



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's Primary School

26C Bulahdelah Way, BULAHDELAH 2423

Principal: Amanda Pomplun

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

mn.catholic.edu.au

About this report

St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

St Joseph's Catholic Primary School is located in Bulahdelah. The school was founded by the Sisters of St Joseph in 1955 and is built on the land of the Worimi people. St Joseph's is a co-educational Kindergarten to Year 6 Systemic school situated in the Manning Region of the Catholic Diocese of Maitland-Newcastle.

Our school is an integral part of the Myall Coast Parish community. Together we are committed to deepening each child's knowledge of the Catholic Story and Catholic Social Justice Teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others. Our Catholic identity positively impacts the life of the school.

St Joseph's is a place of learning excellence, providing quality teaching and learning programs that challenge and nurture creativity, critical thinking and innovation. We strive to provide a quality, inclusive Catholic education and our professional, highly qualified, dedicated staff work together to ensure the best outcomes for each child. All children are encouraged to work hard and achieve their personal best in all academic, cultural and sporting activities.

It is anticipated that this report will generate an awareness of our school's achievements and strategic improvement agenda, as well as provide thoughtful discussion regarding future direction.

Parent Body Message

The reduction in Covid restrictions allowed parents to attend school events again, which was a very welcome return. These unprecedented times make you appreciate the access we do have to our beautiful school. During these challenging times, it was nice to have parents and carers kept continually informed with the changes impacting the school.

This year also brought the welcomed appointment of Mrs Amanda Pomplun as Principal. Mrs Pomplun has been a valued member of our school community for some time. During Mrs Pomplun's time at St Joseph's she has been a very passionate educator and has been active in engaging the broader community. We appreciate the consistency and stability that Mrs Pomplun's appointment brings to the school.

Now that the gates are re-opened to parents and carers, it would be great to build a stronger parent body. If you would like to become more involved or have some suggestions, please contact the school to discuss the options available to become involved. St Joseph's

Bulahdelah is a lovely little school and it would be nice to expand our parent body to support the school as it continues to prosper.

Student Body Message

This year has been a roller coaster as there have been people readjusting from Covid and home learning. After many years of waiting, Years 5 and 6 finally got to attend our 3-day long camp! It has been the most fun thing that all of us have done in a while. We got to manage MJR groups and host assemblies which has been a big change from Year 5 to 6. We finally got to do the Mission Day stalls which was a lot to handle but we made the most profit of any Mission Day stalls we have held previously. We made mosaics and we got to choose an animal that best represented us as individuals. It has been a pleasure to be school leaders for the 2022 school year and we wish all the next Year 6s good luck for all the responsibilities they will have to do now.

School Features

In 2022, St Joseph's School had 37 children Kindergarten to Year 6 enrolled from Coolongolook in the North to Medowie in the South. We had three classrooms - K-2, 3/4 and 5/6. Each year, our senior students transition to St Clare's High School Taree or Catherine McAuley Catholic College Medowie, for their secondary education.

In 1955, the Sisters of St Joseph came from Lochinvar to Bulahdelah and opened a Primary School. In 1957, the grades were extended to include secondary classes. These continued until 1966, when the secondary campus closed. While in Bulahdelah, the Sisters lived in the Convent adjacent to the school. The Convent was built in 1926. Today, the Convent is listed as a heritage building.

A new Primary School was built and opened on the site in 2006. The school is nestled under the beautiful Alum Mountain. Our school crest signifies our Catholic heritage and links to the local area. The school is located next to St Brigid's Catholic Church in Bulahdelah.

During 2022, the school continued planning for new playground features, in line with Successful Foundations and play based pedagogy. The new playground was completed in Term 4 and the students have enjoyed being able to play again in that area of the school.

In 2022, COVID restrictions were lifted, and we could begin our involvement in community events. We did however enjoy a close relationship with Bulahdelah Pre-School. Students took part in the local ANZAC March in April.

During 2022, planning began to transition from a Parents and Friends to a Parent Engagement Group, but due to flooding on the week of our planned community event, progress in this was slow. The building blocks have been established which should allow for a smooth transition in 2023.

Many children represented at Regional and Diocesan level in Swimming, Athletics and Cross Country. Regional and Diocesan competitions in Spelling, Mathematics, Debating and Public Speaking were held for the first year since COVID. The Stage 3 Camp to Coffs Harbour was also able to be held once restrictions were lifted. We joined together with St Joseph's, Gloucester for this camp.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
22	14	2	36

* 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 [Enrolment 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 2022 was 83.73%. 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
77.98	82.92	81.50	87.75	85.82	84.70	85.43

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	11
Number of full time teaching staff	5
Number of part time teaching staff	2
Number of non-teaching staff	4

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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

Governance: Annual staff induction training (including WHS Site Induction) and Governance paperwork. Principal also undertook mandatory governance training throughout 2022.

Religion and Staff Spirituality: Revising our vision and mission statement for our school with Adam Frost - Education Officer (Formation), RE & Spirituality Services, Catholic Schools Office.

Curriculum: support teachers in building a new perspective on Mathematics and engaging students in creative, open mathematical thinking by consolidating Number Talks and introducing rich tasks in the K-6 classroom.

Leading Learning Collaborative: Understanding the purpose, nature and co-construction of Learning Intentions and multiple entry Success Criteria as building blocks to student clarity in learning. Our staff developed a deeper understanding of Assessment literacy and the Assessment Waterfall. We also focused on collaborative inquiry, Learning Walks and Talks and Instructional Intelligence.

Aboriginal and Torres Strait Islander Education: Manning Learning for Justice professional learning day with Stan Grant.

CPR, Emergency Care and Anaphylaxis

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

St Joseph's Catholic identity is foundational to who we are in our local community. It is part of everyday school life here at St Joseph's. Catholic perspectives and the charism of the Sisters of St Joseph are woven throughout the curriculum and every aspect of school life. The sense of Catholic community at the school is reflected in the supportive and caring attitude of staff who always promote the school vision and motto of "Loving, Learning and Living Like Jesus".

Our Make Jesus Real formation groups that our Year 6 leaders led throughout the year continued to be an important part of our school routine. Each fortnight they would meet with their peer support group in the school and lead them through a formation session that touched on the themes of Make Jesus Real, Catholic teachings and social justice.

The partnership between the parish and school supports student faith formation in the Catholic tradition. The school communicates with the parish through parish bulletins, school newsletters and meetings between the Principal and REC. The principal is a member of the parish team and the staff regularly attended parish events and the parish was always invited to school Masses, liturgies, and special events. Our student leaders, REC and Principal attend Diocesan Masses and ANZAC Day Community Services. This year our students planned a Community Christmas Lunch to celebrate the link between students, families and our parishioners in the Myall Coast Parish.

Catholic Mission, Caritas and Catholic Care are a focus for our school's social justice initiatives. Each year we hold a Mission Fun Day where the students run a Mini Mission Fete with all fundraising going to Catholic Mission. We also held other fundraising events through Lent with money raised going to Caritas.

St Joseph's implements the Diocesan K-12 Religion Syllabus. Religion is timetabled for 150 minutes per week and units include curriculum differentiation and a variety of learning activities to encourage deep knowledge and thinking and creative responses. This year, staff have taken part in formation opportunities around the Pedagogy of Encounter and taught the new Kindergarten units in the RE Syllabus. Our staff spiritual formation day was held in December to revise our vision and mission statement. This happened after consultation with our students, families and parishioners.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Religious Education

Religious Education takes place in both the formal and informal curriculum of the classroom and school. The formal curriculum deals with the knowledge, skills, attitudes and values related to religion and faith. As the children move through their schooling, their capacity to understand concepts and the teachings of Jesus and Church grows and develops. The Religious Education curriculum covers four content strands: JESUS and SCRIPTURE, HISTORY and BELIEFS, CELEBRATION and PRAYER, JUSTICE and MORALITY.

Other Key learning Areas

All content from the Key Learning Areas of English, Mathematics, Science, HSIE, Creative Arts, PDHPE is governed by the NSW Education Standards Authority (NESA) and can be found on their website <https://educationstandards.nsw.ed.au>

English: Daily English Blocks of 120 minutes includes activities with the strands of Speaking and Listening, Reading and Viewing, Writing and Representing and Grammar, Spelling and Punctuation. This year in English, our focus was Writing - improving the pedagogy and outcomes of the children K-6.

Mathematics: Daily Math Blocks of 60 minutes include learning focuses across the following strands - Number and Algebra, Measurement and Geography, Statistics and Probability and Working Mathematically.

Human Society and Its Environment: History and Geography (90 minutes each week), encourages students to study relationships between people, cultures, languages, with a special focus on civics and citizenship.

Science and Technology: (90 minutes per week), helps students understand their environment, both man-made and natural, by investigating, designing, making and using technology.

Personal Development, Health and Physical Education: helps students develop self-esteem, social responsibility, personal fitness, fundamental motor skills and the ability to make informed decisions about health and lifestyle choices.

Creative Arts: Students participate in dance, drama, music and visual arts through creating and making their own works. COVID has restricted our work in Music, Dance and Drama during the year. We held a school musical in December as a celebration of our learning in Creative Arts in 2022.

This year, some targeted children took part in the COVID Intensive Learning (CILS) project. Students who would benefit from small group and individual tuition in Literacy and Numeracy were identified to receive extra assistance, as a result of a reduction in learning due to COVID.

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 2022		% of students in the top 2 bands	
		School	Australia
Year 3	Grammar and Punctuation	50%	52%
	Reading	50%	54%
	Writing	[ASR_Naplan.schooltoppercent.Y3.Writing] %	[ASR_Naplan.nationaltoppercent.Y3.Writ %
	Spelling	50%	48%
	Numeracy	0%	34%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	60%	31%	0%	14%
	Reading	40%	39%	0%	11%
	Writing	33%	25%	0%	18%
	Spelling	60%	37%	0%	14%
	Numeracy	20%	25%	20%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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.

Initiatives promoting respect and responsibility

At St Joseph's there are many activities that promote respect and responsibility. The children are active in the school and wider community. Some activities include:

- Art club, creating mosaics, gardening, wellbeing visits with our Pastoral Care Worker;
- Visits to the local Pre-School and taking part in activities;
- Catholic Mission and Caritas Fundraisers such as Mission Day, Project Compassion, and the Catholic Care August appeal;
- Stewardship of Creation and Laudato Si: National Tree Day, World Environment Day – planning and coordinating student activities, school vegetable garden;
- Making Jesus Real activities in peer support groups;
- Wellbeing initiatives from our Aboriginal Education Worker;
- Deepening student understanding between Catholic and Aboriginal Spirituality - NAIDOC celebrations and National Sorry Day liturgy.

School Improvement

The School implements the system's 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 Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Throughout 2022, offer a range of differentiated opportunities for evangelisation, catechesis and new evangelisation as part of the faith formation of the school community.

Leadership qualities of students are enhanced through a demonstrated understanding of Catholic Social Teachings.

MJR Groups, Social Justice initiatives, Stewardship of Creation groups.

Knowledge of Religious Literacy is enhanced through the implementation and development of Religious Education Modules specific to student needs.

Formation around the Pedagogy of Encounter.

Requirements of FEA are satisfied.

Revisit and revise the school Vision and Mission statement -Twilight retreat.

By the end of 2022, all teaching staff will have improved their pedagogy in Numeracy as evidenced by the growth in student achievement.

Student growth plotted on data walls using learning progressions.

Differentiated pedagogy to align with targeted student's goals.

Learning Walks and talks

Learning Intentions

Success Criteria

Walls that teach

Students can articulate what they are learning and why.

Observation and feedback by Knowledgeable Other of teaching being observed.

Student progress evidenced in the use of the Gradual Release Teaching Model.

Consistency of teaching in Maths across the school as evidenced in planning, programming and assessing.

Utilise teaching strategies and tiered interventions identified in PAT/NAPLAN/Learning Progressions – Quantifying Number.

Aligning the Scope and Sequence to incorporate the Big Ideas in Mathematics.

Priority Key Improvements for Next Year

By the end of 2025, there will be a 15% positive growth in responses in various data sets (TTFM, Catholic Culture survey etc.) to the understanding and embeddedness of the Catholic Culture, beliefs and values of the school across all students, parents and staff.

Renewal of school Vision and Mission Statements drawing on the wisdom of all stakeholders, and the legacy of school history and culture.

Using a team approach, implement and embed new Vision and Mission Statements into all policies, procedures, orientation processes and school culture through intentional processes to build alignment and shared beliefs/understandings across all stakeholders.

Build the capacity and preparedness of all staff to contribute to the alignment of the elements listed below with the new Vision and Mission Statements as a shared language and purpose for all members of the community:

- student leadership processes and formation,
- school charismatic (Josephite) heritage,
- Formation, Prayer & Liturgy and Social Justice frameworks
- Communication strategies (website, newsletters, Compass, Socials, events)

By the end of 2023, all teaching staff will have developed their pedagogical practice in teaching number sense, ensuring all students experience growth measured by 80% of students achieving expected growth in PAT Mathematics Assessments (>5 scale score points).

Ensure there is a consistent understanding of quality Tier 1 differentiated instruction to continue to build a culture of high expectations where all students can achieve high standards within their class.

Professional Learning to develop teachers' knowledge and understanding of fluency strategies to support fluency development within the classroom.

Support the implementation of the new K-2 Mathematics Syllabus through explicit teaching of oral language and vocabulary skills.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Overall parents are very satisfied with and supportive of St Joseph's.

The 2022 TTFM survey captured the following responses from parents:

My child has been at this school since last term, before that was bullied terribly at his previous school. Before we started at St Joseph's he was terrified of going to school and I was considering home schooling, I will be forever grateful that he now loves school and has no issues with bullying here.

The school community and the passion that the teachers have for the students.

Needs more children.

I love that our school has accepted my son's disability and has organised a teaching plan that suits his needs. I love how easy it is to talk to our beautiful principal and teachers.

Like the respect teachers have for the children, it's great for helping them feel valued but also great role modelling of behaviour and values.

Student satisfaction

The 2022 TTFM survey captured the following responses from students:

I like hanging with my friends. I like the basketball court, the playground, other classrooms, the Library, the COLA, canteen, the sports shed, the Church, the garden, Liturgy and the smell.

In my school I really like doing art at lunch time and the mosaics.

I like the locations around the school, and I like that it is a small school. I really want a better basketball court and the play equipment faster.

That it is easy to make friends it would be nice to do more sport that would be fun and keep us fit and its nice at school as the teachers are nice.

If the teachers saw any misbehavior or mean stuff, they would stop the people straight away.

A brand new basketball court would be nice and a new playground, maybe some nets for the soccer goals and lining for the soccer field and that everyone should be treated the same no matter the year by saying Kindergarten always goes first rather than Year Six going first all the time let us go in a different order.

I like how our school isn't too big and there are no bullies. At my old school the toilets have toilet paper on the ceiling and in this school the bathrooms are spotless.

I think that this school is amazing, it is much better than the last school that I went to. But sometimes here at St Josephs I feel a bit unsafe. Like, on the playground or on the COLA. But even if those things bother me this place is still so, so, amazing and I never want to leave at all. We learn so much and has made me improve my writing, spelling, mathematics, and many more things that I probably wouldn't had known if I never came here. At this school I feel more belonging, and I don't feel like every corner I walk around I'll get attacked. And even if I do feel uncomfortable and unsafe sometimes, I manage to forget that feeling and go on with my day. This school is the best thing that has ever happened in my life, and I am so grateful that I get to live my everyday life coming here.

What I like about school is my friends they play with me and help me to do things when I need help.

I like school because of my friends, teachers and the schoolwork.

Access to computers, good teachers and friends.

Teacher satisfaction

The 2021 TTFM survey highlighted the following responses from staff about what our school could do to achieve a stronger focus on learning:

Continue to develop our skills and knowledge on the current pedagogy. Continue to collaborate with teachers to share our vast knowledge and experiences.

Engage parents in the children's learning through outreach, workshops and conversations with teachers.

Greater parent and community involvement and using community resources to enhance and encourage learning.

Engage the parent community in the educational needs of the students by implementing mini lessons around our SIP goal focus of Maths.

Continue Professional Learning around Mathematics as that is our SIP goal.

Continuing to implement the Clarity structures and embed them in daily practice will extend the deepening focus on student ownership of learning. Continuing opportunities for PD and active self-assessment/shared evaluation will contribute.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,120,653
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$323,266
Fees and Private Income ⁴	\$64,102
Interest Subsidy Grants	\$6,879
Other Capital Income ⁵	\$24,101
Total Income	\$1,539,001

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$234
Salaries and Related Expenses ⁷	\$1,050,184
Non-Salary Expenses ⁸	\$459,238
Total Expenditure	\$1,509,656

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 2022 REPORT