

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Joseph's Primary School

Church Crescent, WINGHAM 2429

Principal: Mrs Melissa Hunt

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

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## About this report

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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.

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## Message from key groups in our community

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### Principal's Message

St Joseph's School community began 2021 full of excitement, faith, and hope. Staff and students were ready to move past the disruption that was experienced in 2020 and enjoy a settled and productive year. Little did we know that 2021 would provide a school closure due to major flooding which caused the school to close for a few days. Just as things started to settle again, we were thrust back into lockdown due to COVID 19 and the world of home learning was reintroduced to our students and staff. The staff and students demonstrated their agility in being able to move from one style of learning to another on more than one occasion and their commitment to achieving student outcomes is to be commended.

Our staff are committed to our school Vision and Mission statements and work to engage all students in their learning through quality teaching centred on Jesus, so they can become confident learners and positive contributors to society. We strive to Make Jesus Real every day and the culture in our school is evidence of this. Many visitors have commented on the welcoming, respectful, and caring way that every school community member act towards others. St Joseph's Wingham is a very special place for children to experience a high-quality Catholic education.

### Parent Body Message

During Term 1 of 2021 the P&F was formally dissolved, and a new Parent Engagement Group was formed. This group has no executive positions and meetings have an educational focus in areas that parents and carers are interested in. Parents were surveyed after the formation of the Parent Engagement Group for topics of interest. The first official meeting of the group focused on the use of technology at home, and how to support students in accessing lessons and online learning. This was very timely with the school being put back into lock down not long after. Unfortunately, due to COVID there were no other Parent Engagement Meetings this year and our parent community look forward to a productive partnership with the school in 2022.

Fundraising activities were limited to our annual Mother's Day stall and this was strongly supported by students, staff, and parents. Our fundraising activities help pay for school resources where there is a particular need in the school. During 2021 funds raised purchased new decodable readers for the infant's classes and a new laptop trolley to support the expansion of devices for students in the school.

## Student Body Message

St Joseph's Wingham is a very special school, every teacher knows every student and every child holds a special place in their heart. The teachers always put their student's education first, and they are very equitable if a certain student needs extra help, they will help them the best way they possibly can. They try to teach their students in the best way possible whether it's drawing with chalk on the concrete, using games to improve their knowledge like maths bingo, or drawing 'beautiful' images on the whiteboard.

It is a very safe environment and students want to come to school every day. Whenever there is a problem whether it's outside of school or in, the teachers will be right by your side through it. Together we sort things out and we believe in forgiving each other and moving on.

We believe in Making Jesus Real in our everyday lives, by being safe, respectful, learners and by being a steward of creation. We pray together and try to live the Gospel values in the way we treat others and respect ourselves. The teachers are great role models for the students. Students at St Joseph's have a very special bond, they care for each other and look out for one another.

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## School Features

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St Joseph's Convent at Wingham was opened for business in 1935. This was founded by the Josephite sisters who used the old wooden church as a school until 1953 when a new church was built. In the old church the altar and classes were separated by a curtain on school days. Infants and Primary grades were taught and until 1961 three Secondary classes were also conducted. The old church building continued to be a school until the present school was opened in 1974 with an enrolment of 80 pupils. The Sisters retained a presence in the school until 1984. In 1982 the Wingham convent was closed and became the school administration and library block.

In 2001 and 2010 the school underwent significant upgrades including a restoration of the old convent building, the building of new amenities, covered walkways, the new school hall, canteen, and a new school library. In 2017 we also saw the opening of our new Kindergarten classroom, which was incorporated into the old convent building, and is now our administration area. 2019 saw our Administration Block and several classrooms repainted. The outdoor reading area was refurbished providing students with an inviting and engaging place to read during lunch times. During 2020 we began the playground upgrade with the repainting of the outside of classrooms, the construction of a new deck, sandpit and cubbies which supports our philosophy of play-based learning through the creation of engaging outdoor learning spaces. During 2021 the school administration block underwent significant building and restoration works with the construction of a new sick bay and the restoration of the verandah, windows, and roof.

St Joseph's has 7 classes from Kinder to Year 6. Students are encouraged to participate in a number of co-curricular activities including Year 6 camp and Year 3 -6 camp, excursions to various locations and incursions utilising virtual technology. Our students participate in a variety of sports programs and in 2021 this included intensive swimming. Our school participated in the Children's University and students in Year 3-6 learnt the ukulele. For the first time the school also held a K-6 Spelling and Maths Bee, which was very well received.

Our school is part of the Parish of Our Lady of Perpetual Help Wingham and stands on the land of the Biripi people who we acknowledge and respect as the traditional owners of this land. St Joseph's has a strong relationship with St Clare's working collaboratively to provide a smooth pathway of transition for our students as they move to high school. During 2021 a direct bus run began linking St Joseph's and St Clare's which allows parents the opportunity for their children to experience a K-12 Catholic education.

Sadly our 20th Joey's Annual Festival of Arts (JAFA) was cancelled due to COVID-19. The school is very much looking forward to the 20th showcase which will now be held in 2022. Our school has a strong partnership with our parents, and they are welcome to be involved in

the school through volunteering in the school canteen, at our Mother's and Father's Day stalls, at various school events, in individual classrooms and the Parent Engagement Group.

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## Student Profile

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### 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
46	63	2	109

\* 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 90.69%. 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
92.41	89.32	93.15	88.60	91.43	89.99	89.90

## 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.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	20
Number of full time teaching staff	8
Number of part time teaching staff	5
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

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

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

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

### Professional Learning

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

## Summary of professional learning at this school

Professional development courses were offered at the school level in the following areas: CPR and Anaphylaxis, Writing, Differentiation, Religious Literacy and the new RE Curriculum. The school continued working in Professional Learning Teams with the major focus of these teams in numeracy and writing.

During 2021 the work of Lynn Sharratt continued, and staff undertook Professional Learning on the co-construction of Learning Intentions and Success Criteria and the Assessment Waterfall.

Staff also partook in CSO run Professional Learning in Learning Progressions, Impact Coaching, Noella McKenzie – Writing, Successful Foundations, The Catholic Educator and Faith Formation with Professor Michael Dennin.

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## Catholic Identity and Mission

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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)

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The St Joseph's Wingham school community acknowledges and values the Biripi people as belonging to the land on which this school now stands.

There is a strong relationship between a child's intellectual development, religious faith and personal growth. We explicitly teach those values that are wholesome and life-giving. Prayer is integral in our school, as are the celebration of liturgy and an experience of a living faith. We remember with gratitude, the heritage in education left for us by the Sisters of St Joseph.

Our school vision statement promotes St Joseph's as a learning community that seeks to make a positive impact on society through the work we do with students, through quality teaching and through a vision of a life centred on Jesus. The school celebrates its Catholic identity by having a prayer space in each classroom, celebrating liturgical celebrations and

feast days, such as Mother's Day, Father's Day, Grandparent's day and NAIDOC etc. In 2021 we continued to Make Jesus Real in our everyday lives and continued to work to ensure that Jesus is at the centre of everything we do. St Joseph's actively participates in the life of our parish, Our Lady of Perpetual Help Wingham although in 2021 this again was more in spirit than physically due to COVID. The school also works in close partnership with the Parish Initiation Team and with our REC. Our Pastoral Care Worker provides another important link between parish and school. Regular communication is ensured via planned meetings between Priest, Principal and REC and through representation on the Parish Pastoral Council.

In 2021 School staff participated in a virtual retreat experience taking the opportunity to explore the concepts of faith, reasoning and miracles, an experience prepared and presented by the RE & Spirituality team from the CSO and Professor Michael Dennin. The retreat provided solitude and community, as well as the opportunity to reflect on intellectual, emotional and spiritual growth. Nurturing faith and personal spirituality is important in our role of developing a faith culture in our school. Shared prayer experiences are a natural extension of this and staff pray together regularly and with purpose. Staff also took part in professional learning focused on introducing the new Religious Education Curriculum in time for its release for Early Stage One in 2022. The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K-12 Religion syllabus. The syllabus has four major strands which are: Jesus and Scripture, History and Beliefs, Celebration and Prayer and Justice and Morality. Teachers develop units of work based on each of these strands for use in their class learning program. Teachers also continued to incorporate a Catholic Dimension statement within all programs to highlight Catholic identity as integral to all KLAs.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

At St Joseph's we value individuality and strive to develop a love of learning in each child, by providing students with a variety of opportunities to excel, in all areas of school life. As a school, we seek to provide a high-quality education in a safe, nurturing and inclusive environment. St Joseph's is proud to offer an engaging curriculum, that meets the needs of all learners and emphasises high expectations, in all Key Learning Areas. Students are supported and encouraged to achieve their full potential, in a learning environment that nurtures personal resilience and the development of positive skills, through a quality education.

Education at St Joseph's is supported by modern resources including a bank of laptops, access to video conferencing and virtual classrooms. Teachers utilise the available technology resources to provide engaging opportunities for students to access the curriculum. During 2021, the Writing scope and sequence for the school was reviewed and amended, to support a whole school agreed approach towards the teaching of Writing. Along with this, the school continues to work in line with the school improvement continuum for Curriculum Focus Days, with Mathematics and PDHPE the focus for 2021. These Focus Days allow teachers to ensure that they are providing an engaging and high-quality compliant delivery of the curriculum.

Creative Arts is a curriculum area that is recognised as a strength at St Joseph's. All students are provided with opportunities to discover, strengthen and express their creative abilities through Music, Drama and Visual Arts.

Targeted Literacy and Numeracy programs are incorporated to ensure successful learning, including flexible learning groups across the school in Mathematics. This ensures that learning is tailored to every student's needs and our standardised Numeracy results are

evidence of the success in increasing student achievement in this area. During 2020, the school began a detailed action research around oral reading fluency and the development of a whole school agreed approach, to increase the outcomes of our students in this area. In 2021, the school reached new milestones for achievement and growth in oral reading fluency, and associated practices have now become embedded.

Our work with Leading the Learning Collaborative has been productive and fruitful. During 2021, using a whole school approach, we embedded Learning Walks and Talks and weekly Case Management Meetings. The Learning Walks and Talks allow all staff members to authentically monitor student progress and build staff leadership capacity, while engaging with students about their learning. Case Management Meetings provide time for teachers to discuss data to identify students of concern. Intervention is then provided, in a formal meeting, where instructional strategies are agreed upon, which are then implemented and evaluated.

Our Learning Support Team meet regularly and support classroom teachers by planning collaboratively, to ensure that the specific needs of each student are being met through differentiation and allowing them to access the curriculum, at their point of entry. The Gifted Education Mentor worked with teachers to build capacity in planning differentiation for identified students through COGAT, and these students have been provided with learning opportunities that extend and challenge them academically, including one student who worked via the Virtual Academy. The embedded practice, of Professional Learning Teams and the use of data, has enabled teachers to ensure that they are keeping the students and their needs at the centre of all planning, to improve student outcomes.

## Student Performance in Tests and Examinations

### 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	17%	54%	39%	11%
	Reading	11%	55%	50%	10%
	Writing	11%	53%	22%	7%
	Spelling	11%	50%	44%	13%
	Numeracy	17%	37%	39%	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	28%	35%	17%	14%
	Reading	28%	41%	22%	11%
	Writing	6%	20%	39%	18%
	Spelling	33%	38%	33%	14%
	Numeracy	22%	29%	22%	14%

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## Pastoral Care and Student Wellbeing

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### 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](http://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

Initiatives promoting respect and responsibility - Staff and students coordinated and conducted various social justice events in 2021 to demonstrate the importance of reaching out to others locally, nationally and globally and to foster a sense of respect and dignity for all under the guiding ethos of Catholic Social Justice Principles. During 2021 we provided students with various opportunities to put into action the guiding vision of St Mary of the Cross MacKillop of "never see a need without doing something about it". Students supported the Caritas Project Compassion appeal during Lent and also the Catholic Mission "Socktober" appeal. These types of appeals empower our students to contribute to social change, at a global level. We supported various other local social justice causes including food donations for the Taree Community Kitchen Christmas Appeal. Students proved to be very creative in their approaches to these various fundraising causes. Activities such as these demonstrated the value our school community and students have in regards to being a respectful and positive influence on society.

Our students participated in cultural awareness activities that promote respect for all and celebrated NAIDOC celebrations welcoming Aboriginal elders and community members into our school. The school continued with our cultural program across all classes to support our cultural awareness. Making Jesus Real continued to be incorporated into the everyday running of the school and the way that we expect everyone in our school to treat and act towards others is visible in the kindness displayed in our school. We share this expectation with our parents and ensure that this common language is visible and used in all school communication.

St Joseph's fosters environmental awareness and sustainability through a number of community initiatives. As a school, we have a strong environmental focus incorporating solar electricity, vegetable gardens, worm farms, water tanks and composting. This provides students with a strong foundation in learning to care for our environment and for being

stewards of creation, which increases student's connection with and awareness of nature and environmental issues. We acknowledge our responsibility to be stewards of our earth and all of God's creation. Sustainability of resources means responsible management, care of the environment and a system of operation that is designed to enhance the future wellbeing of the planet.

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## School Improvement

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The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

During 2021 St Joseph's provided a culture of formation and mission for staff, students, and families. The school continued with its implementation of Making Jesus Real and used this as a vehicle for sharing faith experiences with students and their families. Staff undertook Professional Learning in Religious Literacy led by our REC and conducted a data analysis. The focus on improved Religious Literacy in the school has resulted in a positive shift in the Religious Literacy levels of our students.

The school continued their work based on Lyn Sharratt's Clarity. The PM led the school PL in co-constructed success criteria and learning intentions. Staff were able to further deepen the engagement of students in this process and the depth of learning and understanding of students was evidenced in Learning Walk and Talks.

During 2020 the school had a strategic focus on the improvement of reading in all students. During 2021 this focus continued and the growth and achievement of students in this area has been evident in the results of our students. 2021 saw the school shift its focus to writing and the school has reviewed the scope and sequence and is developing a whole school agreed approach to the teaching of writing. This will continue as a focus in 2022.

### Priority Key Improvements for Next Year

In the development of the School Improvement Plan the school has set the following priority areas for 2022.

By the end of 2022 all students in Years 2 – 6 who have been at St Joseph's for 2 years and are meeting stage level English outcomes will achieve New Evangelisation or Catechism in Religious Literacy.

The school will continue its focus on writing in 2022 and will have an explicit focus on sentence structure with the aim to improve outcomes for all students K to 6. This will include the development of a whole school agreed practice in the pedagogy around sentence structure and the use of evidenced based research to develop a scope and sequence of instruction to ensure that there is consistency and a direct line of sight in the school for the expectation of sentence structure.

The school has also identified that the past couple of years have caused a loss of opportunities for parents to engage with the school and the school will aim to increase the number of opportunities offered to parents to engage in and increase the number of parents who are choosing to engage in these opportunities.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

During 2021 parents were surveyed electronically using the Tell Them From Me platform. Parents were asked a number of questions to gather information around feeling welcome, inclusiveness, safety, positive behaviour, learning at school and at home and being informed. Overall the parent responses demonstrated positive feedback in regards to the above areas. It is important to note that the school did not receive as many responses as hoped, this was due to the timing of the survey and the impact of COVID.

Parents noted that the staff were professional and provided a nurturing and high quality education for their students. They commented that our staff were caring and supportive and provided a safe place for their children to come to school.

Parents demonstrated a desire to be involved in school activities but noted COVID has had an impact on this. The positive relationships between parents and the school as well as every student being known by all teachers were a strong theme in survey responses.

### Student satisfaction

During 2021 students were individually surveyed to gain their opinion about their social, institutional and intellectual engagement. Year 4 to 6 undertook an electronic survey using the Tell Them From Me Platform. The data from this survey was then collated for review. The feedback from the students was overly positive.

Students were able to name the school rules and commented on the welcoming and safe environment that is part of the school culture. Students enjoy the cleanliness of the school and commented they would like more choices for play for primary students in the outdoor spaces.

Students felt that the teachers had their best interests at the forefront of everything they did and that the teachers worked hard to provide an engaging and interesting learning experience. Students noted that they valued school expectations for achievement and growth

in academic areas. There were many comments describing how every teacher knows every child and that this created a positive environment for children to learn.

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

### Teacher satisfaction

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

Staff highly valued the collaboration and feeling of community and family in the school. Staff felt strongly supported by the leadership team and the opportunities provided for all staff to grow professionally through the PL offered in the school. The staff felt that Jesus is at the centre of what we do here at St Joseph's and that the school is a faith filled learning environment.

The whole school approach to Positive Behaviour in the school and the school behaviour management structures was positively viewed by the staff. Staff felt that the expectations and consistent approach are instrumental in the positive behaviours that are displayed by students. The staff felt that relationships with parents were positive.

Staff commented on a need to improve Information Technology across the school commenting on the difficulties that have been experienced during COVID.

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## Financial Statement

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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:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,774,048
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$523,505
Fees and Private Income <sup>4</sup>	\$168,314
Interest Subsidy Grants	\$165
Other Capital Income <sup>5</sup>	\$78,790
<b>Total Income</b>	<b>\$2,544,822</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$799
Salaries and Related Expenses <sup>7</sup>	\$1,901,964
Non-Salary Expenses <sup>8</sup>	\$478,521
<b>Total Expenditure</b>	<b>\$2,381,284</b>

### 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