

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's Primary School

Church Crescent, WINGHAM 2429

Principal: Mrs Melissa Hunt

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

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

It has been wonderful to be able to have a normal year of learning for the students of St Joseph's in 2022. While we tentatively started the year with restrictions in place, our staff were determined to ensure that students were able to attend school and focus on their learning. As the year progressed, we were able to resume to an almost normal life at school, which included welcoming families and members of the community back on site.

Our school underwent an external review which allowed us to reflect on the past 6 years as a learning community and identify areas of strength, but also future areas of focus. In this external review we were commended on the strong pastoral focus in our school and our genuine care for the wellbeing of our staff, students, and the wider community.

Our staff have continued to live our school Vision and Mission daily, and we see this in the way that our students are actively engaged in their learning and achieving growth in all aspects of the curriculum. We continue to provide a Catholic education centred on Jesus that allows our students to become confident learners who contribute positively to society.

Parent Body Message

During 2022 there were several opportunities for parent engagement with the school. Parent engagement meetings were held in Term 2 and 3. The Term 2 meeting was the launch of the 2022 School Improvement Plan and planning for topics for future meetings. The Term 3 meeting focused on Reading for Kindergarten, Year 1, and Year 2. Mrs Hunt and Mrs Lapi-an cooked a sausage sizzle and watched the children while parents attended the meeting led by Mrs Carolyn Long.

Mother's Day, Grandparent's Day and Father's Day Breakfasts were a fantastic opportunity for parents and other family members to attend school liturgies and events. It was wonderful to be back in the school and celebrating special events with our children.

Parents participated in many fundraising efforts to help the school raise funds for new playground equipment. Our school held several raffles which were well supported by the community. A highlight of the year was the Spring Fling with many parents supporting the event through donations and giving up time to assist on set up and pack up and running stalls.

A group of parents were also involved in the External Review and given the opportunity to speak to the visiting panel to share their thoughts about the school and their areas of strength and focus for the coming years.

Student Body Message

St Joseph's Wingham is a welcoming community, and we are like a big family. We may be small, but we are offered so many opportunities: sport, drama, STEM and pathways to extra learning. The teachers work very hard to help us to reach our full potential and encourage us to set and to reach our goals. Our Library is great and we are helped to read and use our imaginations.

Our school models how to live like Jesus, caring, respecting and encouraging others. Our 'Making Jesus Real' awards help us to focus on the important values in life. Teachers are always there to help us to learn, to explore, and they challenge us to work towards academic excellence.

We are very lucky to attend such an amazing school.

School Features

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

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

St Joseph's has seven classes from Kinder to Year 6. Students are encouraged to participate in a number of co-curricular activities including Year 6 camp, excursions to various locations and incursions using virtual technology. Our students participate in a variety of sports programs and in 2022 this included intensive swimming and an after-school touch football program. Our school participated in the Children's University and attended graduation at Newcastle University. The school held a K-6 Spelling and Maths Bee and Public Speaking Competition and students from our school went on to represent the Manning Region at Diocesan level in all three competitions.

Our school is part of the Parish of Our Lady of Perpetual Help Wingham and stands on the land of the Biripi people who we acknowledge and respect as the traditional owners of this land. St Joseph's has a strong relationship with St Clare's working collaboratively to provide a smooth pathway of transition for our students as they move to high school and providing a K-12 Catholic Education.

The school held the 21st Joey's Annual Festival of Arts (JAFA) at the Manning Entertainment Centre. The evening was a huge hit with all students participating in their class plays on the stage in front of family and friends. Our school has a strong partnership with our parents, and

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

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
52	72	3	124

* 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 87.49%. 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
87.57	87.95	88.12	89.36	86.08	86.94	86.39

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	18
Number of full time teaching staff	6
Number of part time teaching staff	5
Number of non-teaching staff	7

Total number of teaching staff by NESA category

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

- Conditional 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

Professional development courses occurred at the school level in the following areas: CPR, Anaphylaxis, Attachment and Trauma, Writing, Data analysis, NCCD, Learner Profiles, Religious Literacy and the new RE Curriculum. The school continued working in Professional Learning Teams with the major focus in numeracy and writing. The school attended a Regional Professional Learning Day focused on Aboriginal and Torres Strait Islander Education, titled Learning for Justice.

During 2022 work around the Leading Learning Collaborative continued, and staff undertook Professional Learning on the development of bump it up walls and student goal setting.

Staff partook in CSO run Professional Learning, many of these were online, in Learning Progressions, Impact Coaching, Noella McKenzie – Writing, Successful Foundations and The Catholic Educator.

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)

The St Joseph's Wingham school community acknowledges and values the Biripi people as belonging to the land on which this school now stands. There is a strong relationship between a child's intellectual development, religious faith and personal growth. We explicitly teach those values that are wholesome and life-giving. Prayer is integral in our school, as are the celebration of liturgy and an experience of a living faith. We remember with gratitude, the heritage in education left for us by the Sisters of St Joseph. Our school vision statement promotes St Joseph's as a learning community that seeks to make a positive impact on society through the work we do with students, through quality teaching and through a vision of a life centred on Jesus. The school celebrates its Catholic identity by having a prayer space in each classroom, celebrating liturgical celebrations and feast days, such as Mother's Day, Father's Day, Grandparent's day and NAIDOC etc. In 2022 we continued to Make Jesus Real in our everyday lives and continued to work to ensure that Jesus is at the centre of everything we do.

St Joseph's actively participates in the life of our parish, Our Lady of Perpetual Help Wingham, although in 2022 this again was more in spirit than physically due to COVID. The school also works in close partnership with the Parish Initiation Team and with our school executive team. Our Pastoral Care Worker provides another important link between parish and school. Regular communication is ensured via planned meetings between Priest, Principal and REC and through representation on the Parish Pastoral Council.

In 2022 School staff participated in a retreat experience taking the opportunity to explore what it means to be a “Catholic Educator” prepared and presented by the RE & Spirituality team from the CSO. The retreat provided solitude and community, as well as the opportunity to reflect on intellectual, emotional and spiritual growth. Nurturing faith and personal spirituality is important in our role of developing a faith culture in our school. Shared prayer experiences are a natural extension of this and staff pray together regularly and with purpose. Staff also took part in professional learning focused on introducing the new Religious Literacy as part of the CSO focus on this. The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K-12 Religion syllabus. The syllabus is currently undergoing change and in 2022 a new Early Stage 1 curriculum was introduced. Teachers develop units of work based on each of these strands for use in their class learning program. Teachers also continued to incorporate a Catholic Dimension statement within all programs to highlight Catholic identity as integral to all KLAs.

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.

At St Joseph's we value individuality and strive to develop a love of learning in each child, by providing students with opportunities to excel, in all areas of school life. As a school, we seek to provide a high-quality education in a safe, nurturing and inclusive environment. St Joseph's is proud to offer an engaging curriculum, that meets the needs of all learners and emphasises high expectation, in all Key Learning Areas. Students are supported and encouraged to achieve their full potential, in a learning environment that nurtures personal resilience and the development of positive skills, through a quality education. Education at St Joseph's is supported by modern resources including a bank of laptops, access to video conferencing and virtual classrooms. Teachers utilise available technology resources to provide engaging opportunities for students to access the curriculum.

During 2022, the development of writing and reading was a focus. Practices in the teaching of writing at sentence level were agreed on and common language and pedagogy was embedded across all classrooms. With the introduction of the new syllabus for English K-2, the teaching of reading for the infants classes was reviewed. The English block was re-developed, and we saw the successful introduction of the low-variance routine. This will be adopted across all infants classes in 2023.

Over the past three years we have implemented agreed practices for assessment and recording of Oral Reading Fluency. Achievement and growth are evident across the school and infants teachers have been able to modify this approach to reflect best practice in light of the new syllabus document. This will be developed further in 2023 with the Primary teachers.

Targeted Literacy and Numeracy programs are incorporated to ensure successful learning, including flexible learning groups across the school in Mathematics, the CILS program, Aboriginal Education Intervention and MInilit/ Multilit. These measures ensure that learning is tailored to every student's needs and our standardised testing results are evidence of the success in increasing student achievement.

Flexible Learning Groups continue to work across the school for the teaching of the number strand of Mathematics. The Primary structure for groupings was reviewed and students will move to stage based group structures for 2023.

Creative Arts is a curriculum area that is recognised as a strength at St Joseph's. All students are provided with opportunities to discover, strengthen and express their creative abilities through Music, Drama and Visual Arts. This year we returned to the Manning Entertainment Centre to showcase our school's talent in these areas with all classes presenting a play in Joey's Annual Festival of Arts.

Along with this, the school continues to work in line with the school improvement continuum for Curriculum Focus Days, with Mathematics, Religion and PDHPE the focus for 2022. These Focus Days allow teachers to ensure that they are providing an engaging and high-quality compliant delivery of the curriculum.

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	50%	52%	7%	12%
	Reading	43%	54%	7%	11%
	Writing	69%	50%	15%	7%
	Spelling	50%	48%	7%	15%
	Numeracy	36%	34%	14%	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	31%	31%	13%	14%
	Reading	50%	39%	13%	11%
	Writing	7%	25%	21%	18%
	Spelling	19%	37%	13%	14%
	Numeracy	25%	25%	0%	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

Staff and students coordinated and conducted various social justice events in 2022 to demonstrate the importance of reaching out to others locally, nationally and globally and to foster a sense of respect and dignity for all under the guiding ethos of Catholic Social Justice Principles. During 2022 we provided students with various opportunities to put into action the guiding vision of St Mary of the Cross MacKillop of "never see a need without doing something about it". Students supported the Caritas Project Compassion appeal during Lent which empowers our students to contribute to social change, at a global level. We supported various other local social justice causes including food donations for the Taree Community Kitchen Christmas Appeal and the St Vincent De Paul Winter Appeal. Students proved to be very creative in their approaches to these various fundraising causes. Activities such as these demonstrated the value our school community and students have in regards to being a respectful and positive influence on society.

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

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

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

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

During 2021 the school had a focus on improved Religious Literacy for all students. This involved professional learning for staff on improved pedagogy and the collection and analysis of data, led by the Religious Education Coordinator. Staff then identified target students through data analysis to enable them to explicitly focus on improvement for those students who were not meeting expected Religious Literacy Levels. This resulted in a positive shift in the Religious Literacy Levels of our students.

The school continued its focus on reading with improved achievement in reading fluency and comprehension for all students in the school. It was agreed that a whole school focus on writing was needed with a specific focus on sentence composition and staff built professional capacity to improve the outcomes of students in writing.

Staff also continued the journey of the Leading Learning Collaborative and staff engaged in professional learning to build their capacity and understanding of Bump it Up walls and student goal setting. Students were able to create and articulate their writing goals in line with learning intentions and co-constructed success criteria allowing for deeper engagement from students and achievement and growth of learning outcomes in writing for all students.

Priority Key Improvements for Next Year

In the development of the School Improvement Plan the school has set the following priority areas for 2023.

Formation was identified as an area of improvement during the external review process. Staff have identified that the school needs to develop a framework for student formation and

implement formation opportunities. The 2023 SIP goal is by the end of 2023 the school will implement three different student formation opportunities focusing on Stage 3.

The school has identified through the external review process that there is a need to continue to build high expectations for learning by ensuring that all staff engage in effective evidence based pedagogical practice to build and maintain consistent high expectations for student learning. Staff will be engaging in the Leading Learning Collaborative and undertake Professional Learning in this work as well as continued Professional learning in the science of reading. The main goal being that by the end of 2023 all students will show growth in reading fluency and comprehension as evidenced by the Acadience Growth Points.

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

During 2022 parents were surveyed electronically using the Tell Them From Me platform. Parents were asked a number of questions to gather information around feeling welcome, inclusiveness, safety, positive behaviour, learning at school and being informed. Overall, the parent responses demonstrated positive feedback regarding the above areas. It is important to note that the school did not receive as many responses as hoped.

Parents were also given the opportunity to participate in the external review and provide the panel with feedback on the school.

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

Parents demonstrated that there were positive relationships between the parents and the school and that all teachers know every student.

Yarning sessions were held for the parents of Aboriginal and Torres Strait Islander students to discuss the role the school plays in cultural education in the school and how this area can be improved. Attendance at these sessions was well attended and the parents highly valued the opportunity to communicate their ideas and thoughts with the Principal and Aboriginal Education Staff.

Student satisfaction

During 2022 Year 4 to 6 students were individually surveyed to gain their opinion about their social, institutional, and intellectual engagement. The electronic survey used the Tell Them From Me Platform. The data from this survey was collated for review. The feedback from the students was overly positive.

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

Students felt that teachers had their best interests at the forefront of everything they did and that the teachers worked hard to provide engaging and interesting learning experiences. Students noted that they valued school expectations for achievement and growth in academic areas and that their teachers helped them to set individual learning goals to improve their learning.

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

Students from Kindergarten to Year Six were also involved in the external review process and had the opportunity to speak to the panel about their thoughts and opinions about the school, their comments mirrored those of the survey.

Teacher satisfaction

Staff participated in two surveys during 2022, this included a review of practice of school procedures and the Tell Them From Me Survey. Both surveys allowed staff to share their thoughts and opinions about the school. The Tell Them From Me survey gathered information on the eight drivers of students learning, including Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, Learning Culture, and collaboration. Overall satisfaction was high.

Staff felt strongly supported by the leadership team and the opportunities for staff to build capacity through the Professional Learning offered in the school. The staff felt that the collaboration and culture of learning in the school was a strength.

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

Staff commented on the need to improve Information Technology across the school, particularly the way that teachers use technology in the classroom.

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	\$2,053,873
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$600,994
Fees and Private Income ⁴	\$237,535
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$87,943
Total Income	\$2,980,345

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$37,114
Salaries and Related Expenses ⁷	\$2,092,184
Non-Salary Expenses ⁸	\$769,177
Total Expenditure	\$2,898,475

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