

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Joseph's Primary School

140 Wangi Road, KILABEN BAY 2283

Principal: Charlene Reid

Web: <http://www.kilabenbay.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

It is my pleasure to present the 2021 Annual School Report for St Joseph's Catholic Primary School, Kilaben Bay. The report presents an overview of the school's achievements, events and activities in the past year. During 2021 we continued to experience the COVID-19 pandemic and modified events were needed to entertain, to educate and to continue a strong connection between school and home.

I bring to St Joseph's great enthusiasm and a future vision for the learning of the children, the development of staff and the relationships between families and Parish. I believe each child is sacred and unique deserving opportunities to excel academically, socially and spiritually. I feel strongly about building relationships and open communication among all stakeholders of our school community. Every child has the right to feel safe and valued at St Joseph's.

St Joseph's is a Catholic co-educational K-6 systemic school in the Diocese of Maitland-Newcastle. Our Catholic identity is interwoven throughout the curriculum and extra-curricular life of the school. Our school motto "Love One Another" reflects our vision and mission statements and our Positive Behaviour for Learning (PBL) focus across our whole school.

School life is centred on the school's Vision and Mission Statements and the school motto which is strongly reinforced in daily life at St Joseph's. Our school's core values are respect, responsibility, honesty and learning. These values are incorporated in our PBL and our Making Jesus Real (MJR) initiatives and displayed throughout our school outlining our clear expectations each and every day. We value rich learning and deep thinking, not only in an academic sense, but in the growth and development of the whole child. We profess Gospel values for our students, parents, staff and all who make up our community. We have a strong commitment for social justice and reaching out to others.

We welcome Catholic enrolments and Non-Catholic enrolments K-6 each year. Our Learning Support team work closely with our teaching staff and myself to individualise programs for our children, therefore the focus is on our school being ready for our enrolments rather than your child being ready for school! Our core business is to provide quality teaching and learning in a safe and supportive environment.

I invite you to read through our Annual School Report 2021 to become familiar with our wonderful school and the unique characteristics we offer. This includes a natural play based learning area, a vast grassy field to play on, an area for passive play and learning. Our children are blessed with staff offering many opportunities in the area of Science and Technology (STEM), Bring your own Device for the Stage 3 children, Gifted education, Successful Foundations in Kindergarten, robotics and the Arts.

Parent Body Message

The Parents and Friends Association of St Joseph's Kilaben Bay is an active body that takes great pride in working with and continuing to build on a great relationship we already have between parents, friends, teachers and the parish community. Our aim is to work in partnership with all of these groups in delivering resources for the school community that will be of benefit to the children's learning.

Throughout 2021 we had a number of fundraisers and social events organised with modified COVID restrictions.

The Parents and Friends Association communicate with the school community via monthly meetings and we are always encouraging all members of the school community to come along and have input into what they are wanting from the association and to make suggestions on different fundraising opportunities that will allow our school community to continue to come together. Our monthly meetings were held via zoom throughout the pandemic providing a form of communication and connection with our school, the parish and parent community.

We also have updates in the school newsletter, the school notice board and Compass ap.

Student Body Message

At the start of the year we were able to help out with peer support giving us the opportunity to shine as leaders of a great school. We could work where we wanted and now we are looking at continuing that next year in stage 3 when we have our open classroom spaces with flexible furniture and interactive televisions.

Unfortunately during Term 3 and part way through Term 4 we were back to zoom calls and MS TEAMS with peers and we had the opportunity to use more technology than we ever did before and for a purpose.

Some children in year 5 were given more leadership roles due to many leaders learning from home.

During COVID not many children were onsite so we had more ownership in our learning activities.

Our school was very good at improvising and came up with creative ways to deliver learning experiences and kept the children at home still connected to our school. Our school put in place precautions so not to get sick.

We had our athletics carnival, swimming carnival and cross country and some of us represented our school at the Lakes Regional carnivals and the Diocesan carnivals. We were lucky to meet our buddies during a playdate at school and everything seemed to back to normal.

Our Stage 3 camp was moved to late December which were grateful even to be able to get away even though we could not sleep over due to COVID restrictions.

Our teachers made a great "Survivor" film for us while we were back in home learning which was very entertaining.

I would recommend the school - the teachers have a fun way of helping us with our learning. Our school has it's own personality and we are connected with the environment and can do different things here that you can't do in other schools.

School Features

St Joseph's Primary School, Kilaben Bay is a K-6 co-educational school in the Toronto district and surrounding suburbs. In 1984, the church and adjacent primary school were relocated from Toronto to our new site at Kilaben Bay.

Our school is clearly identified as a Catholic School in the local community and also welcome and cater for non-catholic families. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto "Love One Another" in everyday school life.

Many visible signs in the school also identify St Joseph's values and quality Catholic education centred on the school's Vision and Mission Statement. Children educated at our school will grow in understanding and appreciating the core values of respect, responsibility, honesty and learning. Our Positive Behaviour for Learning is represented by our acronym "SJKB" - Strive High, Making Jesus Real, Keep our environment clean and Be an Excellent Learner at St Joseph's Kilaben Bay!

A beautifully painted school cross with indigenous themes is displayed along with two foundational Catholic banners of the Josephite and Mercy orders. Wandana indigenous group worked with our school community and has produced a painting encompassing every child's painted dot representing our unity at St Joseph's. We hang this proudly in our hall.

Our inclusive Parents and Friends committee play a pivotal role in our school organising community events and fundraising activities to promote the sense of community and the learning resources for our children.

Our P&F committee and others gather together once a month to discuss a set agenda always focusing on school improvements and the resources needed for children's learning.

Children have many opportunities to be a member of the band, the guitar group, our regional and diocesan spelling and maths bees, SMASH skills, gymnastics, dance, Stage 3 camp and Canberra excursion. Children also have the opportunities to share their skills and talents in representative sport e.g. cross country, athletics, swimming, Diocesan Summer and Winter sport trials.

We are involved in ICAS assessments, Newcastle Permanent Maths competition, maths olympiad, chess competitions, music eisteddfods, Tournament of Minds, Science days and enrichment programs.

Successful submissions also took place for our new administration block, learning and collaboration spaces in various classrooms. A new outdoor area will be completed and new playground facilities are planned for 2021.

We celebrate many special days here at St Joseph's including St Joseph's Feast Day, Mother's Day, Father's Day, Book Week, Catholic Schools Week, Grandparents day, Easter celebrations and Christmas. The children will take part in our end of year awards ceremony.

Bi-annually we perform at our local high School, St Paul's Catholic College for our drama night. We celebrate Harmony Day and 100 days of Kindergarten. We welcome our community at our Welcome BBQ and invite our community to celebrate our many feast days with our Toronto Parish.

This year we are blessed with many small classes Kindergarten to Year 6 taught by experienced and enthusiastic teachers and learning support assistants. Our feeder high school is St Paul's Catholic College, Booragul.

Our experienced and very creative staff worked collaboratively so all students had access to the curriculum during home learning throughout the COVID-19 pandemic this year. We catered for the well-being of our families throughout the isolation and the unknown situations. This was a very challenging time for all involved and we stayed positive, exercised caution and displayed resilience throughout. We were very excited to see all children return to school K-6 at the commencement of June.

St Nicholas OOSH before and after school care plus vacation care are available working onsite in our school hall from 6.30 am to 6.30 pm for any families needing to use this service.

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 |
|-------|------|--------|----------------|
| 101 | 108 | 18 | 209 |

* 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 92.44%. 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 |
| 94.65 | 91.70 | 94.59 | 93.04 | 91.30 | 93.44 | 88.37 |

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 | 30 |
| Number of full time teaching staff | 10 |
| Number of part time teaching staff | 9 |
| Number of non-teaching staff | 11 |

Total number of teaching staff by NESA category

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

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

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

Professional Learning

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

Summary of professional learning at this school

Our staff development days continue to be focused on our school improvement plan. Our focus this year includes:

- Writing
- Embedding rich mathematics tasks into children's learning
- Cultures of Thinking K-6
- Gifted Education
- Staff spirituality day (postponed to 2022)
- Pedagogical Mentors

We build the capacity of each of our teachers through staff development days/professional learning. Our staff are working in collaborative teams within their professional learning teams. The focus is on the children's learning and social emotional development.

Throughout this year our face to face component was restricted due to the pandemic, therefore we proceeded with our learnings through zoom and TEAMS meetings.

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 Catholic identity is well known and is foundational to who we are in our community. It is woven into the fabric of school life here at St Joseph's. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of Christian community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto of "Love One Another" in everyday school life. Many visible signs in the school also identify St Joseph's as a Catholic School including the school entrance foyer, the hall and playground signage. The partnership between the parish and school supports student faith formation in the Catholic tradition. The school communicates with the parish through parish bulletins, school newsletters, formal meetings between REC, Principal and School and Parish Leadership Team. The Principal, Assistant Principal and REC are members of Parish Teams. During 2021 many of our liturgies and masses were cancelled due to COVID-19. We still maintained a focus on Prayer, observing important days with modified outside liturgies and prayer services.

Due to Covid-19 staff were unable to attend our staff Formation Day. Many staff did attend our Contemplative Dialogue Reflection Program 'Building the Kingdom of God Together' for the Diocesan Synod 2021. It enabled all staff to respond to the papers developed by the synod working party and delve deeper into our own faith formation. There was much positive feedback from staff about the relevance and enjoyable participation obtained from these meetings each week for six weeks.

The 'Make Jesus Real' philosophy has continued to be implemented in 2021 and has been embedded into our acronym SJKB. At our weekly assemblies, which we had in a modified COVID safe manner in 2020, an award based on our SJKB and MJR focus is given to students. Catholic Mission is a focus of our school's social justice initiatives. In this year of COVID-19 we were able to have modified Mission Fun Day activities over three days in September. The students participated in online interactive lessons about Catholic Mission's 2021 projects and Zoom meetings with the Diocesan Liaison Officer. Our Mini Vinnies Conference raised funds and assisted families in need and the wider community with a Winter Appeal Day and Christmas Giving Tree. St Joseph's implements the Diocesan K-12 Religion Syllabus. Religion is timetabled for 150 minutes per week and units include curriculum differentiation and a variety of learning activities to encourage deep knowledge and thinking and creative responses. New resources have been purchased to support units of work this year and will continue to be purchased as required with the RE budget in 2021.

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 Kilaben Bay is always evolving as a community where learning is valued and expected by all stakeholders. As such, the school's curriculum is directed by NESA expectations and class timetables reflect the allocated times for each Key Learning Area. To fulfil NESA expectations, all classes engage in the Key Learning Areas including Religious Education as part of the students' Catholic faith development.

The school has implemented several key strategies designed to enhance student learning. A focus on developing deeper thinking by students has led to the implementation of a variety of strategies aimed at developing a Culture of Thinking across the school. Number Talks are included in daily maths warm ups encouraging students to develop a variety of thinking strategies to solve Mathematical problems.

A focus on Mathematics is being sustained with teachers undertaking a "clustering" approach to Mathematics programming. There is also a school-wide focus on Writing.

This was identified as a need by the Leadership Team following analysis of the most current NAPLAN data.

We have implemented aspects of 'Learning, Leading Collaborative' a diocesan approach to discover and implement what matters most in Learning, Leading and Teaching. This includes Learning intentions and Success Criteria.

Our Pedagogical Mentors and Leadership Team have continued to lead staff in implementing new innovative pedagogical practices.

The school Learning Support Program is designed to target those students with particular learning and behavioural needs. Vulnerable students are identified and are assisted mostly in class by Class Teachers and Learning Support Assistants. There are a number of students on the NCCD and they are supported according to their individual needs. A pastoral Care worker also supports students with social and behavioural needs. Intervention Programs address targeted needs and Lunch Club is provided most days as well as a variety of behaviour programs. Kindergarten continues with Successful Foundations in their classrooms and infants' students engage with InitialLit as a reading and spelling resource. Stage 3 students are operating in a BYOD environment and are working most of the time as a stage. The school employs an Aboriginal Educator 1.5 days per week. Diagnostic testing occurs regularly including YARC, Acadience Reading and speech and language screeners. All students complete the PAT Comprehension and Numeracy Assessments and Years 3 and 5 participate in NAPLAN each year. St Joseph's is a GEL school, and a Gifted Education Mentor supports the gifted students in our school, with opportunities for selected students to participate in the Virtual Academy.

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 | 53% | 54% | 21% | 11% |
| | Reading | 44% | 55% | 18% | 10% |
| | Writing | 42% | 53% | 15% | 7% |
| | Spelling | 41% | 50% | 24% | 13% |
| | Numeracy | 35% | 37% | 12% | 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 | 50% | 35% | 14% | 14% |
| | Reading | 50% | 41% | 4% | 11% |
| | Writing | 32% | 20% | 14% | 18% |
| | Spelling | 57% | 38% | 11% | 14% |
| | Numeracy | 18% | 29% | 7% | 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

Our whole school 1-2-3 Magic and emotion coaching behaviour plan was continued and implemented this year promoting emotional coaching and self-regulating.

We also incorporate zones of regulation into our classrooms for specific learners, however this is also implemented as a whole class strategy. Here at St Joseph's we focus on positive behaviour for learning (PBL).

All staff are trained in Emergency epilepsy procedures including administering emergency medication to a new Kindergarten child with extensive needs.

Our school acronym SJKB- St Joseph's Kilaben Bay, has a double meaning: SJKB - Strive High, Making Jesus Real, Keep our environment clean and tidy, Be an excellent Learner.

Our Positive Behaviour for Learning (PBL) team consists of staff members analysing data to identify areas of need. Each child strives to accumulate reward gotchas. The PBL Team choose, according to data, the expectation under a particular banner from our SJKB acronym to concentrate and explicitly teach the behaviour and the language needed to carry out the expectation within our everyday life.

Our school prayers celebrated daily and Acknowledgement to Country promotes a sense of respect for ourselves and our community. Our Morning School Prayer is led by a Stage 1 student, thus promoting a sense of leadership and responsibility for younger students.

Children participate in Making Jesus Real daily activities through actions at assembly eg Thumbs Up Thursday, class and assembly discussions, MJR workbooks and sharing their everyday experiences.

Our senior students facilitate peer support activities K-6, however, due to COVID restrictions, this was modified in 2021.

In 2021 we had many special dress up days eg. Wacky Wednesday, these were to help promote resilience and perseverance. There were many other initiatives during COVID lockdown that were designed to promote wellbeing for our school community, including a

Our senior students also lead our weekly assemblies, organising PBL and merit awards, birthday certificates and special announcements. They are excellent role models for our school community. They also provide care for our newly enrolled Kindergarten students within our buddy program. All kindergarten children are buddied with a year 6 child during their extensive transition program and into the new year.

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

There has been a huge focus on greater communication with parents, staff, students and Parish. More effective use of the Compass platform has driven the growth in this area. Constant communication with local pre-schools through pamphlet drops and opening our school to visits from pre-school staff is assisting in increasing enrolments. Open nights where prospective enrolments can visit our school and engage with teachers and students' leaders have helped create community awareness about our school.

There is a genuine effort to promote community within the whole school. As we strive to become a Learning Community with a Culture of Thinking, there has been a real push to move towards a common language and towards common expectations for learning with student learning at the centre. We are continuing with the 'Leading, Learning Collaborative' journey, led by Lyn Sharratt and have already implemented Learning Intentions and Success Criteria as well as Learning Walks and Talks to ask questions around student learning. This journey is being led by our Leadership Team and Pedagogical mentors. A focus on specific areas of student learning, namely Numeracy and Writing (Vocabulary), is aimed at improving the learning of all students, including the gifted and the vulnerable.

Whole school Stage Professional Learning Communities (PLCs), are enabling a focus on individual students and their learning needs. Case Management Meetings offer a forum where the expertise of teachers and leaders come together to collectively problem-solve the most challenging issues in moving all students' forward. The Gifted Education Mentor (GEM)

works with teachers and students to improve student performance for those who show talent in curriculum areas.

Priority Key Improvements for Next Year

- To continue to establish a culture of thinking school wide.
- To further implement LLC and embed the 3 non negotiable parameters.
- To prioritise CMM, PLT's, Learning Walks and Talks as an effective way to discuss learning needs of all students.
- To build the capacity of every teacher through distributive leadership and PD opportunities.
- To continue to support children's wellbeing and work in partnership with parents and the parish.
- A school wide approach to improving the Vocabulary knowledge of all students using the VCOP approach to self-editing.
- To develop meaningful, working Mathematics programs using a cluster approach to organising different Mathematics strands.

All these key improvements for 2022, align with our school improvement goals.

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

A parent forum was offered in February K-6 to speak with the Principal, Assistant Principal and Religious Education Coordinator. A number of parents attended to discuss their vision for St Joseph's and for their own child's learning. All in attendance were very honest and provided open and constructive feedback. This information was collated, shared with the wider community, and referred to throughout the year. The data will be revisited next year and shared at a further parent forum in February 2022.

Unfortunately they were again exposed to home learning due to COVID. Parents voiced their satisfaction during home learning through regular zoom meetings and emails. They felt supported throughout home learning and the creative and interesting activities sent home for each week of learning. They liked the feedback they received and the regular communication from the school to keep them up to date. They appreciated our efforts to provide a smooth transition for the children to return to school when home learning ended.

Parents receive emails letting them know if their child is receiving a weekly award. Regular Compass notifications are sent throughout the week keeping all parents and carers up to date and all emails and telephone calls are replied to in a reasonable time frame.

Parents have sent emails stating their satisfaction and gratitude after we have hosted an event with children's participation. Parents and carers have the opportunity to visit our website and our facebook page for further connection with our school events.

All parents and carers receive fortnightly newsletters. Our newsletters provide information of upcoming events and also acknowledgement and recognition of past events, good news stories, awards and birthdays.

Term planners and a yearly calendar are available and updated on our Compass app provided to our families containing upcoming events and reminders and notifications are regularly shared through this app and email.

Student satisfaction

Children at St Joseph's are always willing to share their gratitude and thanks for the beauty that surrounds them here at St Joseph's. When asked what they like about St Joseph's they answered:

"I like my friends at St Joseph's"

"We were lucky this year because we didn't miss out on too much because of COVID"

"My teacher is very kind and he helps me learn"

"The shade area is a great place to play where we build bases and play with our friends"

"My favourite place to play is on our field where I play soccer with my friends"

"I hope I can get more Gotchas this year than I did last year"

"I did enjoy zooming with my friends and teachers but I am glad we got to come back to school"

"I thought our teachers made a great effort when sending funny videos home during COVID, they were dancing to songs and dressed up to make us all smile especially the "Survivor" video. Even mum and dad enjoyed watching the videos"

Teacher satisfaction

Teacher One

I am very satisfied and lucky to be part of the St Joseph's staff team. Since joining the staff at the beginning of 2020, I have been welcomed in and supported throughout all aspects of school life. The staff at St Joseph's Kilaben Bay, have a wide variety of strengths and qualities. With collaboration being a key focus within the school, I feel I have been able to grow as a teacher through the knowledge I have been able to obtain from my peers. The inclusive environment within the school, has helped me to foster quality relationships with staff, students and parents. I look forward to developing these relationships further in the years to come and developing my ability as a teacher.

Teacher Two

I am grateful to be part of the St Joseph's Kilaben Bay team! In another year like no other, the staff have supported each other in new ways and collaborated on an even deeper level to keep educating our students. We have assisted each other with technology, quickly researching and learning new programs to reach our students and families including Zoom, MS Teams, video and OneNote. I value the focus on the wellbeing of staff, students and community that has been shown throughout the year. Our friendly staff are always checking-in on each other and our creative and innovative leadership team found new ways to safely involve the community, giving students and families a sense of belonging and joy. I loved being a part of the music videos used to celebrate several events!

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 | \$2,498,847 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$705,165 |
| Fees and Private Income ⁴ | \$425,177 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$141,753 |
| Total Income | \$3,770,942 |

| Recurrent and Capital Expenditure 2021 | |
|---|--------------------|
| Capital Expenditure ⁶ | \$61,601 |
| Salaries and Related Expenses ⁷ | \$2,601,562 |
| Non-Salary Expenses ⁸ | \$848,418 |
| Total Expenditure | \$3,511,581 |

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