

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*

St. Joseph's Primary School  
Charlestown



### St Joseph's Primary School

Shelton Street, CHARLESTOWN 2290

Principal: Kate Drake

Web: <http://www.charlestown.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 Annual School report reflects a snapshot of our school in 2021. St. Joseph's offers a catholic education within the MacKillop parish, with excellence in teaching and learning from Kindergarten to Year 6. Founded by the Sisters of St Joseph, we take great pride in the Josephite charism. Our core values of Striving High, Living Like Jesus and Care for the Environment are embedded in our everyday life. We are committed to providing contemporary learning opportunities in flexible learning spaces.

Our teachers and support staff work in collaboration to ensure high quality programs are taught and to ensure differentiation across the curriculum to suit all learners. We are inclusive to all and provide quality support for students with additional needs in safe and supportive classrooms.

Our positive partnership with our parents and wider community are valued and promoted with many opportunities for parents to be involved in school life. We are well supported by parents who volunteer for many of the services provided by the school. The canteen and uniform shop are fully maintained by a team of dedicated volunteers with funds raised going to the P & F committee and in turn back into the school for resources.

2021 continued to be impacted by COVID-19 with an extended Lock Down Phase during Term 3 and 4 resulting in 8 weeks of Home Learning. As in 2020, St Joseph's continued to work with students and families to ensure continuity of learning through online learning tools such as SeeSaw, OneNote and Compass. Parent Teacher interviews were conducted via Zoom or phone calls and regular communication was key to our school's daily functioning to ensure student success.

### Parent Body Message

St Joseph's continues to have a strong and committed P & F Committee, meeting regularly throughout the year via Zoom during 2021. The subcommittee members ensured the canteen, uniform shop and fundraising efforts were available to our community where possible, maintaining consistency and service during another disrupted year.

A highlight was our annual Welcome BBQ, hosted by the P&F for our Kindergarten families and new families to the school in 2021. Year 6 students led games and fun activities for their younger peers allowing parents the opportunity to chat and to meet new people.

In 2021 the P&F was able to contribute considerable funds to the following projects: new sport equipment, including soccer nets and goals, Year 6 graduation, annual award book

vouchers, classroom furniture and financial support of our students attending Polding and State level sporting events.

The school offered a number of opportunities for parent feedback during 2021, including the 'Tell Them From Me' survey. This allowed parents to give valuable feedback to the school which has continued to ensure community input is valued and contributes to the improvement goals of the school.

The P & F Committee acknowledges and thanks the many parent and grandparent volunteers who assist in our school throughout the year. We also thank Mrs Drake, the Executive team and all the staff for their continued support and encouragement.

### **Student Body Message**

The Student Leadership team at St Joseph's is elected annually by the Year 2-5 students and staff. All Year 5 students have the opportunity to nominate and apply for a leadership position. The School Councillors have continued to take an active role in many areas of school life. During 2021 the school leaders led weekly school assemblies and organised fun days with the Mini Vinnies team to raise funds for various charities throughout the year, including Project Compassion, SVDP Winter Appeal and Catholic Mission. We consider all Year 6 students as leaders and opportunities to demonstrate their role in 2021 included being peer group leaders at special events including the National Day of Action Against Bullying and leading Sun Smart activities. Our Year 6 students are always a very supportive and attentive buddy in their much loved role to our new Kinder students, as well as helpful and generous with their time to the teaching staff when asked to help out with the myriad of daily school responsibilities.

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## School Features

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St Joseph's Catholic Primary School caters for students from K to Year 6 and is part of the MacKillop Parish. Our school was founded by the Sisters of St Joseph in 1927. The school was initially located in Milson St. Charlestown, adjacent to the parish church and the Josephite convent; however, as the Charlestown area grew and developed it was necessary to relocate to accommodate growing enrolments. In 1975 the new school, situated in a natural bushland setting was officially opened. St Joseph's is proud of its Josephite heritage and continues to espouse the charism of the Josephite order. St Joseph's Primary school is located in Charlestown in Shelton St, on the eastern side of the Pacific Highway. We are part of the Lakes Region of Catholic schools and we are a feeder for St Mary's, 7-12, Catholic College, Gateshead. Nestled in a lush bush setting, St Joseph's provides a stimulating environment for children to learn and play.

Our school community is equipped with modern and engaging learning environments in which to deliver our comprehensive curriculum. As a Catholic school, St Joseph's is committed to ensuring every child is given the opportunity to achieve their very best within the classroom. The partnership between home and school is strongly promoted and valued at our school as teachers work closely with parents to ensure individual needs can be met. St Joseph's is a custom-built school designed to facilitate team teaching and meet the needs of contemporary learners, allowing for both collaboration and personalised learning. With a focus on open plan learning, teachers work in professional learning teams and share resources to effectively plan and deliver their contemporary learning methods. The staff at St Joseph's embrace this philosophy wholeheartedly to ensure the needs of students drive their teaching agenda.

St Joseph's is well resourced with modern facilities and technology. Our integration of learning technologies in all key learning areas gives students access to current technology such as interactive SMART Boards, iPads and laptops and wireless internet throughout the school. Years 5 and 6 use a BYOD program that enhances the teaching and learning experiences across the Stage 3 curriculum. The contemporary learning approach used at St Joseph's ensures our staff provide academic support that is personalised and responds to the learning needs, interests and experiences of each student.

St Joseph's offers a range of sports across both our internal and external sporting program, giving students the opportunity to compete at representative level in a variety of sports. As a school, we pride ourselves on providing a variety of experiences for every child with our weekly in-school sports program where students can participate in gymnastics, dance, and swimming. Many students have attained notable achievements in a variety of local, regional, diocesan, state and national competitions in both team sports as well as individual-based sports.

All students have the opportunity to discover, strengthen and express their creative abilities through music and drama. Students are taught by a specialist music teacher and also have the opportunity to join the school band and receive tuition onsite for band instruments. Our school choir also performs at school liturgies and local community events. Our students frequently express their talents beyond the school setting by joining ASPIRE, public speaking and debating programs.

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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
137	118	21	255

\* 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 93.56%. 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
94.78	94.46	91.81	94.47	93.74	93.10	92.56

## 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	32
Number of full time teaching staff	10
Number of part time teaching staff	12
Number of non-teaching staff	10

### 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

Staff at St Joseph's are committed to ongoing, relevant and evidence based professional learning opportunities to enhance their capacity to deliver quality teaching and learning programs for a diverse range of student groups. In 2021 professional learning undertaken included continuing participation and professional development in the Leading Learning Collaborative framework, a Diocesan initiative engaging Lyn Sharratt and her body of work, 'Clarity - What Matters Most in Learning, Teaching and Leading'. This involved continued development in understanding and whole school focus on the 14 Parameters, Learning Intentions and Success Criteria, Data Walls, Effective Feedback, and Quality Assessment. Other professional learning throughout 2021 included: Effective Writing Strategies, Gifted Education - differentiation and identification for gifted students, New RE curriculum, Aboriginal Education, The Assessment Waterfall and Work Health Safety education.

The staff participated in 2 full day programs in the Teaching of Spelling with Tessa Daffern, including Tessa working in classrooms alongside our teachers and students. Wellbeing and mindfulness strategies were engaged in with all teachers participating in the Head and Heart Mindfulness Education program with a roll out of mindfulness strategies across the school in every classroom to enhance student and staff wellbeing.

In faith development, staff joined many other schools in the diocese in a day of learning with Professor Michael Dennin exploring his reflections from his book, Divine Science: Finding Reason at the Heart of Faith. He led staff through exploring how science and faith can form a unified vision of our world.

All teaching staff continued to engage in the Professional Practice and Development process and focused on student writing development in stage based professional learning teams. A case management approach to student learning and assessment continues to be regularly practised 3 times per term, ensuring student improvement and shared understandings is a constant focus for our school.

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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)

At St. Joseph's we take pride in promoting and celebrating our Catholic identity. In 2021 we continued to promote our school vision statement: Through Truth in Christ we Learn, Love and Serve our Community. However, how we were able to do this was challenged, with the restrictions of Covid-19 and the inability to meet with our parish community and parent community for the vast duration of the year. We were however, able to continue to build on relationships during this period when care for students and their families was truly considered in terms of their physical, spiritual, mental and academic wellbeing.

These values are reflected in our school policies and practices and in our relationships with each other and our community. This aligns with the evangelising mission of the Church, by welcoming all and living out the Gospel values. Our school values SJC – Strive High, Live like Jesus and Care for our Environment help us to identify and practise respect for each other and our environment while connecting all we do to the story of Jesus Christ. The charism of our founders, the Sisters of St Joseph, and their history with the school since 1927 is reflected in our school crest and our welcome mural at the school's entrance. The school's office foyer, the staffroom and classrooms have dedicated prayer spaces highlighting events in the liturgical calendar and our school vision statement is displayed in these spaces.

St Joseph's Catholic Primary School, as part of the MacKillop Parish collaborates with the Parish Priest, and the various Parish groups such as the Parish Pastoral Council, St Vincent de Paul Conference and Sacramental Team through attendance at meetings, school liturgies

and parish masses. We maintained connection with our Parish community during the 2021 Covid restrictions, with attendance by our Parish Priest, at the Opening School liturgy at the beginning of the year and End of Year Liturgy at school. We were able to continue the sacramental program during the year, with classes conducted via zoom for families. We were able to contribute to Project Compassion, St Vincent de Paul, Catholic Care and Catholic Missions through school based activities.

Special days and feasts within the school calendar are times for celebration as a community such as Catholic School's Week, St Joseph's Day, Mary of the Cross Mackillop's Feast Day and reconciliation week. This posed a challenge in 2021, as our ability to meet as a school, include parents, and of course to attend our Parish church was impacted. Maintaining a visible Catholic presence across the school community during these times was possible through the increased use of social media to continue our Christian story. This was possible through in class shared liturgies, videoed prayers and reflections as well as zoom based prayer experiences.

The St. Joseph's community is actively engaged in highlighting Catholic Social Teaching through social justice initiatives. The school has a large Mini Vinnies team who over 2021 have fundraised and developed awareness for key Catholic agencies such as SVDP as well as Caritas. They also have participated in assisting local causes of relevance to the school community eg RUNDIPG. This commitment to showing faith through actions included an increased focus on stewardship of the environment, with a focus on 'Keep St. Joseph's Beautiful' through the development of a nude food initiative and the establishment of an environmental team. This coincided with September being the month for Care for Creation month.

Regular prayer is an important facet of our school life, in the classroom, at assembly and in the staffroom. Every Monday morning our staff gathers to pray as we begin the school week. The daily prayer of the Church, the Liturgy of the Hours, is used as well as staff prayer to commence each staff meeting. A staff spirituality day was held in Term 3 with Professor Michael Dennin via Zoom from the USA. Drawing entirely on Michael's book, Divine Science: Finding Reason at the Heart of Faith, he explored how science and faith can form a unified vision of our world.

Each class implements structured Religious Education lessons equating to two and half hours per week. At the end of 2019, the development of a religious literacy plan was developed to inform future improvement. The literacy plan identified the need to more thoroughly teach vocabulary to enhance understanding. It also identified the need for a focus on assessment to address applied knowledge and deeper understanding of concepts. The interruption to the school year has impacted upon the content received by students. The work of the RE Department in partitioning sections of the units suitable for the home learning experience was beneficial, as was the use of clear learning intentions.

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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

Leading Learning- going deeper with the 14 Parameters of Effective Teaching and Learning

In 2021 St Joseph's continued our commitment to embedding Leading Learning Collaborative strategies and our understanding and application of the 14-parameter framework developed from the research of Lyn Sharratt to improving learning outcomes for our students. Our focus in 2021 was once again writing, and throughout the year we continued to build teacher capacity and develop skills and knowledge in each student to facilitate growth and achievement in this area.

Professional learning focused on the implementation of the assessment waterfall to our writing instruction, with work on developing clear learning intentions, co construction of success criteria, the use of effective feedback and the setting of personal writing goals for each student. Teacher understanding of the use of the "Third Teacher" (the classroom environment) was explored further through the establishment of "Bump it Up" walls, the use of exemplars and linked success criteria and the development of individual student goals. St Joseph's also partnered with a local school for a collaborative professional learning day on the use of the assessment waterfall and how the development of the "Third Teacher" improves student achievement.

Other areas addressed in Professional learning for 2021 included working with Dr Tessa Daffern on spelling instruction and assessment. All students in Years 1 to 6 completed an online spelling assessment which resulted in data that was analysed and used for the development and delivery of targeted spelling instruction.

Pedagogical Mentors continued to work with teaching staff through professional learning sessions, case management meetings and co teaching opportunities to build staff capacity in

their understanding of the CSO Learning Collaborative strategic goal and how this aligned with our school focus on writing.

Our Assessment schedule of collecting data from various sources (Acadience, PAT Data, COGAT and whole school writing assessments) were used for instructional decisions to ensure teaching and learning programs were responsive to student needs.

During the period of Home Learning St Joseph's continued to implement effective teaching and learning practices with our students. Through video, rich learning tasks and online teaching groups teachers continued to share clear learning intentions and success criteria with students and families. Feedback through a variety of online platforms e.g., SEESAW and OneNote supported our students and families to ensure continuity of learning during this challenging period.

## 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	50%	54%	5%	11%
	Reading	53%	55%	8%	10%
	Writing	63%	53%	0%	7%
	Spelling	53%	50%	11%	13%
	Numeracy	39%	37%	8%	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	32%	35%	13%	14%
	Reading	34%	41%	16%	11%
	Writing	21%	20%	13%	18%
	Spelling	29%	38%	11%	14%
	Numeracy	29%	29%	8%	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

In 2021 St Joseph's Charlestown continued to implement our Positive Behaviours for Learning (PBL) policy and procedures. PBL is a behaviour management framework in schools that explicitly models, promotes and rewards positive behaviours while providing consistent structures in responding to negative behaviours. At St Joseph's our school values underpin our PBL approach and this was clearly demonstrated in the explicit teaching of focus positive behaviours and acknowledgement of student efforts in demonstrating these values throughout the year.

St Joseph's successfully utilises a pastoral care worker. This role has assisted with the improved well being of many students and built increased connection between our school and homes. COVID-19 continued to have a negative impact on well being in 2021. As a staff we continued our commitment to ensure regular, meaningful and positive home school communication. We phoned parents regularly to build connection and support any families impacted through this time. Staff also committed to Zoom calls and daily online lessons to communicate with the children and build connections in a time of uncertainty. Our school had students who were anxious about returning to school after the COVID-19 Lock down, so practices such as a welcoming presence at the school gate each day in the form of the Pastoral Care Worker and our school Principal helped to ease some children's anxieties. This was well received across our school community. We also surveyed our school community with the diocesan Tell Them From Me Survey. The results were mainly positive with many parents expressing their gratitude and a deeper connection between the school and home.

Within the classroom resources from Bounce Back — a program that promotes social and emotional learning — as well as Zones of Regulation were also used to assist in teaching these positive expectations and develop a whole school consistent approach to helping our students identify and access strategies to promote self-regulation. In 2021 more students

reached PBL milestones known as “Joeys’ than in previous years, including the awarding 14 students St Joseph’s PBL medals, our highest since introducing the PBL award system.

St Joseph's takes our responsibility to keep all students safe very seriously. We speak with the students regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. Our Anti Bullying policy is actively implemented by all staff. Each year we continue to participate in the National Day of Action Against Bullying with a focus on encouraging all members of our community to take a stand when they experience or witness bullying behaviour. This year we combined this day with Harmony Day activities to celebrate the wonderful diverse and rich heritages of our students and their families.

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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 the whole school focus on writing has seen improved student engagement and positive attitude towards writing across the school. Staff developed a school wide Writing Statement explicitly outlining the strategies for teaching writing, which has been embedded in all classrooms creating a continuity of practice from K-6.

The professional learning with Lyn Sharratt and the 14 parameters has been further developed with commitment to improving student outcomes and having shared responsibility and understandings through case management meetings, building an effective data wall, quality assessment practices and effective feedback to students and goal setting. Regular and intentional professional learning that engaged teachers in data analysis and collaborative processes to assist students has also had a positive impact across the school.

During the extended lockdown phase, teachers were more confident using online tools to teach and communicate so home learning strategies were improved. Students were more fully engaged and home school communication continued to be a priority and a positive experience for our staff and families.

The refurbishments to the Multipurpose Room were completed early 2021 with a beautiful new learning space provided for Year 2. The classroom design offers flexible learning options, with new furniture and smart screens enhancing this learning space. Students, parents and staff have expressed their approval and appreciation for this new classroom and we hope to use the design as a blueprint for further classroom refurbishments in the future.

The Learning Hub was renovated and repurposed with a dedicated media room for staff and students to utilise various technologies such as podcasting and filming.

Major maintenance funding was made available to the school through the Catholic Schools Office and Diocesan Building Levy, paid by parent contributions in school fees. Substantial drainage investigations and rectifications took place during the end of 2021, resulting in greatly improved drainage with new pits and larger drains installed. This has improved water pooling and potential flooding during heavy rain making the school more accessible and safe.

An extensive tree maintenance and tree audit was carried out at the end of 2021 resulting in huge improvements to classroom lighting, clearer pathways and reduced leaf litter, pest and drainage issues. Professional landscaping has ensured replacement of appropriate foliage throughout the school. New gardens have been created enhancing the aesthetic appeal of the grounds.

### Priority Key Improvements for Next Year

School Improvement Goals for 2022 will focus on faith formation of staff, offering a variety of meaningful prayer experiences and quality faith formation that builds staff capacity and inspires students, staff and families to have a deeper relationship with Christ.

2022 will see a shift in focus from writing to the explicit and improved teaching of mathematics. Strategies used through the 14 parameters such as learning intentions, success criteria and the assessment waterfall will be transferred to the teaching of mathematics. Professional learning goals will focus on the areas of number and algebra. Familiarisation of the new English and Mathematics syllabus will be a priority in preparation for full implementation in 2023.

Student and staff wellbeing will be prioritised in 2022 through engagement in professional learning and the embedding of professional learning strategies from the Head and Hearts Mindfulness in Education program. Catholic mindfulness practices will also be experienced by staff and students with a focus on the lives and attributes of Catholic saints.

In 2022 the refurbishments of 4 classroom units will begin, using the Year 2 classroom as the blueprint for a flexible learning space. This will include a outdoor play space for our early learners to enrich the pedagogy for these students.

Our successful securing of the NSW Government's *Community Building Partnerships* Grant, of \$80 000 will result in a new play space on the middle level with a focus on gross motor, movement, decision making and physical activity. The securing of this grant was the result of a collaboration between school and parents through our P & F committee members.

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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

Indications from both formal and informal data collected show that parents and carers are generally very satisfied with St Joseph's as the school for their children. We regularly ask questions and survey parents regarding their understanding and acceptance of various policies and procedures. In 2021 parents were offered a number of opportunities to provide feedback to the school including the Diocesan led *Tell Them From Me Survey*. Overall the response from each of these surveys was positive with emphasis on the positive community feel of the school, friendly and welcoming staff and the safe learning environment. Some areas for improvement were identified as facilities and buildings. Our Parents and Friends Association is another forum where we gather feedback regarding issues within the school. Parent feedback is valued and welcomed, and we ensure we follow up on concerns raised through the appropriate channels. The culture of the school is focused on open and honest communication to enable all issues to be discussed and resolved.

Teachers at St Joseph's are very approachable and generous with their time ensuring they are available to meet with parents to discuss any concerns regarding their child's school experience. Teachers use various modes to keep parents updated on their child's progress. Involvement from our parent community is outstanding. The attendance at events is impressive. From this we gauge the community are more than satisfied with our efforts to educate their children. We are constantly trying to improve the way we do things and utilise a variety of formats to communicate with our parents and community.

### Student satisfaction

Student voice is valued and regularly sought at St Joseph's. Students feel a true sense of connection to their school and know that all staff are committed to ensuring they achieve their personal best. Our students are proud and grateful for our expansive and natural playground environment. They enjoy representing our school at a variety of events and showcasing our school to our many visitors, who also frequently comment on our happy, friendly and welcoming students.

The *Tell Them From Me Survey* indicated students generally feel safe, connected and supported. Student engagement in learning is positive and they have a variety of sport and cultural opportunities to participate in during school terms.

### Teacher satisfaction

St Joseph's has a highly professional and skilled teaching staff who continue to show commitment to their vocation. Staff work collaboratively to achieve positive outcomes for students, and constantly strive to create a learning environment that address the needs of each learner. Staff participate in a variety of professional learning opportunities throughout the year and share this knowledge to benefit all students. Staff participate in many extracurricular events and are also frequently consulted to provide input and feedback to improve school practices.

The 2021 *Tell Them From Me* survey, indicated high staff satisfaction in the areas of staff collaboration, a positive learning culture and a strong use of data to inform high impact teaching strategies. Staff responded that the school is extremely inclusive and successfully works hard to meet the diverse needs of our students. An area of need as identified by staff is the area of technology, with staff looking forward to new smart screens and the introduction of ipads in classrooms K-4.

St Joseph's staff are highly respected by the school community for their commitment to developing positive relationships that enhance both their professional and personal lives.

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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>	\$2,871,231
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$810,843
Fees and Private Income <sup>4</sup>	\$437,792
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$156,660
<b>Total Income</b>	<b>\$4,276,526</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$14,830
Salaries and Related Expenses <sup>7</sup>	\$2,803,201
Non-Salary Expenses <sup>8</sup>	\$1,109,200
<b>Total Expenditure</b>	<b>\$3,927,231</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