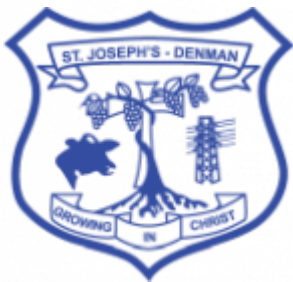


2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's Primary School

80 Palace Street, DENMAN 2328

Principal: Mrs Helen Whale

Web: <http://www.denman.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

I am pleased to present the 2022 Annual School Report for Saint Joseph's Primary School, Denman. This report provides parents and members of the wider community with information about St Joseph's activities and performance throughout that year.

St Joseph's is a community, inspired by Christ, striving for excellence. The staff at Saint Joseph's strive to know every child as a learner and as a person. We believe that every child, given the right opportunities, can learn to high levels. Collaborative partnerships between teachers, students, parents and community, ensures quality, meaningful education for every student.

Students enjoy coming to school and enjoy the learning experiences offered to them, both inside and outside the classroom.

St Joseph's is a community oriented school. It has valued links with the local Denman community and the wider community. We plan opportunities to participate in civic celebrations, volunteer for local charities and centres and make good use of community facilities. Support for the school from local businesses is very much appreciated.

We have 3 focus points at St Joseph's Denman – Academic excellence, Citizenship and well-being. All of these rely on the other. Flourishing people learn better and are better able to contribute in a positive way to the community. All of this work is done within the context of our Catholic faith. We care for each other, we care for mankind and we seek the truth.

Parent Body Message

As P&F President I am happy to present this report about St Joseph's Denman. 2022 was less difficult than the year before, with much fewer COVID interruptions.

The focus on Collaborative Teaching and Learning is excellent. Every child in the school is known as a learner and as a person, by every teacher. This ensures that at any one point a teacher can pick up teaching one of our children at the level they are learning. As a teaching concept this is amazing and when put to practice, it is fantastic.

In 2022, the P&F continued to run monthly meetings face to face. We remained focused on our reason for being - to support the school. Meetings are relaxed and coming along is a great way to learn what is happening at school. Parents gained insight into Collaborative Teaching and Learning.

The P&F was able to give each student embarking on an overnight trip \$100 towards the cost (as the price of fuel had made some of the excursions too expensive); we had commenced the mural project for the fence panels near the yarnning circle; as a P&F we were able to meet with the Director of Schools to share our local context so as to lessen the knowledge divide between city and regional schools.

The post Covid period has seen many more opportunities for parents to become involved in the life of the school, attending assemblies and manning the canteen and uniform shop. Parents have been involved in the Christmas markets which were very successful and also the Cinema Under the Stars.

Student Body Message

SJD has a strong culture of student leadership . Student voice can be witnessed as students in Year 5 and 6 students form the SRC, Sport, Social Justice, Creative Arts, Environment, or Library groups. Activities included Wellbeing Week, Halloween celebration, sports activities, Book Week parades, talent shows and other events linked with Wellbeing and Social Justice.

We learned the importance of being kind and connecting to people outside of our school community. We made Christmas cards for the local nursing home.

We participated in the Science and Engineering challenge. We received the Champion School honours. We leave behind a legacy of participation and strong leadership. Our school captains provided great role modeling for our school, over the year.

Our Canberra excursion was amazing and we learned so much about our democratic rights and responsibilities.

There is such a kind, caring and nurturing atmosphere here. Our teachers provide great education.

School Features

St Joseph's Primary School is located on the Golden Highway in Denman. It draws students from the Denman, Martindale, Sandy Hollow, Bureen and Jerry's Plains regions. The school is part of St Bernard Clairvaux Catholic Parish and the Diocese of Maitland- Newcastle. There are 63 students attending the school in 6 classes. There is a combined Kindergarten class, a Stage 1 class (Yr 1 and Yr 2), and a class each from Year 3 - 6.

After completing their primary education, students can continue their Catholic education at St Joseph's High School, Aberdeen.

Saint Joseph's Primary School Denman is built on land traditionally owned by the Wanaruah people. The school was established by the Sisters of St Joseph who began education in the Denman area in the small town of Wybong in the early 1900s. The school was later moved to its current location in Denman to serve a growing township. Although boasting state-of-the-art educational facilities in 2022, the beautiful Josephite charism, remains strong today.

While maintaining the small country atmosphere, the school is now an architecturally designed school, built to meet the students' learning needs in the 21st century. The school has a very good student facilities and learning resources as well as collaborative spaces which allows the teachers to engage in collaborative learning practices with each other as well as affording a private space for the display of a dynamic data wall, tracking student learning across the grades. A dedicated Learning Support, as well as a counselling/parent meeting room, ensures that parents' and students' needs can be addressed in welcoming, private physical spaces.

Engaging and differentiated learning is offered to all students, including school and interschool debating, public speaking, spelling and Maths competitions. Learning is monitored closely through a carefully analysed PAT testing regime. Co-curricular learning through annual class excursions, STEM groups, dance and singing groups, Mini Vinnies social justice activities is offered to students. An active Student Representative Council, as well as student lead groups that run at lunchtimes, including Environmental, Social Justice, Sport, Creative Arts, and Information Technology groups, keep the young learners engaged at all times.

Sporting excellence can be developed through the sporting pathways program including swimming, athletics, cross-country running, rugby league, rugby union, soccer, cricket, hockey, netball, basketball and more.

St Joseph's has a very active Parents and Friends Association that meets monthly. The P&F provides a vital link between school and home, a forum for information sharing about education at the school, an opportunity for social networking and a fundraising avenue.

We are very proud of our past, our present and we look forward to a great future at St Joseph's Denman.

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
31	32	3	63

* 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 86.90%. 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
85.44	83.74	87.05	90.24	88.47	88.19	85.15

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

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 learning is key to successful learning at St Joseph's. The school operates as a Professional Learning Community and therefore emphasis is placed on collaborative practices at whole school level.

Whole school PL was strategically planned to meet the needs identified in the School Improvement plan. The main focuses were the spirituality of Mary MacKillop; high Impact teaching strategies for successful writing; data analysis and tracking, and well-being education. Infants class teachers were provided PL on the new Mathematics syllabus K-2. All teachers received PL on successful pedagogies for developing numeracy skills. New scheme teachers had additional mentoring and PL on behaviour management, student engagement, and programming for successful teaching and learning. Positive education and Butterfly Body Bright PL was undertaken by all staff.

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 Primary School, Denman is a Parish school that plays an important role in the mission of the Church. As such it links with the Parish, St Bernard's of Clairvaux, to celebrate important feasts and also the preparation for the sacraments. Throughout 2022, the school celebrated as a worshipping community with liturgies and specific liturgical celebrations at school either celebrating with the community in person or via Zoom technology.

In 2022 the Sacramental program was run in person with 6 students involved. The Sacramental program is supported by the school curriculum and school community. St Joseph's Denman school is proud to be part of a wider Diocesan community.

Expressing and witnessing to our Catholic identity

St Joseph's School Denman is proud of its Catholic identity which is clearly visible throughout the school, from the office and the classrooms as well as the playground. The close proximity of the school and the church helps in visually reinforcing the school's Catholic identity. Religious symbols, both traditional and contemporary can be found throughout the school and the classrooms. As part of our Faith development program, staff and students engage in spirituality and prayer activities. We provide opportunities in spiritual formation for the students and staff. These include:

- Leadership program for all students in Stage 3
- Prayers, liturgies, Masses and opportunities for meditation

- Religious Education Coordinator Assembly Days
- Catholic Schools Week celebrations
- Staff spirituality day focussed on The Spirituality of Mary MacKillop.

Living out our Vision and Mission

St Joseph's Denman's vision - 'A community inspired by Christ, striving for excellence'. is realised through the high quality teaching and pastoral care for students. Positive relationships are fostered in the school community through the commitment to maintain and enhance quality education, support and service.

The school community is inspired by Christ through the active living of the Gospel values and by teaching for and witnessing to justice, peace and ecological conversion. Regular student experiences with Mini Vinnies, Mission fundraisers, Social justice leadership group as well as Environmental group, ensures students 'walk the talk' of Gospel living.

With a commitment to developing leadership qualities in all students, the school works collaboratively and reflectively, inspiring all to achieve as successful, lifelong learners in an ever-changing world.

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 Primary School, Denman honours its commitment to quality Catholic education through its provision of high-quality educational programs by which each child is enabled to reach their full potential. We are a community of learning characterised by high expectations for learners to achieve excellence, academic rigour, innovation and purpose, within an environment that engages, empowers and enables.

The curriculum at St Joseph's is based on the NSW Education Standards Authority (NESA) Curriculum. Students receive instruction in all Key Learning Areas.

Policy development and review is ongoing at St Joseph's. This review process is integral to policies reflecting the changes in curriculum and current pedagogical practices in all Key Learning Areas.

Analysis of student data, including NAPLAN, ACER PAT, formative assessment and student work samples determine areas of learning needs at St Joseph's, and is one of the key drivers for whole school approaches to improve educational outcomes. In 2020 our Leading Learning Collaborative journey began as a school and Diocese with Lyn Sharratt and Clarity, informing a deliberate and purposeful analysis of data and pedagogical practices throughout the school. In 2022 this continues to be a strategic focus for our school and Diocese. The use of data walls, with a writing focus based on the Literacy progressions, as well as Mathematics based the syllabus, guides discussions and future teaching during collaborative meetings. The continuation of a Pedagogical Mentor in the school and further Professional Learning around the 14 Parameters, Assessment, moderation of student work samples and high impact teaching strategies has enabled teachers to refine and change their practice to ensure student growth is evident. The continuation of regular, purposeful Case Management Meetings in 2022 has supported the teachers to modify their classroom practice to ensure growth in student outcomes. The effectiveness of the pedagogical mentor's role remains evident in the engagement and willingness of teachers to be guided in identifying goals to improve their teaching practices to improve student outcomes.

Regular review of established agreed practices for English and Mathematics ensures consistency and high standards across all classes K-6. The agreed practices support teachers to focus on what is important when planning, programming and teaching to maximise student learning and growth in these Key Learning Areas.

At St Joseph's Primary School, we recognise the uniqueness of each individual and the importance of lifelong growth in their relationship with Christ. We strive to provide equity and access to education in an inclusive environment. We encourage a collaborative approach with teachers, parents and the wider community, in striving to meet all learning needs in accordance with the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).

The Learning Support Teacher provides support to teachers to identify students with additional needs in all classes. Programs and strategies are utilised to enhance the student's learning with the support of Learning Support Assistants in and out of the classroom. Equitable distribution of school funds support these additional needs. There is ongoing effective communication between all stakeholders and preparation of individual plans for students who meet the criteria for inclusion in the Nationally Consistent Collection of Data (NCCD).

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	62%	52%	8%	12%
	Reading	54%	54%	8%	11%
	Writing	46%	50%	0%	7%
	Spelling	54%	48%	8%	15%
	Numeracy	23%	34%	8%	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	25%	31%	13%	14%
	Reading	31%	39%	6%	11%
	Writing	31%	25%	13%	18%
	Spelling	38%	37%	13%	14%
	Numeracy	20%	25%	13%	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

Respect and responsibility are integral values instilled in the education of children at St Joseph's. The Pastoral Care and Positive Behaviour policies at the school highlight the emphasis and method followed for this process.

The students are explicitly taught what respect feels, looks, and sounds like. Respect is modeled by teachers at all times - to each other, to parents, and to students. Following breaches of the positive behaviour guidelines, restorative practices are agreed upon to ensure that students learn that they are responsible for their actions and for rebuilding harmonious relationships.

The continuation of the school leadership system and SRC in 2022, is a positive strategy to teach students that they have a voice in the school and they have a right and responsibility to use this for the common good of the students they represent. Student leaders are taught to conduct meetings, survey students, and plan projects. This collaboration between teachers and students demonstrates and builds upon the deep respect each participant has for the other in the education journey at school.

In 2022 the SRC led the student body to:- discuss student issues and concerns, raise money for missionary causes, foster responsibility for the stewardship of creation through the Environmental group, and learn and educate others about recycling, reusing, and reducing waste.

The spirit of collaborative learning at the school was enhanced by the participation in goal-setting meetings between parents, students, and teachers. At designated times throughout the year, these meetings were held which formulated learning goals for each child and contracted parent, teacher, and student to play a specific role in the achievement of the learning goal. Follow-up meetings measured the progress of the set goal and planned for the next phase. This practice clearly articulates the responsibility of each participant in the

process and assists in the building of great respect for the role each has in the education of our students.

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

Classroom walks and Talks are conducted regularly and these have demonstrated that teachers are adopting high-impact teaching strategies at an increasing rate. Differentiation of teaching to cater to all student needs is developing well.

The teaching body is collaborating very well through case management meetings. This is demonstrating that there is collective ownership of all students and that we are all responsible to ensure that every student achieves to high levels.

Both PAT and classroom data indicate improvement across both Literacy and Numeracy for all students. The use of the shared data wall to track every student's achievements in Literacy has proven a very successful impetus for productive discussion around what teaching strategies are working well and what strategies need to be changed.

The well-being framework has been successfully incorporated into the curriculum. Visible Wellbeing and Butterfly Body Bright training has been undertaken by all teachers to ensure the well-being education across the school is embedded and consistent.

Priority Key Improvements for Next Year

While the work on Literacy will continue in 2023, the main focus for teacher improvement will be Numeracy - to build the capacity of every teacher and every leader through collaborative professionalism and relevant, contemporary professional learning. This will be evidenced through the Yr 3-6 Syllabus Implementation; implementation of High Impact Teaching Strategies across all grades and the use of data to collaboratively evaluate the success of these.; Implementation of consistent differentiation across all grades; the refinement of agreed practices in Mathematics and provision of quality PL in the teaching of Mathematics

for every teacher. From a student level we aim to see a sizeable upward movement of students from the middle two bands in Naplan.

There will be the further deeper embedding of the 14 Parameters of school improvement. In line with the shared belief that all students can achieve to high standards and all teachers can teach to a high standard, is the belief that everyone is responsible and accountable for every learner.

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

Parent satisfaction can be gauged from the results of the Parent TELL THEM FROM ME SURVEY as well as anecdotal evidence gathered throughout the year. Parent voice has been sought through the Parents and Friends Association meetings as well as parent-teacher-student meetings and information nights.

Overwhelmingly, the parents value the welcoming atmosphere of the school. They feel that the teachers are very talented and that they have high expectations of their students. Parents believe that the school has their children's interests at the forefront of all they do. Some parents feel that they would like more funds spent on improving the playground. Some feel communication could improve.

Many parents have expressed how blessed they feel to have a school of such a high standard in this small regional town. The Parents and Friends Association at the school has expressed their satisfaction with the degree of parent voice encouraged by the school. They feel they are able to work in partnership with the school.

Student satisfaction

Students felt a high level of satisfaction with their school in the Tell Them From Me survey. Students rated their satisfaction with all aspects of school very highly. They expressed feeling safe in the environment both physically and socially, also focusing on the understanding that other students and staff were there to help them with what they needed. The students however felt that homework was not something they saw value in and this was also reflected in the parental responses.

The atmosphere amongst the students at school is happy and respectful. Students are keen to be involved in their learning and are proud of their achievements. Student leadership groups serve to ensure that all students have a voice at the school and that this voice is heard. Students often comment that they think their teachers are very good teachers, that they provide good learning and are nice people.

Teacher satisfaction

Teachers perceive that the school is successful based on individual staff members using their personal strengths well and are active school leaders in learning and who “lead by example”. The school staff has a culture of collaboration, of helping others, and a focus on knowing all students and their needs. The teachers feel supported by the school leadership. Some teachers see the value in providing more time for collaboration to write teaching programs and for moderating assessments to include the use of fluid grouping across stage groups.

Teachers are happy with the daily routine at the school and collectively strive to set high learning expectations for students. The Tell Them From Me Teacher Survey showed very high satisfaction in most areas. Of note is the least satisfaction shown in the area of parental involvement in school life.

Financial Statement

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

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,460,485
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$428,696
Fees and Private Income ⁴	\$142,130
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$43,959
Total Income	\$2,075,270

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$13,696
Salaries and Related Expenses ⁷	\$1,630,559
Non-Salary Expenses ⁸	\$393,382
Total Expenditure	\$2,037,637

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