



Catholic  
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

# 2022

## ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

*Together in Christ*



### St Joseph's PS

49 Brown Street, DUNGOG 2420

Principal: Lisa McNeilly

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

[mn.catholic.edu.au](http://mn.catholic.edu.au)

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## About this report

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St Joseph's PS (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.

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## Message from key groups in our community

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### Principal's Message

Welcome to the St Joseph's Dungog Annual Report for 2022. St Joseph's is a school built on the traditions of the founders, the sisters of St Joseph. The school motto is embraced in the Christian values we aspire to in the life of the school- including our concern for each individual and our involvement in our local and wider community. The school has many key stakeholders including the students, parent body, staff, parish, and members of the broader community- all working in partnership. Our school motto is "God is Love" and this is both a reminder and a challenge to us all. St Joseph's participates in the life of the local community and is also grateful for the tremendous support it receives from our local community and other agencies.

In 2022, the students were provided with extensive opportunity to participate in a variety of learning, sporting and cultural experiences as restrictions were eased at the end of the COVID pandemic.

This included entering the Young Archie Portrait competition run by the Maitland Regional Art Gallery; with three highly commended and one first place in their age categories. All students were also involved in the "Little Scribes" writing festival run across a week in the first week of August. A group of ten Year 5 students volunteered for the challenge of writing a book in a day – raising money for childhood cancer in the process.

Our Diocesan pathway sports recommenced with students participating in swimming, cross country, athletics and for those interested in Years 5 and 6 both Winter and Summer sports trials. Several of our students representing at Diocesan level and one student making it through to Polding selection in cricket. All students participated in gymnastics coaching for Term 2 with a certified gymnastics coach. Stage Two and Stage Three students attended soccer gala days.

For 2022 we had the good fortune to have a dedicated dance/drama and music teacher. All classes were involved in creative lessons once a week culminating with a whole school performance in Week 10 of Term 4 with the staging of the "Christmas Star" musical which was presented to our families.

The students also enjoyed a cultural incursion of "Musica Viva" who brought the songs and traditions of the Torres Strait Islander peoples to our school. In celebrating NAIDOC week in the last week of Term 2 we engaged a qualified Indigenous dance teacher who worked with each class. Our final celebration of NAIDOC Week came on the last day of Term 2 with a whole school excursion to Riverwood Downs to explore elements of local Aboriginal culture.

Primary classes also worked with our local Land council to conduct plant identification and creek water testing at the Dungog Common in Term 2 with Indigenous elders and officers from the local Land Services Department.

Our Kindergarten and Year 1 classes attended an art excursion to the Maitland Regional Art Gallery in Term 1, Year 6 attended an overnight Josephite experience at MacKillop Place in North Sydney and Years 2 to 5 explored the natural environment at Blackbutt Reserve. In late November Years 5 and 6 went on a 3-day excursion exploring the Nation's Capital, highlights which included meeting and chatting with the Governor General David Hurley at Government House and watching the Prime Minister and his cabinet in session at Parliament House.

A continuing priority in 2022 (3 years into our 3-year SIP focus) was to improve the quality of teaching and student learning in writing - with a particular focus on Agreed Practices, Learning Intentions, co-constructed Success criteria and descriptive feedback for students. Staff embraced the opportunity to attend PD to develop their skills and transfer knowledge to the classroom setting. Teachers participated in Spelling for Life Professional development and attended the launching of the new K-2 English syllabus. Three new staff also attended Sheena Cameron's professional development on Developing an effective writing programme.

I would like to thank all involved in the St Joseph's community in 2022 and look forward to the 2023 school year with it's promise of a return to a more normal school life.

### Parent Body Message

The school population again increased in 2022 which allowed the school to move towards more individual classes. In 2022 we moved to a PEG (Parent Engagement Group) model allowing all parents to have school involvement at their level of interest. A parent volunteer continued to operate the Uniform shop. This continues to be very helpful to the whole school community. The guidance and input from the CSO Parent liaison explained the process to the remaining P & F executive and then the whole school community for the move from a P & F to a PEG model. A parent vote was taken to decide whether to move to the PEG model. The results recorded in favour of the move. Our meetings during the year were consistently attended by a handful of parents keen to support the school and learn about the educational focus and strategies used at school. The options for continued parent engagement were co-ordinating the Mother's Day breakfast, discussing and voting on new sports uniforms and releasing funds for resource purchases for the school including new laptops, maths equipment and Spiros for science and technology. An end of year fundraiser also profited in over \$2000 to go towards new play equipment to be purchased in 2023. We were kept informed of school happenings by the principal's report tabled at the PEG meeting and then pushed out in COMPASS with the minutes of the PEG meeting. For non-PEG related information, we were kept informed through the fortnightly Parent Journal and the school newspaper. We were also very glad to have many opportunities to engage with our

children at school through open classroom opportunities, morning teas, book parade, sporting events, class liturgies and masses and Sunday Parish masses. Our school canteen was also open again and volunteers assisted with the preparation of lunches and the sale of ice-blocks at lunchtime.

### Student Body Message

In 2022 we started to go back to normal school. We had four new teachers at the school and lots of events planned. But COVID was still around, and we were stopped from having visitors at school for a while. We had RAT tests to use but only if we were sick.

When things got back to normal, we had fun excursions to go to, even Canberra for Years 5 and 6.

The whole school went by bus to Riverwood Downs for an Aboriginal culture day and we were all in teams like on Survivor. We also got to go to the Dungog show- we saw some of the students from our school riding in the horse events and our artwork was on display in the pavilion.

We had a teacher just for music and we put on a great musical at the end of the year. Our families came and we did the play twice at the RSL club. Everyone was in costumes.

We got to meet our buddies and have mornings with them in Term 4. Our school captains led our assemblies and went to the ANZAC DAY ceremony at the RSL.

We finished the year with our end of year awards at the RSL and had our Year 6 farewell without our parents at the Pizza place- we also got a morning at the pool with hot chips. It was lots of fun. We would like to thank the teachers for all the great times we had at St Joseph's and we are all looking forward to high school in 2023.

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## School Features

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### **History of the school**

The St Joseph's school has been in existence for over 130 years. The sisters of St Joseph (four in total) arrived in Lochinvar in 1883 from Bathurst where they were founded in 1875. Within the next few years, the sisters had established convents throughout the whole Diocese including Dungog in 1888. On Saturday 24 November of that year, four Sisters of the Order of St Joseph's arrived in Dungog. Catholic schooling commenced here just two days later. Catholic schooling has continued for 130 years since these founding Sisters began all those years ago. Since its foundation in the 1880's, the St Joseph's School has grown at a steady pace. Additions and renovations to the present site were made in 1913, 1923, 1952, 1976 and more recently major renovations were completed in 2007/8 and in 2010. In 2020 further renovations and remodelling occurred. The Sisters of St Joseph concluded their teaching presence in the school at the conclusion of the 1986 school year. However the school maintains close links with the Sisters and with the traditions that were woven into the very fabric of the school for all those years. Historical memorabilia, artistic presentations and photographs are on display in both the school and in the adjacent St Mary's Parish Hall.

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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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
67	66	1	133

\* 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 89.13%. 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
87.14	87.65	88.61	92.42	87.83	88.29	91.97

## 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 2022:

Total number of staff	15
Number of full time teaching staff	6
Number of part time teaching staff	5
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

Staff at St Joseph's Dungog undertook a wide variety of Professional Learning throughout 2022.

Albeit many aspects were necessity driven due to the COVID-19 impact.

Some of the Professional Learning focussed on whole-school activity, whereas other P.D was more stage based. In addition, particular staff members also focussed on areas of specific interest in order to support the particular needs of the school.

Staff attended the following:

- Theology of The Child RE (Ryan Gato)
- Karunpa Aboriginal Spirituality (Aunty Louise Campbell and Craig Duncan)
- Professional Development in K-2 and 3-6 English Syllabus
- Successful Foundations (Kim Moroney)
- PBL update (Craig Moore)
- Emergency Care CPR Training (Royal Life)
- Clarity PD (school delivered) ongoing through the year
- Office of Safeguarding Inservice online
- Beginning Teacher, Assistant Principal and REC assembly days

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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 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)

The Catholic Identity of St Joseph's has been promoted through a variety of prayerful and liturgical activities- with the recital of our School Prayer and School Vision Statement at the start of each week (also included in the Parent handbook) and with the praying of appropriate classroom prayers during the school day. In 2022 the school was able to celebrate the Opening School Mass with the whole school community. We were also able to gather and celebrate together for class/Parish masses, Holy Week, Easter, Sunday school/Parish Masses, Advent and Christmas. We finished the year with the end of Year Mass and passing of the light ritual for Year 6.

During 2022 the opportunity to forge strong links with the Parish were difficult due to COVID restrictions. Where possible however staff members attended local Mass celebrations and details of school liturgical celebrations were given to the Parish Priest who relayed our school prayer focus to the local Parish community. Many of the local parishioners are extended family members of our students and they were able to witness our liturgy and prayer times through images in our school newspaper and in our COMPASS feeds sent to our family groups.

In 2022 Sacramental Programs were still on hold due to the results of the pandemic. Our Parish Priest Father Derek Garner accepted a new posting to Denman/Merriwa. Our new

Parish Priest Father Andrew Doohan moved to the Parish in July. Understandably there will be a change in process for Sacraments due to be finalised early 2023.

The school acknowledges the importance of Religious and faith development programmes for both staff and students. All members of the St Joseph's staff participated in two reflection days. Theology of the Child facilitated by Ryan Gato and Bernadette Gibson and Karunpa-Aboriginal spirituality led by Aunty Louise Campbell and Craig Duncan.

The improvement agenda in 2022 included the incorporation of a common understanding of core KLA practices and the use of common strategies such as Learning Intentions, Success Criteria, Descriptive feedback and case management meetings. These common understandings provide teachers with the necessary scaffold to provide informed, differentiated and challenging teaching to learners who are better informed and able to articulate their understanding of learning.

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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 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.

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

As with previous years, the school took part in a number of competitions beyond the school designed to extend and challenge all students involved. Quite a number of students took part in the Premier's Reading Challenge and senior students took part in Write a Book in a day. School based competitions such as science design challenges and environmental sustainability projects in our Stage 2 and 3 classes were also popular and produced innovation and creative thinking. These challenges took many different forms from video to physical prototype.

In 2022 our school continued to foster a greater student awareness of stewardship of the earth with students maintaining the school composting and food propagation stations. Students continue to show environmental responsibility by reducing their lunch box

packaging, caring for our outside environment by planting and weeding in our gardens and using water sparingly.

The opportunity for external Debating and Public Speaking competitions across our All Saints Cluster were not available in 2022. Our students were still involved in Public Speaking challenges in their own classrooms with class presentations demanding an oral component. This challenged students with support and showed great talent amongst our students. . Using technology in the classroom also enabled students to connect with oral performance opportunities.

A directed whole school focus on sustained and continuous student improvement continues in 2022. Using the work of Lynn Sharrett "Clarity" and with the guidance of the school Pedagogical Mentor we implemented the 14 parameters of system and school improvement. We began unpacking parameters 1, 14, and 6. This focused us on our shared beliefs and understandings, the shared responsibility and accountability and the case management approach specific to the teaching and learning in our school. We unpacked the parameters further to begin work on learning Intentions, Success Criteria, and descriptive feedback to enhance student achievement across the Key Learning Areas of English, Mathematics and Religion. In 2022 we looked closer at Parameter 6 by initiating case management meetings as regular components of our staff meeting time with a set process for initial and follow up discussion.

## 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		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63%	52%	19%	12%
	Reading	38%	54%	13%	11%
	Writing	53%	50%	0%	7%
	Spelling	50%	48%	13%	15%
	Numeracy	44%	34%	6%	15%
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	29%	31%	14%	14%
	Reading	36%	39%	14%	11%
	Writing	7%	25%	0%	18%
	Spelling	21%	37%	7%	14%
	Numeracy	21%	25%	7%	16%

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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 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

In 2022 a variety of initiatives took place to promote both respect and responsibility within the school community. Senior students led the PBL (Positive Behaviours for Learning) focus input at school assemblies each week.

The four domains for Positive Behaviour at St Joseph are:

- Respect for self
- Respect for others
- Respect for learning
- Respect for the environment

This initiative required each class to personalise their PBL domains. Each week one of the domains becomes the main focus for student consideration and students create a class poster with four statements around the Domain and what that means in their classroom. The posters are then displayed and shared at the following week's assembly.

This Positive Behaviours for Learning focus was added to our reviewed Behaviour Policy and was supplemented with a matrix of observable behaviours that support the PBL framework. Parents were made aware of this and invited to support their children using the common language of the matrix and the PBL domains.

The school leaders were also responsible for the maintenance of the composting initiative, maintaining and running the sports equipment/shed, the editing and compiling of the weekly school newspaper and the school rubbish and recycling facility.

All Year 6 students are also charged with the responsibility of a Kinder buddy. Their responsibility is to be a friendly and helpful contact at school to support their buddy with transition to school and the challenges it presents. The role also requires the Year 6 students

to set a positive example to their Kinder friend in the way of school uniform, behaviour, attendance and attitude to learning.

In Term 2 all primary classes took part in a modified version of F.R.O.G.S (an emotional and social intervention program developed by the Newcastle University). During Term 4 our K,1, and 2 students looked at the You Can Do It lessons for resilience and acceptance. The full You Can Do It program will be incorporated across all classes in 2023.

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## School Improvement

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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

Key improvement items in Religious Education in 2022 included the development of a more consistent approach across the board in the programming of Religious Education. A particular focus was to develop capacity in the differentiation of the RE program. Staff were provided with opportunities to review work samples together to review strategies that were implemented to differentiate activities to cater for the specific needs of the students. In addition Professional Learning for staff was undertaken to look at the embedding of differentiated assessment strategies in RE during 2020.

A key focus for 2022 was to be the development of writing approaches through drawing, particularly for the Early Stage One and Stage One students. All Early Stage One and Stage one staff were to attend several Professional Development opportunities, focusing on student writing practice and effectiveness with a view to implementing appropriate changes to classroom teaching practice and assessment to best enhance, develop and highlight the ability levels of our students from 2020 on.

We had school led Professional learning around successful pedagogies using the 14 parameters from Clarity in particular looking at Learning Intentions, Success Criteria, descriptive feedback and data walls in the Key Learning Areas of English, Mathematics and Religion.

### Priority Key Improvements for Next Year

A key focus for 2023 will be the development of writing approaches through drawing, particularly for the Early Stage One and Stage One students. All Early Stage One and Stage one staff will attend several Professional Development opportunities, focusing on student

writing practice and effectiveness with a view to implementing appropriate changes to classroom teaching practice and assessment to best enhance, develop and highlight the ability levels of our students from 2023 on.

To support our SIP focus of writing all teachers attended the "7 Steps to writing" workshop held in Term 2. This workshop is designed to give teachers the tools to assist students to gain confidence in each building block of writing, and then they pull it all together to become creative and engaging writers.

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## Community Satisfaction

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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

The school received a great deal of positive feedback during the year from the parent body of the school. This feedback took the form of verbal comments and conversations, written notes of thanks and parent opinions expressed in our 2022 Self Review parent survey and the Tell Them From Me Survey later in the year.(TTFM).

The survey results indicated that students were supported, well looked after and challenged with differentiated learning opportunities. Parents and carers also appreciated the high expectations that were being set at the school and they saw the school as a safe, happy and inclusive learning environment for their children. They also indicated that parent/teacher communication was effective and two way.

Our Kindergarten intake for 2022 was 21 students, a large cohort for our school. Many new families to the area chose St Joseph's on the advice and recommendation of friends and acquaintances in the local community. Our expected intake for 2023 is 26 students- again many new families impressed with the culture and educational opportunities offered. We keep the connections of home and school alive by sending videos of school happenings to parents via the COMPASS app. The school has also created a school newspaper which is sent out each odd Friday to share the class happenings and learnings of the week. Communication is also made available through the fortnightly parent Journal which is sent to each family electronically.

We also welcomed nine new families with older children during the 2022 school year. They cited our reputation as a major reason for choosing to enrol their children at our school.

### Student satisfaction

The students expressed their appreciation of the Pastoral Care and support offered to them at St Joseph's. Students indicated they were thankful for the opportunities to take part in our open classroom opportunities, our sporting events and the involvement of qualified coaches, our excursions and incursions. Also popular are our special canteen lunches, tabloid afternoons and the new playground feature- a dry creek bed.. Our students also enjoyed the

opportunity to dress up for Book Week (as a word!) and have student voice in Student Parliament and through the suggestion box on the back verandah.

### Teacher satisfaction

Our TTFM survey revealed that teachers and staff in general are happy that the school has direction and a clear plan for educational and pastoral focuses. Teacher attendance is very high- a strong indication of workplace satisfaction and community inclusion. the staff regularly get together to celebrate and share a meal after school hours. Support for each other is also evident in the positive relationships the staff share amongst each other. Our staff is a mix of experience and youthful enthusiasm making it a dynamic place to work and be.

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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 2022 year is detailed below:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,596,987
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$462,095
Fees and Private Income <sup>4</sup>	\$262,250
Interest Subsidy Grants	\$7,292
Other Capital Income <sup>5</sup>	\$125,267
<b>Total Income</b>	<b>\$2,453,891</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$33,836
Salaries and Related Expenses <sup>7</sup>	\$1,649,573
Non-Salary Expenses <sup>8</sup>	\$649,070
<b>Total Expenditure</b>	<b>\$2,332,479</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 2022 REPORT