

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Joseph's Primary School

Farquhar Street, MEREWETHER 2291

Principal: Karen McGinlay

Web: <http://www.merewether.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

Human predisposition is for certainty in our lives, however, change and unplanned events can serve to enhance our lives rather than detract from them. This year brought us unforeseen challenges but also numerous growth opportunities.

At the start of the year we were greeted with a revamped multi-purpose green space playground. In addition to play, this space has been used for many different things including sport lessons, maths lessons, reading afternoons and a performance space.

Technological skill development of our staff and students increased and diversified due to remote learning demands of COVID-19. Zoom enabled assemblies and staff meetings to occur, while a range of software was used to provide quality online learning experiences. Parents had the opportunity to be more connected with their children's learning and to become familiar with their children's preferred learning styles.

Fewer offsite activities for both staff and students enabled a concerted and coordinated approach across the school with teaching and learning. All classes are now using Learning Intentions and Success Criteria to help make learning more visible and transparent for the learners so they know what they are learning and how they can be successful at this learning. Teacher confidence, skill development and enjoyment and satisfaction for what they are doing is at an all-time high and the level of students' learning and growth in various areas is also on an increasing trajectory. The leadership team has engaged in instructional walks and talks and through these it has become very evident that the students' desire to talk about their learning in detail is very much on the increase.

St Joseph's is a blessed and happy place where, no matter what, we continue to Learn, Love and Live the Truth.

Parent Body Message

Much has been written about 2020 which is symbolised by the fact that we have only been able to hold one Parents and Friends (P&F) meeting during this year. We have all missed the many school community events and functions that are part of St Joseph's but the most important thing for us all is that we have remained safe and united as a community during this extremely difficult period.

With this in mind, despite the many challenges COVID-19 has presented, we would like to extend a huge vote of thanks to the staff and leadership of St Joseph's for their diligence and care of our children and school community during this unfortunate state of affairs. Our greatest respect goes to the teachers who continued to work hard for our children's education and care, despite having their own family concerns and needs.

We thank the broader school community for their patience and understanding with the adjusted school arrangements and largely inactive P&F association. However, the P&F executive continued to meet with the school leadership team to support them and to begin to plan for going forwards.

As a P&F association we feel for our Year 6 students whose final year in Primary School was impacted by COVID-19. We encourage them to remain positive and wish them all the very best for high school and beyond.

Student Body Message

2020 has been a unique and interesting year for St Joseph's Merewether. Through all the ups, downs, twists, and turns 2020 was by far the most unexpected year for us all. We had to adapt to a COVID safe lifestyle and learning at home for 6 weeks. Home Learning proved a tough challenge to overcome. We had to make many changes to our everyday routines as Australia, and the world, suffered through a global pandemic.

The teachers worked relentlessly for the students to have an education throughout the pandemic. Tirelessly working to develop new online lessons for over 400 students must have been quite an experience. In 2020, the NAPLAN tests were cancelled for Year 3 and Year 5 due to the COVID-19 pandemic. As well as learning academic knowledge, all our students learnt valuable technological skills whilst being in quarantine. These new skills included how to live stream, working on Zoom meetings, and how to keep safe and healthy at home.

Once school returned, students were involved in various social justice initiatives throughout the remainder of the year. These were opportunities to raise awareness of different needs in the community and consider how our actions can help others.

School Features

St Joseph's Primary School is a two-stream Kindergarten – Year 6 Catholic systemic co-educational school located in Merewether. Upon completing their primary education at St Joseph's most of the students follow the system's secondary pathway of St Pius X, Adamstown and then on to senior school at St Francis Xavier College, Hamilton.

The school is one of two Catholic primary schools in the Newcastle Inner City Parish of St Benedict. This site has provided Catholic education since 1876 when a church and school opened. From 1882-1884 the Sisters of Mercy, Hamilton and lay teachers conducted a school, until in 1888 when the Sisters of St Joseph arrived. Along with the primary school, a girls' high school was established on the site in 1932. In 1936 a two storey brick school was constructed on the corner on Kenrick and Union Streets. The girls' secondary school closed in 1983 and the site became a dedicated primary school.

The school undertook a major refurbishment in 2007 when twenty rooms were refurbished and the Parish hall was renovated internally as well as the adjoining canteen. In 2018 further refurbishing of classrooms was undertaken, providing contemporary learning spaces for the students. In 2020 the main playground had a major overhaul and is now a very usable space for sports activities and creative play.

The school places an emphasis on authentic, contemporary teaching and learning practices, focusing on growth in student achievement in each Key Learning Area (KLA). The staff continually participate in professional development experiences to further engage students in their learning. Our staff consists of highly skilled, dedicated classroom teachers and assistants, as well as specialist teachers for Music, Learning Support, English as an Additional Language or Dialect (EAL/D) and Library.

Co-curricular events, linked to and enhancing the curriculum, include overnight excursions to Canberra and The Great Aussie Bush Camp; participation in inter-school public speaking and debating initiatives; and opportunities to represent the school in creative arts pursuits such as choral festivals and ASPIRE. Students also engaged in sporting pursuits that included gala days, athletics, cross-country running and swimming.

Students have access to extra-curricular activities and lessons in the areas of band, and musical instrument tuition; drama, choir and singing lessons; Mandarin language classes; gardening club; and robotics. Families are able to avail themselves of on-site before and after-school care.

Special school events providing witness to community spirit and Catholic values include St Joseph's Day, Mother's and Father's Day breakfasts and liturgies, working bees, beginning

and end of year thanksgiving Masses, weekly assemblies, grade sharing assemblies and creative arts performances.

An active P & F Association contributes enormously in their partnership with the school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website and official Facebook page, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings.

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
193	198	62	391

* 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 89.34%. 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
91.01	90.29	89.96	88.80	89.30	87.61	88.40

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	33
Number of full time teaching staff	14
Number of part time teaching staff	10
Number of non-teaching staff	9

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

At St Joseph's, all teachers have been involved in professional learning opportunities during the year. This professional learning aligned with our school improvement plan and related to improving student outcomes.

Staff Development Days:

Effective Writing - Alison Davis and Louise Dempsey

Spirituality - Mary McKillop and Josephite Charism

In-School Professional Development:

Clarity: 14 Parameters - Lynn Sharratt

NAPLAN Narrative Writing Modules

Corwin Virtual Professional Learning Conference

Understanding Behaviour and Positive Behaviour for Learning (PBL)

Writing: including writing progressions, the gradual release of responsibility model and effective writing practices

Professional Learning Provided by the CSO:

Leading Learning Collaborative

Clarity: 14 Parameters - Lynn Sharratt

Pedagogical Mentor Training

Impact Cycle

PDHPE – Unit Writing

Executive Leadership Training

Successful Foundations

Formal tertiary study:

Several teachers are undertaking - Masters of Educational Leadership, Masters of Inclusive Education, Graduate Certificate in Theology, Graduate Certificate in Religious Education.

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)

St Joseph's Merewether is a Josephite school guided by the rich heritage and values of the Sisters of St Joseph. We demonstrate a deep commitment to Catholic beliefs and traditions, with our motto, 'Live the Truth', a constant reminder to live the Gospel in our interactions. We embrace the Gospel values and create a welcoming culture in which all feel valued. We embrace our evangelising mission and grow the faith of our children, staff and community.

Our vision and mission is to: Learn, Love and Live the Truth. To 'Learn the Truth' we nurture whole child growth, promote academic excellence through quality education, include all and celebrate diversity. To 'Love the Truth' we ensure we are a Christ-centred Catholic community valuing justice, integrity, and peace; and encourage positive relationships through respect and belonging. To 'Live the Truth' we witness and seek the Truth, demonstrate faith in action through social justice and are committed stewards of creation.

Our Catholic identity is evident through our vision and mission, our Josephite history and daily school life. We focus on and provide opportunities for student, parent and staff faith and spiritual formation. Our school community prays together daily. Sacred prayer spaces with religious objects are in each classroom. Our playground sacred space, Tokooliba, meaning 'Place of Truth', commissioned and opened during 2019, includes an Aboriginal depiction of the Stations of the Cross. Our staff have access to ongoing spiritual and faith development opportunities and are provided with weekly opportunities to gather in prayer. Our staff

participate in professional learning in Religious Education and formation in faith and mission as Catholic educators.

Our Principal, Religious Education Coordinator and Parish Priest meet regularly to strengthen the school-parish relationship. Our staff assist with preparing children for the Sacraments through teaching class-based Religious Education programs level. They also actively participate in the parish-based Sacramental program. We have strong connections to the St Benedict's Inner-City Newcastle Parish and to St Joseph's Church, our main place of worship. Outside of COVID-19 restrictions, students normally attend the local parish Mass with their grade, and whole school liturgies and Masses. Students, parents and staff are invited to regularly participate in parish life and liturgical celebrations. We are strengthening connections to the St Benedict's Parish along with Holy Family Primary School, Merewether Beach. Our student leaders represent St Joseph's at Diocesan, Mission and Parish Masses and local community services. Social justice is highlighted through acknowledging traditional landowners, the Awabakal people, and regular fundraising initiatives by the student Mini Vinnies Group to support the wider community, including Project Compassion, Catholic Mission and the St Vincent de Paul Winter and Christmas appeals.

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

St Joseph's Merewether provides a wide-ranging, inclusive curriculum dedicated to providing programs that are engaging and challenging while being accessible for all students. As an innovative and collaborative learning community, we set high expectations. These support our learners in their continued growth and to achieve their best. As a Catholic school our ongoing focus is to develop and empower the whole child in a variety of cross curricular skills and attributes including literacy, numeracy, information and communication technology, critical and creative thinking, spirituality and personal, emotional and social wellbeing.

At St Joseph's we believe in a strengths-based approach to recognise, value and build on students' existing knowledge and skills. Students from Kindergarten to Year 6 are encouraged to work at their individual levels to achieve success. Students engage in meaningful and enriching activities, tailored to their needs and learning styles, within a supportive and flexible learning environment. Our teachers have a shared vision for curriculum practice, providing varied and rich opportunities for all students to develop a deep understanding of concepts and big ideas within learning areas, along with valuable skills such as teamwork, critical thinking and problem solving. The relationship between curriculum and pedagogy is fundamental.

Our curriculum focus is on continued student growth and enrichment through a consistent collaborative approach to programming English K-6, in particular, Writing. Staff regularly engage in meaningful Professional Development opportunities to increase teacher repertoire of strategies to explicitly teach writing. With the support of our school's Pedagogical Mentors, we have developed agreed practices around the structure of our literacy writing block and engaged experienced and knowledgeable staff members to work across several stages of the school to model, guide and facilitate best practice, ensuring the dynamic and differentiated delivery of lessons. Further staff development has ensured the implementation

of learning intentions and success criteria within English, Mathematics and Religious Education lessons, which are highly effective in contributing to student academic growth.

The continued integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project is an essential part of our curriculum development, with infants' staff increasing their repertoire of strategies and pedagogical approaches, which include purposefully framed provocations connected to syllabus content.

The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops and iPads from Kindergarten to Year 3, similarly develops students' computer literacy.

The role of Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences and the diocesan established Virtual Academy. Staff develop well-planned and articulated programs utilising a variety of pedagogical approaches appropriate to student needs, including differentiated and tiered tasks as well as project-based learning. Further highly valued, curriculum-based opportunities for enrichment include Inquisitive Minds, Public Speaking, Debating, First Lego League and Robo Recess.

Children who need assistance in an area of learning are identified by both norm-referenced tests and teacher-constructed assessments. Selected students are given assistance on an individual and/or small group basis within the cohort. Students with special needs are supported, both in classrooms and on the playground, and provided with various opportunities to develop their potential.

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

St Joseph's implements many initiatives across the school which promote respect and responsibility. These can be evident on a class-based level and across the whole school.

In 2020, St Joseph's continued to develop its school-wide Positive Behaviour for Learning Framework (PBL). This framework aims to provide all members of the school community with clarity and consistency regarding student work ethic and behaviour. The four key expectations across all areas of school life are:

- Act Safely
- Be Respectful
- Care for All
- Do Your Best

Staff participated in professional learning in PBL and students contributed to the school framework. The PBL committee developed a scope and sequence for the implementation of the framework and formulated a 'Dash the Dolphin' whole school reward system.

St Joseph's is a school which practices restorative justice. Restorative justice is an approach to student management which focuses on teaching students the skills in taking responsibility for their actions and rebuilding respectful relationships. Information about restorative justice was communicated with parents. This ensures that all members of the community are aware of how incidents are managed, resolved and restored.

Our Kindergarten – Year 6 Buddy Program, where the Kindergarten students are matched with an older student, not only supports the new Kindergarten students but provides opportunities in a supportive and familiar environment for the Year 6 students to practise taking on responsibility for others.

The Buddy Bench program is used to promote respect for others and responsibility. These Buddy Benches promote tolerance and inclusion of others. At school assemblies, members of the Student Council shared role plays with the school community on how we can best utilise these benches.

Each class has specific practices which support building and maintaining positive respectful relationships. Classes acknowledge positive behaviour through individualised reward systems. These were developed based on the age and interest of the students. Merit certificates were given out weekly to identify and praise students who were particularly excelling in a particular area. Principal awards were given out fortnightly to acknowledge students who were respectful of others.

As the need arose, specific classes participate in the Friendship Saver Program. This program is an evidence-based early intervention program designed to support students to develop a shared language and skill set for understanding friendship, conflict, independent problem-solving skills and conflict management strategies.

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

The major key improvements throughout 2020 have been:

- opportunities for staff, students and parents to engage in quality faith formation experiences
- greater staff collaboration, building of collective capacity and embedding a common language of improvement, through engaging in the diocesan Leading Learning Collaborative to increase our students' achievement.
- the consolidation of quality pedagogical practices in writing that have a direct impact on student achievement. This has been achieved through the introduction of two staff members taking on the new role of Pedagogical Mentor, the undertaking of NAPLAN marking training modules by all teachers and moderation of writing samples.
- the introduction of Professional Learning Teams, with a focus on writing.
- the formulation of a scope and sequence for our Positive Behaviour for Learning framework.
- the implementation of high impact visible learning strategies of learning intentions and success criteria across various Key Learning Areas.
- the revitalisation of the main school playground.

Priority Key Improvements for Next Year

Key areas for improvement at St Joseph's in 2021 will focus on the following:

- Faith formation of all in the school community. For staff, the focus will be on the 'heart' of the Josephite charism and for students we will begin the formulation and implementation of a K-6 Retreat program.
- Integration of a St Mary of the Cross MacKillop quote and characteristic, across each grade, to deepen students' understanding of the Josephite charism.
- Formulation of a school-wide agreed practice for the teaching of Mathematics, following Professional Learning on Contemporary Mathematics practices
- Develop the expertise of staff in the teaching of Mathematics. This will include professional learning on the use of Number Talks across K-6 Mathematics lessons, as well as on embedding assessment into pedagogical practice.
- Collaborating to write a K - 6 Mathematics scope and sequence
- Regular co-construction of Success Criteria in Mathematics
- Engaging in regular case management meetings
- Connecting with knowledgeable others (KOs) across the diocese
- Establishing staff teams to work on school initiatives
- Consulting with parents around desirable home-school communication practices
- Launching our PBL initiative including a school wide reward system as well as explicit teaching of lessons linked to each school expectation and reviewing our award system.

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

Through "Tell them from Me" survey data, various other survey instruments, emails, incidental conversations and anecdotal evidence, parents' views have been elicited regarding their satisfaction with St Joseph's.

Parents are incredibly satisfied with the upgrade to the school playground and are very proud of it and frequently mention it to others both within and outside our school community.

Parents feel the school supports their children's learning and provides a high quality of learning. They believe the staff encourage their children to do their best work, have high expectations of the children as learners and show an interest in their children's learning.

Data indicates that parents consider positive student behaviour is supported. They believe that the staff ensures all children are clear about the school's behavioural expectations. Parents also acknowledge that their children feel very safe at this school and that it is inclusive in nature. Parents value that their children are not only getting an academic education but that they are also in a caring, supportive community environment.

Most families were grateful for, and complementary of, the learning that was provided throughout COVID-19 lockdown. They appreciated the extra work that teachers were doing and they acknowledged the challenges the teachers experienced.

The community sees the school as being warm and welcoming and appreciate the positive energy the staff bring to the place. They believe the staff are friendly and engaged and like how they encourage respect for both individuals and the school as a whole.

Student satisfaction

After the COVID-19 pandemic was announced, everything ground to a halt. Schools were closed, hands were sanitized, zooms were in session and students were at home. Although it is easy to complain about this, it really instilled autonomy in our learning and we had to

manage our tasks and our education. They were hard at times, but it really encouraged growth.

Some major highlights of the 2020 school year were our COVID safe Book Parade in Term 4, Socktober fundraising and Harmony Day. Another real stand out were our music lessons. For the first time, we had a 40-minute session of music once a week with a specialist music teacher. These lessons consisted of playing our favourite songs with the boom whackers, practising how to write our own sheet music, and learning about and how to practise body percussion.

A sporting highlight for 2020 was in Term 4 when all classes would meet in our school hall with Tae Kwan Do instructor, Phillipa. Each class practised different techniques and despite the lessons only occupying forty minutes of our week, each week we made significant progress. By the end of the term, we had already attained a thorough knowledge of self-defense. Overall, the whole experience was positive, and the knowledge acquired from our classes was abundant.

Students enjoyed many events organised by the Student Council such as the school skip-off and bringing in new soccer goals for our improved school field. The Council also had the notable contribution of introducing the Return-and-Earn program to educate our students on how to keep our community and environment pristine.

Teacher satisfaction

Staff were asked at points throughout the year to share their thoughts about various initiatives, plans and practices. Ideas were shared through digital surveys, including the "Tell them from Me" survey, small group discussions in staff meetings, incidental conversations and written responses to emails.

The greatest satisfaction that has been expressed by staff this year has been around their professional growth. Many staff have commented on how the professional learning that they experienced throughout this year has led to increased confidence as well as upskilling them, particularly in the areas of writing and incorporating learning intentions into their teaching.

Staff also felt that the implementation of Professional Learning Teams (PLTs) was valuable. They valued the whole school approach that has been taken in order to bring about consistent practices and joint understanding. Many also commented on how they were enjoying the increased level of collaboration amongst their colleagues and were favourable in their comments regarding the change in the Release from Face to Face (RFF) practices that saw weekly release occurring, thereby assisting them to collaborate more often with their grade partners. They have noticed that they work with other teachers more often to plan, to discuss student engagement and to seek ideas from one another about particular students.

The practices and resources that were established for remote learning along with the support provided to all throughout this challenging time, were viewed favourably.

The school leadership team are considered to be an effective team by the staff. They have indicated that they believe this team has assisted them to establish challenging and visible learning goals for the students, create new learning opportunities for the students and helped them to improve their teaching.

Like the parents, the staff were thrilled with the upgraded playground and what it meant for them as a learning space.

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	\$2,752,979
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$873,795
Fees and Private Income ⁴	\$942,875
Interest Subsidy Grants	\$3,445
Other Capital Income ⁵	\$259,885
Total Income	\$4,832,979

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$138,193
Salaries and Related Expenses ⁷	\$3,321,306
Non-Salary Expenses ⁸	\$1,074,882
Total Expenditure	\$4,534,381

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