continued well past the period of home learning and was considered by the whole school community as a positive to come from the terrible circumstances that COVID provided.

The Current P&F committee will all stand down in 2021 and allow a new group to come forth and continue the work. The school will be investigating the formation of a Parent Forum. We would like to thank the staff, students and parents for their support over the journey.

Student Body Message

This year has been a very different year for everyone. COVID really has made life hard for everyone.

As Year 6 students we missed out on so many of the traditional responsibilities such as leading the ANZAC day march and laying the wreath, coordinating and hoisting the leadership assembly as well as the weekly assembly. This was really a difficult time for us all as we felt we were being cheated of our year 6 "rites of passage".

We owe a great deal however to our teachers and the school leadership team who provided opportunities for the students in so many other areas. The school purchased many more computers which developed our online learning. The school captains provided a weekly address to the community on our digital platforms, and as captains we were able to host mini assemblies. Our Head Hearts and Hands initiative provided wonderful encouragement for all students as well as provided student voice.

Our greatest vote of thanks however is reserved for those responsible for ensuring that at such short notice we were able to attend Year 5 and Year 6 camps as well as hold a Year 6 Graduation ceremony. While it may have been a difficult year, we did not let it define us, and we are grateful for the opportunities provided.

School Features

St Joseph's Primary Taree caters for Kindergarten to grade 6 students and is currently two stream. We are in the parish of Our Lady of the Rosary Taree and feed to St Clare's Secondary College. The founding order of the school was the Sisters of St Joseph's in January 1923.

Ninety-five years ago great preparations had been made under the direction of Father Coady for the arrival of the Sisters of St Joseph at Taree in January, 1923. A new convent and a brick primary school on Wynter Street had recently been completed ready for the Sisters to begin St Joseph's Primary School and a girls boarding school at the beginning of the school year. The boarding school continued until 1965. Rosary High School was established on the parish site in 1926.

When the high school relocated to Chatham in 1971, the pupils from 3rd to 6th classes at St Joseph's Primary School moved into the vacated secondary school building which had been built in 1962. In 1972 the original 1923 school was demolished and replaced with a modern infants school consisting of three double classrooms based on 'open plan' teaching.

With the closure of St Joseph's Primary and Boys Boarding School at Cundletown in 1968 and St Joseph's Primary School, Krambach in 1989, students travelled to St Joseph's, Taree.

St Joseph's Taree draws from its six parish centres and surrounding district. This includes Taree, Old Bar, Harrington, Lansdowne, Cundletown, Coolongolook and Wingham. We also draw students from the Halliday's Point area, Nabiac and

Increasing enrolments and cramped conditions led to a new school being opened at St Joseph's Drive on May 25, 1998, the school's current site. We honour our Josephite and parish history.

The Parents and Friends association is a very busy group and despite their relative inactivity in 2020 due to COVID protocols were able to remain engaged with the school community. They were able to donate a significant amount of money towards the contemporary furniture which was purchased to compliment the building refurbishment of the Library and Learning Hub.

The school will have completed the significant refurbishment of the Library and Learning Hub in time for the commencement of the 2021 academic year.

The school has a proud tradition of participation and success in cultural and academic programs within the local and broader community. These include competitions such as debating, spelling, mathematics, public speaking, rugby league and union, netball, soccer,

and hockey. Unfortunately, due to COVID, other than the grade 5 and grade 6 camps, all these opportunities were lost.

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
135	168	45	303

* 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 88.61%. 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
87.70	89.44	84.29	90.79	88.52	89.97	89.58

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	39
Number of full time teaching staff	15
Number of part time teaching staff	10
Number of non-teaching staff	14

Total number of teaching staff by NESA category

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

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

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

Professional Learning

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

Summary of professional learning at this school

The Professional Learning of the 2020 year was directly aligned with the four goals of the Strategic Management Plan. These four goals and their relevant Professional Learning experiences appear below.

Goal 1: Build upon the Catholic Identity of the School. The staff undertook Professional Learning in the area of personal spirituality and the facilitation of Christian mediation for students. We also investigated the permeation of the Catholic World View in our classroom instruction across all Key Learning Areas.

Goal 2: Build upon the already considerable capacity of our teachers to provide instruction in writing, and implementation of Lyn Sharratt's 14 parameters of powerful learning cultures. The school engaged Noella McKenzie, a well known and respected expert in the area of writing to provide this Professional Learning. The professional learning program was executed over the first three terms of the year. The school was also involved in the system wide Leading Learning Collaborative which engaged the expertise of Lyn Sharratt and the exploration of the 14 Parameters of teaching. The focus of this Professional Learning is to bring systems, school leaders, and teachers together to boost student achievement and build teacher capacity to learn, teach and lead.

This learning experience is expected to be engaged over a three year period and by implementing the 14 Parameters and using collaborative processes, our system leaders, school leaders, and teachers can demonstrate how shared knowledge, equity, and expertise can make every class more effective and every teacher more empowered.

Goal 3: Build the capacity of all staff to be Leaders of Learning. This area of development is investigated during the Professional Learning the staff undertaken in Goal 2 above.

Goal 4: Enhance the Wellbeing of all community members. The Positive Behaviours for Learning (PBL) program has been implemented and forms a part of our weekly Staff meeting.

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)

During the 2020 academic year, St Joseph's primary school reviewed their School Mission and Vision. All data provided from school improvement sources such as staff, parent and student surveys, and CSO reports and reviews were collaboratively analysed and discussed to arrive at a statement of purpose. Church documents were prominent in this analysis and discussion.

While the current Mission and Vision statements were accurate and affirming of our purpose, they were quite lengthy statements. We wanted to be able to articulate our message in a concise and determined manner. We wanted our purpose to be easily and quickly understood. As a result, in term 2 of 2020, the school presented the following Mission and Vision statements to the community.

Our Mission - To do what it takes to serve our learners through quality Christ centric education.

Our Vision - That Christian living, loving, and learning for life is a significant characteristic of all our community members.

The obvious connection to Christ and Christian living reflects the importance the school places on our Catholic Identity.

The School hosts all Parish Sacramental meetings and includes lessons around the sacraments in its Religious Education Curriculum across the grades.

The school placed large wooden crucifixes outside every external door during 2020 to compliment the religious icons that are placed prominently and strategically inside every room.

Our school gathers and prays together every morning and each class offers prayers before each meal. Staff gather for prayer and breakfast each Thursday morning. Each class is given a particular Liturgy to coordinate at some point through the year and parents and the parish community are invited to share with us in these celebrations.

Include information that conveys to the reader distinctive aspects of the Catholic life of the school. Comment could include aspects such as: living out our Vision and Mission; expressing and witnessing to our Catholic identity; forming strong partnerships in the local and broader Church community.

The School enjoys a strong relationship with the Parish and the traditional practice is for the Parish mass to be held in the school Hall each and every Friday of the School term and for the CWA to meet on school grounds. This will continue when COVID protocols allow. Other examples of our strong parish and community links can be found in the Minnie Vinies group, the senior students volunteering at the Community Kitchen operated by Catholic Care, and the frequent investigations of social justice issues that form a part of our contemporary world.

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

Learning at St Joseph's Taree is based on the philosophy of Personalised Learning - meeting students at their point of need and providing relevant instruction to meet this need, Given that mostly all students within one cohort are at different points in their learning journey, providing this instruction requires careful and regular planning.

Staff are provided with the required professional learning and the necessary time to ensure that they are provided with the opportunity to provide the appropriate instruction. For us here at St Joseph's, it is not whether a student has been taught - that is a given. The focus for us is whether a student has understood and has learned.

In 2020 we made a commitment to building our capacity to using pedagogies such as gradual release of responsibility, and using in class intervention programs to ensure that we are meeting our students at their point of need. The learning intentions of each classroom teachers lessons are clearly articulated and the success criteria are differentiated so that all students in the cohort are able to engage in their learning and demonstrate an appropriate level of understanding. This structure with an emphasis on establishing a focus and purpose, teacher modelling, explicit and guided instruction and independent learning gives students access to differentiated quality core instruction in the classroom at their point of need, the first and crucial tier in the response to intervention.

Our Learning Support staff play an important role in assisting the teachers in identifying the learning needs of students and sourcing the relevant strategies to ensure that these needs are being met. The classroom teachers and learning support staff work together during case conferences where they meet to discuss the ongoing needs and success of students and plan for their ongoing instruction or provision of needs. Whole class teaching is minimal at St Joseph's Primary School as student assessment indicates that our students have many

different levels of understanding, therefore grouping students according to similar need allows 'the identification on the teacher's part of critical-input experiences – those experiences that present important new content to students' (Marzano, 2007, p. 31).

With the refurbishment of the Library and the Learning Hub ready for commencement of 2021, digital technologies will become a focus for us in the coming years. We have increased the number of digital devices and are investing in Professional Learning around STEM and the use of digital technologies as a learning tool to enable us to make best use of the learning environment our refurbishments will provide.

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

The school has initiatives for the promotion of respect and responsibilities at the staff, parent, and student levels and these can be seen in the school's response to the following Policies.

Pastoral care policy - The school is proud of the manner in which it cares for those members of our school community which are in need. Our school Mission statement begins with the words "We will do what it takes....", and the pastoral wellbeing of our students is a compulsory component of our staff meeting discussions. We have strong links with St Vincent de Paul, Catholic Care, and Beyond the gates.

Behaviour Management and Student Discipline Policy. In 2020, the school commenced the implementation of the Positive Behaviours for Learning program. Positive Behaviour for Learning (PBL) brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people. When PBL is implemented well, teachers and students have more time to focus on relationships and classroom instruction

St Joseph's accepts its responsibility to promote a culture of trust, cooperation and respect in our context of Christian living. Bullying within a school removes this culture and inhibits the development of positive relational outcomes such as those espoused as part of our Positive Behaviours for Learning. Our Anti-bullying Policy is reviewed regularly as part of our PBL engagement and is on the school website.

The school has formal written protocols in place to address complaints and grievances. All school community members have been issued an open door invitation by the Principal to enable any member to meet and discuss issues and discuss them in the hope that a satisfactory resolution may be found before formal processes become necessary. before they require Complaints Handling Policy.

Each of these policies is available in the school foyer and on the school website. They are referred to in the school newsletter regularly and used appropriately.

The School's response to Pastoral care, Behaviour management and Student Discipline, Anti-Bullying, and Complaints Handling are all handled with transparency with a bias towards confidentiality to ensure that fairness and dignity can both be achieved. All such matters are engaged within a framework of dignity, respect and truth and can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

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

With a new Principal and Leadership team commencing in 2020, and the challenges of the COVID pandemic and the associated protocols, 2020 would be a year of collaborative Inquiry into our current reality, our desired state and our plan to move from one to the other.

In 2020 the school built a platform to launch its school improvement plan for the next three years. Our first step was to compose a Mission and Vision statement that was able to encapsulate all the objectives and underlying assumption of our purpose for existing in two simple but powerful sentences:

Our Mission -*To do what it takes to serve our learners through quality Christ centric education.*

Our Vision - *That Christian living, loving, and learning for life is a significant characteristic of all our community members.*

With the creation of these clearly articulated and easy to recite statements, we were then able to hold collaborative inquiry into our current reality based on staff, student and parent data, and our desired state which was also defined by our community data. We had some clarity about where our school community was currently situated and where we wanted to be situated. We were able to collaboratively plan the journey ahead, identify our strengths and also our opportunities for growth.

Priority Key Improvements for Next Year

While we will continue to make visible the Catholic Identity of the school, the focus of 2021, as identified during the collaborative inquiry process will be on **learning, school facilities and community wellbeing**.

Learning: The driving force behind our professional learning and improvement agenda in learning during 2021 we will be engaging in Lyn Sharratt's 14 parameters for Learning. This is a whole system initiative to bring systems, school leaders, and teachers together to boost student achievement and build teacher capacity to learn, teach and lead.

This learning experience is expected to be engaged over a three year period and by implementing the 14 Parameters and using collaborative processes, our system leaders, school leaders, and teachers can demonstrate how shared knowledge, equity, and expertise can make every class more effective and every teacher more empowered.

The specific areas in learning where we are aiming for improvement is in our capacity to provide expert instruction and assessment of reading, and the implementation of the Gradual release model of classroom instruction and student intervention.

School facilities: To compliment the magnificent refurbishment of our Library and Learning Hub, the school will be making a significant commitment to the purchase of digital resources to ensure we are able to take advantage of our contemporary learning spaces facilities. We will also be committing to a maintenance program that will ensure that our school is clean and extremely well presented. We will be employing a maintenance worker and over the Christmas break and the priority tasks to be undertaken will be the cleaning of all roofs and pathways, and the renewal of all gardens.

Wellbeing and Parent partnerships: The school will be building upon the PBL program and introducing a new parent forum process to replace the traditional P&F association. The new system is know as the Parent Engagement Group (PEG).

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

St Joseph's experiences many successes and enjoys a strong reputation for excellence in education, cultural experiences, sporting achievements, and developing the whole child. Parents are regularly encouraged and welcomed to provide feedback, ideas, opinions and suggestions on any aspect of their child's learning.

Opportunities are provided through Parents and Friends meetings; parent education forums and workshops; Newsletters; formal and informal conversations; social media and email. Through continuous and open methods of communication despite the effect that the COVID pandemic and associated protocols had on parent engagement, the parents verbalised an overall high level of satisfaction with the innovations introduced and current practices at St Joseph's Primary School.

In 2020 our school survey of all staff and parents once again indicated that the sense of community satisfaction was predominantly positive. Those areas of the survey or issues raised by parents which indicate there was opportunity for growth were addressed in the 2021 Strategic Management Plan.

Student satisfaction

Student enrolments at St Joseph's remained constant in 2020. The Principal visits classrooms daily and meets regularly with Year 6 and Year 5 as a whole and also with the Student Representative Council. The Year 6 students collect student voice by facilitating a monthly student meeting in their house groups. Information provided through this student voice is reported back to the school leadership team in order to inform the staff of potential issues. The school's ability to provide the excursions for Year 6 to Coffs Harbour, Year 5 to the Bush Camp, and the Year 6 graduation dinner, all despite the COVID pandemic, certainly reinforced a high level of student satisfaction at our school.

Teacher satisfaction

A culture of staff ownership for school culture and sustainable strategic priorities is adopted within our school. The Principal speaks to the staff as a whole each Monday and encourages open communication across the Team. The Leadership Team meet weekly, the teachers meet as a whole fortnightly and in PLTs the alternate week. The AP meets with the Learning Support Team & the Student Support Team while the Principal meets with the Aboriginal Support Team. Communication and a Team approach within our school suggest strong staff satisfaction.

The survey of all staff reinforced what we experience daily; a great team with a wonderful commitment to this school and community and to Catholic Education in general.

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	\$3,878,790
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,111,586
Fees and Private Income ⁴	\$562,125
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$154,267
Total Income	\$5,706,768

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$102,691
Salaries and Related Expenses ⁷	\$4,020,191
Non-Salary Expenses ⁸	\$1,425,290
Total Expenditure	\$5,548,172

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