

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *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>

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

Despite the challenges that the Pandemic continued to present throughout the year, 2021 has been an exceptional year of growth and development. Each year we are guided by our Mission Statement and our Strategic goals, and despite the pandemic, 2021 was a successful year in relation to our strategic intent.

In 2021 we embedded the Mission Statement we introduced in 2020 – We will do what it takes to serve our learners by providing a quality Christ centric education. We continued to strive towards the school's long-established vision – That Christian Living, Loving and Learning for life will be lifelong characteristics of our students.

With our Mission and vision statements at the forefront of our thinking, we were able to implement the strategic intent which had a significant focus on learning. In 2021 we reinvented ourselves to a certain extent and aligned ourselves with the Catholic Schools Office major learning initiative led by Dr. Lyn Sharratt – a world renown educationalist. In doing so we enabled our staff to come together to identify and implement best practice which has boosted student achievement and built staff capacity to learn, teach and lead. I am sure the Assistant Principal's message will affirm these results.

We also focused on the presentation of the school and undertook a major maintenance program. I am sure that you would agree that the school grounds and gardens look an absolute picture. Our recent building project “The Learning Hub” has been an incredible addition to our school and has really assisted in the focus we have on learning. The purpose-built spaces for technology use will be of great value with the employment of a technology teacher for 2022. We will also be employing a Music teacher in 2022 so that all children will receive a weekly music lesson from a qualified and experienced musician.

I would like to offer my commendation to all the staff of St Joseph's. We have a team of 42 staff who come to work each day with the best interests of the children in their hearts and minds. Our staff have needed to be agile and patient beyond the greatest of expectations, and their commitment, energy, and enthusiasm during these most challenging of times has been inspirational.

I thank you the parents for choosing our wonderful school. When you made this choice, you were prepared to make financial sacrifices to ensure that your child received the best education they could. It is our commitment to you to live up to our Mission statement and do what it takes to serve our learners.

I thank the students for their significant contributions to the school. Their voice is important, and we have honoured this in 2021. Their opinions have been prominent in many decisions around playground use and Positive Behaviours for Learning. I know you will enjoy looking back through this Yearbook and remembering the wonderful times that you have had. I am so proud that you did not let the pandemic define your year – you through your positive actions defined your successful year.

Parent Body Message

In 2021 the school moved from the Parents and Friends format to create the Parent Engagement Group. The aim of the move was to shift the focus from fundraising to "funraising" and build authentic opportunities for engagement between all stakeholders and drafted a document to support this shift in focus.

The aim of the Family-School Partnership Statement (FSPS) is to provide clarity, unity and strategic direction around authentic partnership between our school and our families here at St Joseph's.

Authentic partnership is grounded in relationships in which all stakeholders feel cared for, respected and valued. Our school mission, substantial research evidence, and current educational policy all point to the critical importance of renewed partnership efforts between families and schools.

In the process of populating the framework we will build a Family School partnership that will allow us to flourish in a culture of continuous learning and continuous Improvement.

1. Communicating between home and school to build parent involvement.
2. Connecting learning at home and at school to support parent engagement.
3. Participating at school which builds on parent collaboration.
4. Consulting in decision making and sharing power, responsibility, and ownership.

Student Body Message

The challenges of COVID have had an impact upon the activities of the 2021 student body. We have not been able to participate in excursions or incursions, and we have not been able to represent the school in the variety of sporting, cultural, and academic pursuits as we normally would.

We have used the disruptions of 2021 to allow us to focus on creating new processes to facilitate and utilise student voice and to participate in fundraising and social justice programs.

The K-6 students meet in their house team and discuss the happenings of the school. The Year six students lead the discussions and formulate a list of what is working very well and what is concerning the students. This data is then handed onto the school leadership group who share it with the staff and provide a response and suggest potential remedies.

The school raised money for those families within our community who suffered from the floods as well as committing to the Catholic Care Kitchen program and the St Vincent de Paul society wellbeing and fundraising initiatives.

We would like to thank the school for providing opportunities for student leaders despite the restrictions that we all faced during the year impacted by Covid.

School Features

St Joseph's Primary Taree caters for kindergarten to grade 6 students and is currently two streams. 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-eight 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, Krumbach 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, and Nabiac.

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 became a Parent Engagement Group in 2021 and despite Covid restrictions in 2021 were able to remain engaged with the school community. We are currently drafting our Family-School Partnership Statement (FSPS) which places a focus on the creation of authentic opportunities for collaborative relationships.

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, not all these opportunities were able to be undertaken.

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
125	158	43	283

* 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 2021 was 87.26%. 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
88.20	88.02	86.71	84.52	88.97	87.61	86.79

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 2021:

Total number of staff	36
Number of full time teaching staff	17
Number of part time teaching staff	7
Number of non-teaching staff	12

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 impact of Covid on external professional learning was extensive allowing for mostly virtual engagement with professional speakers. Given the focus the school placed on learning in 2021, this inability to access face to face learning was inconvenient but did not reduce the success of the professional learning undertaken by all members of the school community.

We had a whole school focus for professional learning during the year on;

- Explicit teaching of reading (Every second staff meeting)
- Clarity – the 14 parameters of effective teaching (Staff meetings and 3 full days)
- Faith formation (1 day)

We have ensured we have aligned ourselves with the CSO and its strategic plan in the design and implementation of our professional learning plan.

We had two early career teachers which were mentored by our Leader of Learning and supported by the CSO, and we have four staff involved in formal further study.

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)

Despite the restrictions placed on schools due to Covid-19, the Catholic life of our school remained prominent in the Taree and broader community.

We were committed to living out our Mission statement - *To do what it takes to serve our learners through quality and Christ centric education* and this was exemplified in a variety of ways;

- a Remote Learning website designed by the school specifically for our learners with a page dedicated to Religious education <https://sjptareelearningplatform.weebly.com/>
- the loaning of lap tops and digital devices to families that did not have access to the School's digital Remote Learning platform.
- the delivery of hard copy home learning packs to families isolated or incapable of attending school due to flood or Covid-19 restrictions, or access the internet
- the streaming of liturgies normally celebrated at school under normal circumstances.

Our school vision is *That Christian living, loving, and learning for life is a significant characteristic of all our community members*. We brought this school vision to the attention of the community with a "Back to School" day. On this day we invited graduates of St Joseph's to speak about their St Joseph's experience and the important role the school continues to play in their life. These invited graduates consisted of current secondary students, university students, young professionals, and local residents.

The school bore witness to its Catholic Identity by supporting those within the community experiencing the challenges of floods and Covid-19, as well as recognising and supporting the efforts of our SES volunteers and our local nurses. The school community donated over \$1,000 to the local flood relief appeal as well as a total of 1147 Easter Eggs to the local SES and hospital.

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.

Despite the circumstances requiring restrictions and isolation during the year, the catholic identity of the school was well received by the broader community in these challenging times.

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 offers a primary curriculum in line with NESA requirements as well as a variety of extra curricula activities.

The School has an extensive learning support and enrichment programs incorporating tiers of interventions, social and emotional learning programs, complemented with intensive reading, writing and Mathematics programs of study. These programs are based around personalised learning plans for each student to not only allow them to engage in their learning but it also empowers each student to take responsibility for their learning through a variety of opportunities for student voice.

St Joseph's has whole school approaches to improve student achievement through the use of shared beliefs, understanding, and accountability in the instructional and pastoral support of our students.

In relation to our Key Learning Areas, St Joseph's uses an agreed cycle of learning. This cycle of learning commences with quality core instruction based on syllabus requirements and is planned through the use of quality assessment for, as and of learning. This quality assessment then drives further personalised instruction through the use of reteach opportunities such as the tiers of intervention or through enrichment. The students and teachers collaboratively create appropriate learning intentions and success criteria enabling student voice and clear expectations. This process not only engages the learner but empowers them to meet their learning goals.

To ensure that the shared beliefs, understandings, and accountability are maintained, the staff meet each Tuesday to review the pedagogical components of the learning cycle, the instructional practices in place, and the student data and outcomes that are produced. The

school has data walls to guide and inform teaching staff of the learning progression of the students and the professional learning that is required by the staff.

The capacity of the digital technologies of the school continue to be built. We have purchased enough hardware to be able to offer 1 computer for every 2 students and continue to offer STEM, Coding and Robotic opportunities to our students.

St Joseph's is a Positive Behaviours for Learning (PBL) school, and as such operates under a whole school understanding of our role in teaching positive behaviours. Positive Behaviour for Learning (PBL) schools develop a school-wide system for teaching expectations to all students. When schools use the PBL framework, inappropriate behaviour is seen as a behavioural error and students are provided with support to learn more appropriate behaviours. We offer PBL and Social Emotional Learning opportunities for all students.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	23%	54%	29%	11%
	Reading	22%	55%	34%	10%
	Writing	38%	53%	13%	7%
	Spelling	23%	50%	32%	13%
	Numeracy	6%	37%	23%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	30%	35%	19%	14%
	Reading	37%	41%	15%	11%
	Writing	22%	20%	22%	18%
	Spelling	30%	38%	11%	14%
	Numeracy	19%	29%	22%	14%

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 2021.

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 use the Positive Behaviour for Learning (PBL) and the Social Emotional Learning (SEL) frameworks to promote the respect and responsibility of community members.

Positive Behaviours for Learning (PBL) at St Joseph's is a whole school-based program which is coordinated by the Primary Coordinator who is the PBL coordinator.

Socio Emotional Learning (SEL) while taught regularly to all students, is the focus intervention program for the tier 2 and tier 3 behaviour students. This program is coordinated and facilitated by the Behaviour Coordinator.

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 as it is at St Joseph's, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver
- effective practices that can be sustained over time

Implementation of PBL requires the commitment of the whole school community and support of the principal and executive teachers to lead the process within the school.

Specific attention to what needs to be done, how it is done and why it is being done across the school is critical to create a positive, safe and supportive learning environments.

These aspects include:

- developing and using a common vision, language and experience to support PBL implementation
- stating clear expectations of students and staff
- collaborating with all staff to plan and implement PBL
- having at least 80% of staff willing to support PBL
- developing a team approach, with regular meetings
- creating, reviewing and revising a plan of action
- collecting and using of data for decision making

St Joseph's has seen a marked improvement in the respect, responsibility, and accountability of all community members since these two frameworks were introduced in 2020.

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

St Joseph's has experienced significant improvements across the school in the past year and particularly in the following areas:

1. Learning
2. Student behaviours

As the students have become more engaged and therefore empowered with their learning they have naturally become less likely to show signs of disinterest and disengagement.

As mentioned in previous sections of this report, the school has placed a major focus on learning, introducing initiatives such as:

- whole school agreed instructional pedagogies,
- learning walks for students and teachers
- instructional walks for teachers and leaders
- Lyn Sharratt's 14 Parameters of effective learning and teaching
- Weekly professional learning meetings.

These initiatives have resulted in the data indicating a significant upward trend of both reading and Number across the whole school.

The introduction of the Positive Behaviours for Learning and Social and Emotional Learning frameworks, also mentioned earlier in this report, have also contributed to the positive

behaviours of the students. The data indicates that we have 83% less level major behaviour breaches and 57% less minor behaviour breaches.

Priority Key Improvements for Next Year

The school will continue to focus on these two areas ensuring that the growth is consolidated and the whole school practice is embedded into the standard operating procedures of the school.

In regards to the focus on learning, we will be moving from reading to Writing and from Number to the other strands of mathematics.

Our PBL and SEL frameworks will develop the areas of students with trauma and we will provide further opportunities for professional development in this space.

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

The level of parent satisfaction can be gauged as satisfactory based on the very low number of reported complaints, the encouraging number of parent compliments, and the increase in the number of parents attending the Parent Engagement Meetings.

Although the number of respondents was low in the CSO facilitated survey provided, the information gathered through our own surveys around the schools performance was encouraging.

Parents were particularly grateful for all the incredible efforts of the staff through the COVID period which of course raised many challenges from student drop off and pick up to the complex matters of home learning. In both these situations and everything in between, the school certainly lived up to its mission of "Doing whatever it takes to serve our learners and provide a quality Christ centric Education".

Student satisfaction

Our students were the most resilient of all community members throughout a year that was characterised by COVID, and despite so many of their opportunities being lost, they certainly made the most of those that remained, and created new opportunities that will remain as a legacy for others that come after them.

The cohorting issue allowed the students the opportunity to consolidate their identity as a grade level and in some cases a class group. They created links with other schools in other countries through digital technologies. They developed their global understandings of what the world is able to offer them and were able to present these understanding to their local community in a digital format.

The students also used this time of relative isolation to develop their fortnightly student meeting which is a meeting of all the students held in four house groups and facilitated by the

Grade 6 students. The data collected at these meetings by student leaders is shared with school leaders and student voice expressed the high level of satisfaction over the past year.

Despite the obvious disappointments that the students suffered due to COVID protocols, challenges and restraints, the resilience of the students was a shining light and an aspect of our year which we regularly celebrated on the community stage.

Teacher satisfaction

The past year was a tremendously challenging one for all staff as they juggled their professional and personal COVID challenges. Given these extraordinary challenges, the staff of the school performed above and beyond the greatest of expectations. The collaborative and supportive behaviours of the whole school community was exemplary and all parents students and staff deserve the highest and most sincere congratulations.

Despite the many challenges that changed at times on a weekly basis, the staff stood strong, and demonstrated collaborative behaviours at staff meetings, despite the meetings being mostly virtual. In these times of isolation such as these frustration and dissatisfaction can be a natural response, never once did the staff waiver from the whole school goal of continuous school improvement and student and community wellbeing.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,721,152
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,094,980
Fees and Private Income ⁴	\$463,432
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$143,691
Total Income	\$5,423,255

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$729,377
Salaries and Related Expenses ⁷	\$3,856,636
Non-Salary Expenses ⁸	\$1,210,090
Total Expenditure	\$5,796,103

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 2021 REPORT