

# 2021

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



### St Joseph's Primary School

Farquhar Street, MEREWETHER 2291

Principal: Karen McGinlay

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

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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

Despite a number of our plans being affected due to COVID, 2021 was still a year for which we have much to be grateful.

Our staff, through home learning and reconnecting with the children after lockdown have come to know a lot more about the children on a personal level. It is a year where we connected with students in ways that have been different to those in the past and staff expressed how rewarding it has been getting to know children on a different level.

Staff utilised a previously unknown range of virtual learning opportunities and experiences and we plan on continuing to include some of these in future practices. We also managed to continue a strong professional learning culture.

We are grateful for the way the parents have supported us and the children with home learning and adapting to the changes to school procedures due to COVID regulations and for their efforts with fundraising, in another challenging year.

Our gratitude is also for the fact that we managed to celebrate 200 years of Catholic education in Australia. With the help of parents and grandparents we were able to go down memory lane and share stories of Catholic education in days gone by. As a staff we are so grateful to be able to continue in the footsteps of all those who have served in Catholic education and to help form young people as future contributors to a fair and just Australian society.

With great hope and faith we look forward to seeing what 2022 at St Joseph's brings.

### Parent Body Message

We would like to focus on the positives in what has been another very unusual year.

Whilst our children did miss a large part of face-to-face learning in Terms 3 and 4, it was good to see them return in time to finish the year side by side with their friends and the amazing St Joseph's teaching staff.

There have been many positives to come from 2021 including:

Hybrid Parents and Friends (P&F) meetings. This combination of Zoom and 'in person' meetings produced record attendance numbers over several meetings;

Establishment of Parents groups – which we hold a lot of hope for in 2022;

The running of the only main fundraiser for the year – the Readathon, in the midst of lock

down;

School disco, which was well attended and loads of fun;

The athletics carnival and other sporting events that were managed according to COVID safe practices.

Many of these events would have been taken for granted prior to 2020, but were valued more than ever after 2020.

During this entire pandemic many people have struggled in so many ways, but our respect and appreciation especially goes out to all of our front-line workers, including teachers, as well as the parents of St Joseph's who have persevered with home schooling over a prolonged period, whilst managing their own workloads.

We would like to extend a huge vote of thanks to the staff and leadership of St Joseph's for their support during lockdown and for the incredible care they show for all of our children.

### Student Body Message

As School Captains of St. Joseph's Primary School Merewether 2021, we have been proud and humbled to have led the school through a challenging year.

Due to COVID-19, we unfortunately did not get to participate in the many special events across the second half of this year. We have still, however, seen it as a privilege to be able to lead the assemblies, student council meetings and other daily school leadership roles. Home Learning once again proved to be a tough challenge for students and parents. We had to make many changes to our everyday routines as we suffered through further setbacks due to the global pandemic. The teachers worked tirelessly for the students to have continued access to an education developing interesting and engaging online lessons for nearly 400 students.

Overall, we would like to say a massive thank you to our peers and teachers for keeping us going and in good spirits this year. To the new leaders of the school for 2022, our biggest piece of advice would be stay confident, stay motivated and remember you can achieve anything you put your mind to.

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## School Features

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

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

The school undertook a major refurbishment in 2007 when twenty rooms were refurbished and the Parish hall was renovated internally as well as the adjoining canteen. In 2018 further refurbishing of classrooms was undertaken, providing contemporary learning spaces for the students. In 2020 the main playground had a major overhaul and is now a very usable space for sports activities and creative play. The school places an emphasis on authentic, contemporary teaching and learning practices, focusing on growth in student achievement in each Key Learning Area (KLA). The staff continually participate in professional development experiences to further engage students in their learning. Our staff consists of highly skilled, dedicated classroom teachers and assistants, as well as specialist teachers for Music, Learning Support, English as an Additional Language or Dialect (EAL/D) and Library.

Co-curricular events, linked to and enhancing the curriculum, include overnight excursions to Canberra and The Great Aussie Bush Camp; participation in inter-school public speaking and debating initiatives; and opportunities to represent the school in creative arts pursuits such as choral festivals, our bi-annual school musical and ASPIRE. Students also engaged in sporting pursuits that included gala days, athletics, cross-country running and swimming. Students have access to extra-curricular activities and lessons in the areas of band, and musical instrument tuition; drama, choir and singing lessons; Mandarin language classes; gardening club; and robotics. Families are able to avail themselves of on-site before and after-school care.

Special school events providing witness to community spirit and Catholic values include St Joseph's Day, Mother's and Father's Day breakfasts and liturgies, beginning and end of year thanksgiving Masses or liturgies, weekly assemblies and creative arts performances.

An active P & F Association contributes enormously in their partnership with the school. An example of this involvement is the large number of parents who organise and/or participate in

fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website and official Facebook page, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings.

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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 |
|-------|------|--------|----------------|
| 200   | 200  | 60     | 400            |

\* 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 94.66%. 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 |
| 94.94                          | 94.51  | 95.49  | 95.20  | 93.94  | 95.18  | 93.33  |

## 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              | 37 |
| Number of full time teaching staff | 14 |
| Number of part time teaching staff | 13 |
| 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

Teaching staff have been involved in professional learning aligned with our school improvement plan and related to improving student outcomes.

### Staff Development Days

- Number Talks - Fiona Foley
- Making Connections in Mathematics - Catherine Murray
- Mathematical Pedagogy - Launch, Explore, Summarise, Consolidate
  
- Advanced Safeguarding for Educational Services
- Annual Staff Induction
- Transition meetings and First Aid/CPR Training

### Additional Professional Development

- Continuing with the Leading Learning initiative
- Mathematics webinar series and scope and sequence development
  
- Professional Learning Teams with a Writing focus
  
- Understanding Trauma
  
- Pedagogy of Encounter - Religious Education Curriculum
  
- Successful Foundations
  
- Reading Success in the Early Primary Years
- Pedagogical Mentor Training

### Other

One teacher is undertaking a Masters of Educational Leadership and another was part of the NESA new English syllabus Stage 2 Writing team

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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)

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

Our vision and mission is to: Learn, Love and Live the Truth. To Learn the Truth, we nurture whole child growth, promote academic excellence through quality education, include all and celebrate diversity. To Love the Truth we ensure a Christ-centred Catholic community valuing justice, integrity, and peace, and encourage positive relationships through respect and belonging. To Live the Truth, we are a witness and truth-seeker, demonstrating faith in action through social justice, committed stewards of creation. This Truth signifies the truth in our faith in God our Father. It encapsulates of who we are as the body of Christ and how we are invited to live that call.

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

spiritual wellbeing and relationship. Our staff participate in professional learning in Religious Education and formation in faith and mission as Catholic educators.

Our Principal, Religious Education Coordinator and Parish Priest meet to strengthen the school-parish relationship. Our staff assist with preparing children for the Sacraments through teaching class level Religious Education programs and actively participate in the Sacramental program. We have strong connections to St Joseph's Church and St Benedict's Inner-City Newcastle Parish. Students attend the local parish Mass with their grade (when COVID restrictions allow) and whole school liturgies and Masses. Students, parents, and staff are invited to regularly participate in parish life and liturgical celebrations. We continue to strengthen connections to the St Benedict's Parish with school-parish community Masses at Sacred Heart Cathedral. Our student leaders represent St Joseph's at Diocesan, Mission and Parish Masses and local community services. Social justice is highlighted through acknowledging traditional landowners, the Awabakal people, and regular fundraising initiatives by the student Social Justice Group to support the wider community, including Project Compassion, Catholic Mission and the St Vincent de Paul appeals.

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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

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

We believe in a strengths-based approach that values and builds on students' knowledge and skills. All students are encouraged to work at individual levels to achieve success. Students engage in meaningful and enriching activities, tailored to their needs and learning styles, within a supportive and flexible learning environment. Our teachers have a shared vision for curriculum practice, providing varied and rich opportunities for students to develop a deep understanding of concepts and big ideas within learning areas, along with valuable skills such as teamwork, critical thinking and problem solving. The relationship between curriculum and pedagogy is fundamental.

Our curriculum focus is on continued student growth and enrichment through a consistent collaborative approach to programming, particularly in the areas of English and Mathematics, K-6. Staff regularly engage in meaningful professional development to increase teacher repertoire of strategies to explicitly teach Writing and Mathematics. We continue to monitor students' writing progress using a whole school data wall, and in Professional Learning Teams plan for learning experiences that address student needs. Our Pedagogical Mentors work across stages of the school to model, guide and facilitate best

practices. Teachers continue to ensure the inclusion of learning intentions and success criteria across all Key Learning Areas.

This year we have been a pilot school for the introduction of the new Religious Education curriculum for students K-2. The focus of these units is centred on the Pedagogy of Encounter, at the heart of which is where we encounter the mystery of God and what it means to be Catholic.

Kindergarten and Year 1 have continued the integration of the Early Years Learning Framework, and the Successful Foundations Action Research project. This essential part of our curriculum sees teachers using a repertoire of strategies and pedagogical approaches, including purposefully framed provocations connected to syllabus content.

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

The Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences and the diocesan established Virtual Academy. Staff develop programs utilising a variety of pedagogical approaches appropriate to student needs, including differentiated and tiered tasks as well as project-based learning. Further curriculum-based opportunities for enrichment include robotics, public speaking and external opportunities such as ICAS tests and community Mathematics challenges.

Children needing assistance in an area of learning are identified by norm-referenced tests and teacher-constructed assessments. Selected students are given assistance on an individual and/or small group basis within the cohort. These students are supported in classrooms and on the playground and provided with numerous opportunities to develop their potential.

## 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 | 75%                              | 54%       | 0%                                  | 11%       |
|                     | Reading                 | 84%                              | 55%       | 0%                                  | 10%       |
|                     | Writing                 | 78%                              | 53%       | 0%                                  | 7%        |
|                     | Spelling                | 75%                              | 50%       | 0%                                  | 13%       |
|                     | Numeracy                | 65%                              | 37%       | 0%                                  | 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 | 60%                              | 35%       | 2%                                  | 14%       |
|                     | Reading                 | 73%                              | 41%       | 0%                                  | 11%       |
|                     | Writing                 | 52%                              | 20%       | 0%                                  | 18%       |
|                     | Spelling                | 70%                              | 38%       | 0%                                  | 14%       |
|                     | Numeracy                | 58%                              | 29%       | 0%                                  | 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

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

In 2021, St Joseph's continued with the implementation of its school-wide Positive Behaviour for Learning Framework (PBL). This framework aims to provide all members of the school community with clarity and consistency regarding student work ethic and behaviour.

Staff collaborated to prepare PBL lessons, suitable for Kindergarten – Year 6, that aligned to the previous year's scope and sequence that was formulated. Each lesson is taught across a fortnight and the focus of these is spoken of at each Monday morning whole school assembly. For each fortnight's focus, staff reward students with 'Dash the Dolphin' tokens affirming their good choices and practices that they are displaying, both in the classroom and on the playground. The student council regularly counts the tokens and updates the school community as to the amounts for each house colour. The idea of this reward system is that it both encourages and acknowledges the individual but that it also encourages collective responsibility and thoughtfulness for others.

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

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

Each class has specific practices which support building and maintaining positive respectful relationships. Classes acknowledge positive behaviour through individualised reward systems. These are developed based on the age and interests of the students. Merit certificates were given out weekly to identify and praise students who were progressing in a particular area. Principal awards were given out fortnightly to acknowledge students who were upstanding role models for their peers.

As the need arose, specific classes participated in social skills programs, with the support of our school counsellor and learning support teacher. These programs are designed to support students to develop a shared language and skill set for understanding friendship, conflict, independent problem-solving skills and conflict management strategies.

In 2021 the student Mini Vinnies team relaunched as St Joseph's Social Justice (SJSJ) group. The relaunch was undertaken in order to widen the awareness of, and support for, social justice issues in our wider community.

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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

The major key improvements throughout 2021 have been:

- Developing the expertise of staff in the teaching of Mathematics. This has included professional learning on the use of Number Talks across K-6, as well as the introduction of highly effective pedagogical Mathematics moves.
- Collaboratively writing a K - 6 Mathematics scope and sequence.
- Formulating school-wide practices for the teaching of Mathematics including the organisation of a Mathematics block.
- Greater use of learning intentions and success criteria across Key Learning Areas and more regular co-construction of success criteria in Mathematics'
- Integrating a St Mary of the Cross MacKillop quote and characteristic, across each grade, to deepen students' understanding of the Josephite charism.
- Increased collaborative analysis of student learning across grades and stages and planning for addressing any identified needs or patterns that became evident throughout these sessions.
- Maintaining quality learning experiences throughout lockdown and staying connected with students and their families.
- Continuing our professional learning and many school wide events in a year where COVID had a significant impact on schools.
- Launching our PBL initiative including a school wide reward system as well as explicit teaching of lessons linked to each school expectation

## Priority Key Improvements for Next Year

Key areas for improvement at St Joseph's in 2022 will focus on the following:

- Developing consistent practices, in research and evidence based effective pedagogies, in the teaching of Mathematics.
- Consistency of Mathematics teaching through the implementation of a school wide Mathematics block
- Developing a self-reflective culture of teaching practice and a system of observation of best teaching practice within the school.
- Professional learning in preparation for the implementation of the new Mathematics & English syllabuses
- Enhancing teacher practices and student outcomes, in response to case management suggestions
- Consistent implementation of practices to further enhance the learning of students and staff including: Instructional Walks & Talks, the use of Bump it Up walls, pedagogical mentors modelling for teachers, teacher observations and program reflections.
- Responding to parents' requests in regard to further enhancing home-school communication practices
- Upgrading of school plant
- Revitalising learning spaces from Years 1-6 and the Library to provide flexible, contemporary learning environments
- Completion of, and beginning the implementation of, faith formation frameworks for staff and students.
- Preparation of staff in the Pedagogy of Encounter in order to implement the new Religious Education curriculum.

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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

Through "Tell them from Me" survey data, along with a communication survey that many families responded to, emails, topics discussed at P&F meetings, along with incidental conversations and anecdotal evidence, parents' views have been elicited regarding their satisfaction with St Joseph's.

Parents feel that the school has high expectations of their children and that staff show an interest in their children's learning. They believe their children are very clear about school behavioural expectations and value how safe their children feel at school. Some parents would like more information about their children's social and emotional development.

They believe the school is very well maintained and resourced and that there are highly effective leadership practices evident. The current awards system is viewed with satisfaction however it appears that some changes would like to be considered.

The effectiveness of the class parent network has been inconsistent across classes, though it was acknowledged that being a COVID year has not been ideal for this.

Parents wish to continue the fortnightly newsletters however have expressed a desire for less text and more photos. Facebook is not considered to be of high importance in terms of information sharing.

Parents praised the staff for the seamless transition to home school learning and were highly appreciative of the daily online lessons and meetings with students. They felt the home learning tasks were engaging and the daily contact was of great benefit to their children. Equally the transition back to school was viewed very favourably.

### Student satisfaction

Students' thoughts regarding school satisfaction have been gathered through surveys, consultation sessions and incidental conversations with students.

They rate their learning as effective in terms of how well concepts are taught and how classroom time is used. They believe that instruction is well organised with a clear purpose and feedback is given to them that helps them to learn. They feel their teachers are supportive and responsive to their needs and many consider their classroom instruction relevant to their everyday lives. They like how the teachers help them to work out the answers for themselves rather than do it for them. Many commented their teachers were enthusiastic and motivated and engaged them. They like how Learning Intentions and Success Criteria are part of learning now, as they find it easier to know what they need to do. Project based learning is also highly valued.

Students were very complimentary about their home learning experiences. They commented that there was something fun every day and appreciated that there was a very similar routine to what a regular school day was like. Students missed the face-to-face interaction with friends and teachers, and this made understanding explanations a little harder and sometimes they were then less motivated. Some missed group work activities but others really appreciated the freedom of choice and opportunity to self- direct their learning.

The students really appreciate the wide range of extracurricular activities that are available to them. They feel that everyone's tastes and interests are catered for and appreciate that some of these activities are quieter and calmer than others. They view these activities as both beneficial learning experiences as well as opportunities to stretch their social circles.

Students spoke very positively about the various events we have each year at school and how we managed to continue to do some of these even throughout lockdown, such as Book Week. They were also overwhelmingly supportive of the decision to reduce the number of assemblies that are held each week.

### Teacher satisfaction

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

Two areas that are overwhelmingly appreciated by the staff are the professional learning experiences that they have been provided with and engaged in and the supportive nature of the school. The professional learning, they feel, ensures there is a whole school approach to what is occurring across the school and that this consistency is crucial for both the students and staff. They consider there is a shared vision and with this a shared workload and shared successes. The staff feel they are very supported by both one another and the leadership team and that they also are highly supportive of the students and their families. They feel there is a calmness to the school and that it is highly welcoming and there is good communication for both staff and parents.

Staff believe the introduction of school wide Positive Behaviour for Learning lessons, tokens and rewards and common language has been highly effective across the school in encouraging students to act safely, be respectful, care for all and do their best.

Staff were very satisfied with what they provided in the way of home learning experiences and though challenging acknowledged they learnt much along the way and were pleased with how they were able to maintain connections with their students.

They also believe that there has been an increase in collaboration between staff in terms of planning and analysing students' learning and appreciate that there are group committees to share the load with various areas that are not classroom based.

The staff consider the range and amount of extra-curricular activities that are provided is noteworthy. They also consider the school to be very well maintained and resourced.

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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> | \$3,058,994        |
| Government Capital Grants <sup>2</sup>     | \$71,500           |
| State Recurrent Grants <sup>3</sup>        | \$855,324          |
| Fees and Private Income <sup>4</sup>       | \$967,066          |
| Interest Subsidy Grants                    | \$3,029            |
| Other Capital Income <sup>5</sup>          | \$303,674          |
| <b>Total Income</b>                        | <b>\$5,259,587</b> |

| <b>Recurrent and Capital Expenditure 2021</b> |                    |
|-----------------------------------------------|--------------------|
| Capital Expenditure <sup>6</sup>              | \$2,933            |
| Salaries and Related Expenses <sup>7</sup>    | \$3,401,861        |
| Non-Salary Expenses <sup>8</sup>              | \$1,156,940        |
| <b>Total Expenditure</b>                      | <b>\$4,561,734</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