



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's Primary School

140 Wangi Road, KILABEN BAY 2283

Principal: Charlene Reid

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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 is a Catholic co-educational K-6 systemic school in the Diocese of Maitland-Newcastle. Our Catholic identity is interwoven throughout the curriculum and extra-curricular life of the school. Our school motto "Love One Another" reflects our vision and mission statements and our Positive Behaviour for Learning (PBL) focus across our whole school.

School life is centred on the school's Vision and Mission Statements and the school motto which is strongly reinforced in daily life at St Joseph's. Our school's core values are respect, responsibility, honesty and learning. These values are incorporated in our PBL and our Making Jesus Real (MJR) initiatives and displayed throughout our school outlining our clear expectations each and every day. We value rich learning and deep thinking, not only in an academic sense, but in the growth and development of the whole child. We profess Gospel values for our students, parents, staff and all who make up our community. We have a strong commitment for social justice and reaching out to others.

We welcome Catholic enrolments and Non-Catholic enrolments K-6 each year. Our Learning Support team work closely with our teaching staff and myself to individualise programs for our children, therefore the focus is on our school being ready for our enrolments rather than your child being ready for school! Our core business is to provide quality teaching and learning in a safe and supportive environment.

I invite you to read through our Annual School Report 2022 to become familiar with our wonderful school and the unique characteristics we offer. This includes a natural play based learning area, a vast grassy field to play on, an area for passive play and learning. Our children are blessed with staff offering many opportunities in the area of Science and Technology (STEM), Bring your own Device for the Stage 3 children, Gifted education, Successful Foundations in Kindergarten, robotics and the Arts.

Parent Body Message

The Parents and Friends Association of St Joseph's Kilaben Bay is an active body that takes great pride in working with and continuing to build on a great relationship we already have between parents, friends, teachers and the parish community. Our aim is to work in partnership with all of these groups in delivering resources for the school community that will be of benefit to the children's learning.

The Parents and Friends Association communicate with the school community via monthly meetings and we are always encouraging all members of the school community to come along and have input into what they are wanting from the association and to make

suggestions on different fundraising opportunities that will allow our school community to continue to come together.

We also have updates in the school newsletter, the school notice board and Compass app.

Student Body Message

Student voice is important in the learning journey here at St Joseph's. There are regular opportunities for students to contribute to and facilitate learning. Our School leaders take a prominent role in the community, leading assembly each morning and assisting with other events to ensure they are a success.

The Peer Support program that takes place during Term 2 is a key aspect of the school. The Stage 3 cohort take mixed age groups and teach lessons related to our PBL framework, with a focus on supporting learning of every child across the school.

There are plenty of opportunities for students to exercise their agency and make a difference in the local community. The school has an active Mini Vinnies program regularly raising money for local disadvantaged people to make a real difference in the community. Being in a beautiful scenic bushland setting, stewardship of creation is an important part of the overall educational program.

Wellbeing with the school is a priority. Through the PBL approach to learning, there is always a positive focus with constant rewards and positive challenges.

School Features

St Joseph's Primary School, Kilaben Bay is a K-6 co-educational school in the Toronto district and surrounding suburbs. In 1984, the church and adjacent primary school were relocated from Toronto to our new site at Kilaben Bay.

Our school is clearly identified as a Catholic School in the local community and also welcomes and caters for non-catholic families. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto "Love One Another" in everyday school life.

Many visible signs in the school also identify St Joseph's values and quality Catholic education centred on the school's Vision and Mission Statement. Children educated at our school will grow in understanding and appreciating the core values of respect, responsibility, honesty and learning. Our Positive Behaviour for Learning is represented by our acronym "SJKB" - Strive High, Making Jesus Real, Keep our environment clean and Be an Excellent Learner at St Joseph's Kilaben Bay!

A beautifully painted school cross with indigenous themes is displayed along with two foundational Catholic banners of the Josephite and Mercy orders. Wandana indigenous group worked with our school community and has produced a painting encompassing every child's painted dot representing our unity at St Joseph's. We hang this proudly in our hall.

Our inclusive Parents and Friends committee play a pivotal role in our school organising community events and fundraising activities to promote the sense of community and the learning resources for our children.

Our P&F committee and others gather together once a month to discuss a set agenda always focusing on school improvements and the resources needed for children's learning.

Children have many opportunities to be a member of the band, the guitar group, our regional and diocesan spelling and maths bees, SMASH skills, gymnastics, dance, Stage 3 camp and Canberra excursion. Children also have the opportunities to share their skills and talents in representative sport e.g. cross country, athletics, swimming, Diocesan Summer and Winter sport trials.

We are involved in ICAS assessments, Newcastle Permanent Maths competition, maths olympiad, chess competitions, music eisteddfods, Tournament of Minds, Science days and enrichment programs.

Successful submissions also took place for our new administration block, learning and collaboration spaces in various classrooms. A new outdoor area will be completed and new playground facilities are planned for 2021.

We celebrate many special days here at St Joseph's including St Joseph's Feast Day, Mother's Day, Father's Day, Book Week, Catholic Schools Week, Grandparents' day, Easter celebrations and Christmas. The children will take part in our end of year awards ceremony.

Bi-annually we perform at our local high School, St Paul's Catholic College for our drama night. We celebrate Harmony Day and 100 days of Kindergarten. We welcome our community at our Welcome BBQ and invite our community to celebrate our many feast days with our Toronto Parish.

This year we are blessed with many small classes Kindergarten to Year 6 taught by experienced and enthusiastic teachers and learning support assistants. Our feeder high school is St Paul's Catholic College, Booragul.

Our experienced and very creative staff worked collaboratively so all students had access to the curriculum during home learning throughout the COVID-19 pandemic this year. We catered for the well-being of our families throughout the isolation and the unknown situations. This was a very challenging time for all involved and we stayed positive, exercised caution and displayed resilience throughout. We were very excited to see all children return to school K-6 at the commencement of June.

St Nicholas OOSH before and after school care plus vacation care is available working onsite in our school.

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
108	107	12	215

* 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 87.62%. 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
90.94	90.30	85.27	88.33	85.58	85.73	87.19

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	34
Number of full time teaching staff	9
Number of part time teaching staff	11
Number of non-teaching staff	14

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

St Joseph's have participated in a variety of Professional Learning experiences over 2022. This learning has happened as a whole school, within learning teams and as individuals.

Whole school professional learning includes:

- Science of Reading
- Writing and Gifted Education
- Dyslexia and it's impact on learning
- First Aid and CPR

Professional Learning Teams:

- Minilit, multilit and SAGE training
- K-2 Syllabus redevelopment and understanding the curriculum
- Early Learning and Successful Foundations
- Leading Learning Collaborative

Individuals

- NESAs mentor training
- Special Needs online training
- Diocesan Professional Network meetings

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 well known and is foundational to who we are in our community. It is woven into the fabric of school life here at St Joseph's. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of Christian community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto of 'Love One Another' in everyday school life. Many visible signs in the school also identify St Joseph's as a Catholic School including the school entrance foyer, the hall and playground signage. 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, formal meetings between REC, Principal and School and Parish Leadership Team. The Principal, Assistant Principal and REC are members of Parish Teams. During 2022 we returned to having liturgies and masses as a community in the church and hall.

The 'Make Jesus Real' philosophy has continued to be reinforced in 2022 and has been embedded into our acronym SJKB. At our weekly assemblies, an award based on our SJKB and MJR focus is given to students. Catholic Mission is a focus of our school's social justice initiatives. Project Compassion Saint Vincent DePaul Winter appeal and Mission Fun Day activities are our main fundraisers. The students participated in online interactive lessons about Catholic Mission's 2022 projects. Our Mini Vinnies Conference raised funds and assisted families in need and the wider community with a Winter Appeal Day and Christmas

Giving Tree. 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. New resources have been purchased to support new units of work this year and will continue to be purchased as required with the RE budget in 2023.

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.

St Joseph's Kilaben Bay is always evolving as a community where learning is valued and expected by all stakeholders. As such, the school's curriculum is directed by NESA expectations and class timetables reflect the allocated times for each Key Learning Area. To fulfil NESA expectations, all classes engage in the Key Learning Areas including Religious Education as part of the students' Catholic faith development.

The school has implemented several key strategies designed to enhance student learning. A focus on developing deeper thinking by students has led to the implementation of a variety of strategies aimed at developing a Culture of Thinking across the school. Number Talks are included in daily maths warmups encouraging students to develop a variety of thinking strategies to solve Mathematical problems.

There is a school-wide focus on Writing as reflected in our School Improvement Plan. To enhance the writing ability of students and the engagement in the writing process, our school participates in 'Cold writes' which teachers use as a pre assessment and 'Big Writes' as an example of a summative assessment.

Writing was identified as a need by the Leadership Team following analysis of the most current NAPLAN data.

Our Pedagogical Mentors and Leadership Team have continued to lead staff in implementing new innovative pedagogical practices. Staff at St Joseph's have implemented aspects of 'Learning, Leading Collaborative' a diocesan approach to discover and implement what matters most in Learning, Leading and Teaching. This includes Learning intentions and Success Criteria in Maths and English. Teachers also give descriptive feedback and set student goals to promote student learning and provide quality assessment.

The school Learning Support Program is designed to target those students with particular learning and behavioural needs. Vulnerable students are identified and are assisted mostly in class by Class Teachers and Learning Support Assistants. There are a number of students

on the NCCD and they are supported according to their individual needs. These students have a learner Profile which identifies areas of strengths and development and is created by their classroom teacher and Learning Support Teacher. Intervention Programs such as MiniLit and MacLit, address targeted needs in the area of English.

A pastoral Care worker also supports students with social, emotional and behavioural needs . Lunch Club is provided most days and offers students with the opportunity to engage in quiet, small group games.

Kindergarten continues with Successful Foundations in their classrooms and infants students engage with play across various KLA's as influenced by the Early Learning Years Framework.

Stage 3 students are operating in a BYOD environment and are working most of the time as a stage. The school employs an Aboriginal Education Teacher who works across all classes supporting our Indigenous population.

Our school follows the Diocesan Assessment Schedule which promotes PAT Maths and Reading and diagnostic tools for assessment. St Joseph's Primary School uses also Acadience Reading and Initial Lit cumulative reviews as assessment tools.

Years 3 and 5 participate in NAPLAN each year. St Joseph's is a GEL school, and a Gifted Education Mentor supports the gifted students in our school, with opportunities for selected students to participate in the Virtual Academy.

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	31%	52%	0%	12%
	Reading	46%	54%	0%	11%
	Writing	46%	50%	0%	7%
	Spelling	35%	48%	12%	15%
	Numeracy	23%	34%	19%	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	50%	39%	7%	11%
	Writing	24%	25%	3%	18%
	Spelling	25%	37%	7%	14%
	Numeracy	19%	25%	11%	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

Our whole school 1-2-3 Magic and emotion coaching behaviour plan was continued and implemented this year promoting emotional coaching and self-regulating.

We also incorporate zones of regulation into our classrooms for specific learners, however this is also implemented as a whole class strategy. Here at St Joseph's we focus on positive behaviour for learning (PBL).

All staff are trained in Emergency epilepsy procedures including administering emergency medication to a year 1 child with extensive needs.

Our school acronym SJKB- St Joseph's Kilaben Bay, has a double meaning: SJKB - Strive High, Making Jesus Real, Keep our environment clean and tidy, Be an excellent Learner.

Our Positive Behaviour for Learning (PBL) team consists of staff members analysing data to identify areas of need. Each child strives to accumulate reward gotchas. The PBL Team choose, according to data, the expectation under a particular banner from our SJKB acronym to concentrate and explicitly teach the behaviour and the language needed to carry out the expectation within our everyday life.

Our school prayers celebrated daily and Acknowledgement to Country promotes a sense of respect for ourselves and our community. Our Morning School Prayer is led by a student and promotes a sense of leadership and responsibility for younger students.

Children participate in Making Jesus Real daily activities through actions at assembly e.g. Thumbs Up Thursday, class and assembly discussions, MJR workbooks and sharing their everyday experiences.

Our senior students facilitate peer support activities K-6 in term 2 each year.

In 2022 we had many special events such as Big Writes, School Discos, Book Week, Wellbeing Week, many special liturgical celebrations, Premiers Reading Challenge, Principal lunches, Children's University and sporting events to name a few.

Our student leadership team also lead our weekly assemblies, organising PBL and merit awards, birthday certificates and special announcements. They are excellent role models for our school community. They also provide care for our newly enrolled Kindergarten students within our buddy program. All kindergarten children are buddied with a year 6 child during their extensive transition program and into the new year.

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

There has been a huge focus on greater communication with parents, staff, students and Parish. More effective use of the Compass platform has driven the growth in this area. Constant communication with local pre-schools through pamphlet drops and opening our school to visits from pre-school staff is assisting in increasing enrolments. Open nights where prospective enrolments can visit our school and engage with teachers and students' leaders have helped create community awareness about our school.

There is a genuine effort to promote community within the whole school. As we strive to become a Learning Community with a Culture of Thinking, there has been a real push to move towards a common language and towards common expectations for learning with student learning at the centre.

We are continuing with the 'Leading, Learning Collaborative' journey, led by Lyn Sharratt and have already implemented Learning Intentions and Success Criteria as well as Learning Walks and Talks to ask questions around student learning. This journey is being led by our Leadership Team and Pedagogical mentors. We see our third environment enhancing in classrooms such as Anchor Charts on display (visual scaffolding) which show Language of Learning used in these charts. Visible frequent use of Learning Intentions and Success Criteria, which are clearly understood and discussed by students and Staff engaged in professional learning about effective feedback.

A focus on specific areas of student learning, namely Numeracy and Writing (Vocabulary), is aimed at improving the learning of all students, including the gifted and the vulnerable.

Whole school Stage Professional Learning Communities (PLCs), are enabling a focus on individual students and their learning needs. Case Management Meetings (CMM's) offer a forum where the expertise of teachers and leaders come together to collectively problem-solve the most challenging issues in moving all students' forward. The Gifted Education Mentor (GEM) works with teachers and students to improve student performance for those who show talent in curriculum areas.

A focus on wellbeing has seen staff engage with the PERMAH wellbeing tool, which uses an evidence-based way to improve and support staff wellbeing.

Priority Key Improvements for Next Year

In 2023 the School will be shifting focus from Literacy to Numeracy as our Key priority for school improvement. This will include whole staff participation in targeted professional learning focusing on improving pedagogical practice. To ensure this translates to improve student results, the staff will also be undergoing learning related to improving data literacy and setting personal goals for each student's learning. A data wall will be constructed to show growth and development of all students across the school in the priority area of numeracy. This will ensure that all staff take responsibility for all students across the school and as a whole staff we are able to identify the next step in each child's learning.

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

A parent forum was offered in February K-6 to speak with the Principal, Assistant Principal and Religious Education Coordinator. A number of parents attended to discuss their vision for St Joseph's and for their own child's learning. All in attendance were very honest and provided open and constructive feedback. This information was collated, shared with the wider community, and referred to throughout the year. The data will be revisited next year and shared at a further parent forum in February 2022.

Parents receive emails letting them know if their child is receiving a weekly award. Regular Compass notifications are sent throughout the week keeping all parents and carers up to date and all emails and telephone calls are replied to in a reasonable time frame.

Parents have sent emails stating their satisfaction and gratitude after we have hosted an event with children's participation. Parents and carers have the opportunity to visit our website and our Facebook page for further connection with our school events.

All parents and carers receive fortnightly newsletters. Our newsletters provide information of upcoming events and also acknowledgement and recognition of past events, good news stories, awards and birthdays.

Term planners and a yearly calendar are available and updated on our Compass app which is provided to our families containing upcoming events and reminders and notifications are regularly shared through this app and email.

Student satisfaction

"We always have an opportunity to learn in different ways."

"St Joey's maximises our education through a variety of opportunities."

"We are fortunate to be situated in a quiet bushland setting with excellent play equipment."

"The quality of teachers who care about learning is great."

“We always have everything we need to be able to learn in different ways.”

“We have lots of sport opportunities.”

“It is clear that the whole community wants each of us to achieve our potential and have great success.”

“It is great to have the Church onsite, it makes it easy to participate in the Catholic Life of the school.”

Teacher satisfaction

Teacher 1

What a wonderful learning environment there is here at St. Joseph's, both for staff and students. The students benefit from the very latest in innovative teaching pedagogy, and the staff are very well catered for with professional development being a high priority. I personally value the relationships that I have formed both with my colleagues, including our hardworking LSAs, the office staff and my students. It is certainly a school that has a high focus on the well being of every person and I am very thankful for that.

Teacher 2

I consider myself truly blessed to have been a member of the St Joseph's teaching team for the past 16 years. St Joseph's is a wonderful learning community that is set in a peaceful and verdant bush environment. The staff at St Joseph's genuinely care for every child's spiritual, social, emotional, cognitive and physical needs. The staff are a supportive team with varying talents who make each day special at St Joseph's. There is a fantastic community spirit where parents, the first educators, are valued and respected.

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	\$2,729,973
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$767,656
Fees and Private Income ⁴	\$492,179
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$161,758
Total Income	\$4,151,566

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$36,151
Salaries and Related Expenses ⁷	\$2,901,978
Non-Salary Expenses ⁸	\$1,068,436
Total Expenditure	\$4,006,565

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