

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Joseph's Primary School

1 St Joseph's Drive, TAREE 2430

Principal: Mr Kia Wall

Web: <http://www.tareesj.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 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

As we reflect on the achievements and milestones of the past year, I am pleased to present the Annual Report for St. Joseph's Primary School Taree. The year 2023 has been marked by resilience, growth, and a relentless pursuit of excellence in all aspects of school life.

Throughout the year, our school community has demonstrated remarkable adaptability and strength in the face of challenges. Despite the ongoing uncertainties posed by external factors, our unwavering commitment to our mission and values has remained constant. At St. Joseph's, we continue to uphold our dedication to nurturing the holistic development of each and every student entrusted to our care.

Parent Body Message

In 2023, we continued to facilitate a Parent Engagement Group (PEG) meeting once a term. Our PEG prioritizes parents' active engagement in the school's learning processes, emphasizing how parents can contribute to their children's academic and social growth. Collaborating closely with the Principal in 2023, we identified four key dimensions to guide our operations, each aimed at fostering stronger parent-school relationships:

- Facilitating communication between home and school to enhance parent involvement.
- Bridging the gap between learning at home and at school to support parent engagement.
- Encouraging parent participation at school events and activities, fostering collaborative partnerships.
- Seeking parental input in decision-making processes, promoting shared responsibility, and ownership.

Although our efforts have already yielded positive outcomes for our school community, we understand that our work is ongoing, guided by our commitment to the school's motto of "Continuous Improvement for Continuous Learning." We eagerly anticipate continuing this journey of growth and collaboration in 2024.

Student Body Message

In 2023, our students relished the array of opportunities available both within our school and throughout the wider community. They enthusiastically engaged in a diverse range of academic, sporting, cultural, social justice and social events, not only within our school grounds but also in collaboration with neighbouring schools across the region.

Central to our efforts to foster student voice and agency, we instituted termly student voice sessions, led by our Year 6 leaders, where small groups of students engaged in discussions on various wellbeing and operational matters. These discussions generated valuable data that informed school decision-making processes. We are grateful for the platform provided to us and recognize the responsibility it entails.

The impact of student voice is evident in several changes implemented by the school. For instance, adjustments to the lunchtime duty roster ensured the provision of coaches for sports activities, while the introduction of lunchtime clubs such as Chess, STEM, gardening, and creative arts enriched students' extracurricular experiences. Furthermore, student membership in the school's Positive Behaviour for Learning committee empowered students to contribute to the development of a positive school culture.

In addition to these structural changes, classroom instruction underwent enhancements based on student feedback, resulting in increased enjoyment and engagement in classroom experiences for all students. We extend our heartfelt appreciation to everyone involved in providing these enriching opportunities for our students in 2023.

School Features

St Joseph's Primary Taree caters for kindergarten to grade 6 students and is currently two streams. We are in the parish of Our Lady of the Rosary Taree and feed to St Clare's Secondary College. The founding order of the school was the Sisters of St Joseph's in January 1923.

hundred years ago great preparations had been made under the direction of Father Coady for the arrival of the Sisters of St Joseph at Taree in January, 1923. A new convent and a brick primary school on Wynter Street had recently been completed ready for the Sisters to begin St Joseph's Primary School and a girls boarding school at the beginning of the school year. The boarding school continued until 1965. Rosary High School was established on the parish site in 1926.

When the high school relocated to Chatham in 1971, the pupils from 3rd to 6th classes at St Joseph's Primary School moved into the vacated secondary school building which had been built in 1962. In 1972 the original 1923 school was demolished and replaced with a modern infants school consisting of three double classrooms based on 'open plan' teaching.

With the closure of St Joseph's Primary and Boys Boarding School at Cundletown in 1968 and St Joseph's Primary School, Krumbach in 1989, students travelled to St Joseph's, Taree.

St Joseph's Taree draws from its six parish centres and surrounding district. This includes Taree, Old Bar, Harrington, Lansdowne, Cundletown, Coolongolook and Wingham. We also draw students from the Halliday's Point area, and Nabiac.

Increasing enrolments and cramped conditions led to a new school being opened at St Joseph's Drive on May 25, 1998, the school's current site. We honour our Josephite and parish history.

In 2023, St Joseph's celebrated 100 years of being central to education in the Taree community. Throughout the year St Joseph's primary school came together to celebrate 100 years of education. In term 4 our school, community both past and present, celebrated the 100 years spring fair, liturgy and blessing with bishop Michael and the 100-year mass at Our Lady of the Rosary parish. The celebrations were a wonderful recognition of the incredible contribution to the Catholic education in the Manning community.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
137	153	45	290

* 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 2023 was 87.71%. 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
90.37	87.18	87.92	88.93	87.48	83.87	88.25

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 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 2023:

Total number of staff	46
Number of full time teaching staff	16
Number of part time teaching staff	12
Number of non-teaching staff	18

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

The staff development or Professional Learning at St Joseph's has been aligned with our system and school strategic plans. The professional learning opportunities have been focused on building the capacity of our staff to improve the outcomes for our students, social emotional and learning needs.

The following content was investigated over the four full days and 8 staff meetings per term, as well as school funded "on the job" professional learning opportunities.

- Verbal Intervention Training
- Understanding Challenging Behaviour
- Developing supportive plans for students with challenging behaviours
- The 14 parameters of effective learning (as listed above)
- Behaviour management of students with trauma
- Good Governance
- Office of Safeguarding Training
- First aid and CPR
- Gifted and Talented Education
- Risk and Resolution – MN response training
- Office of Safeguarding

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)

In the Diocese of Maitland-Newcastle, Catholic Schools, guided by the leadership of the Bishop and in close partnership with parents and parishes, are deeply committed to the Church's mission of delivering high-quality education within the rich context of Catholic Christian tradition. Anchored by the vision "At the heart of everything is Jesus Christ," Maitland-Newcastle Catholic Schools are dedicated to nurturing vibrant, inclusive, and diverse communities, with a special focus on serving the marginalised and promoting justice, integrity, and peace, all while fostering hope for the future.

Aligned with the ethos outlined by the Catholic School's Office Diocesan Vision Statement (2016), our school remains steadfast in its mission, as articulated in our 2021 commitment to our mission: "To do what it takes to serve our learners through quality and Christ-centric education." This dedication permeates every aspect of our school culture, where Christian living, loving, and learning for life are fundamental to our community ethos and form the basis for our vision.

Throughout the year, we actively demonstrate our Catholic identity through various activities and initiatives, including school liturgies, Parish Masses held in our Hall, and engagement with local outreach programs. Our commitment to prayer is evident in our weekly gatherings and class prayers before meals, as well as our staff's collective prayer and breakfast sessions each Thursday morning. Additionally, each class takes turns coordinating liturgies

throughout the year, providing opportunities for parents and the parish community to join us in these sacred celebrations.

Furthermore, our Year Six leaders and social justice groups actively participate in Catholic Care initiatives, such as the community kitchen, exemplifying our dedication to serving those in need within our wider community. To recognise and celebrate our students' embodiment of our school's virtues and mission, we present weekly and annual perpetual awards, honouring those who demonstrate the qualities exemplified by St. Mary of the Cross.

We are incredibly fortunate to receive unwavering support from Father Kevin and our local parish community, whose involvement enriches our school community and strengthens our collective commitment to living out our Catholic values each day.

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.

The school focused on the development of the Literacy and Numeracy block, specifically in the pedagogy used and the quality of the instruction. This has been a significant professional learning journey since 2021. The significant work we have undertaken in the science of reading has allowed us to build a Literacy block which provides opportunities for explicit and targeted instruction.

Here is an overview of the Literacy Block.

1. Phonics/Spelling

Explicit teaching of phonics: Whole school Aim – To ensure that ALL students know the 44 sounds (phonemes).

Ideally this will be the case for all students by the end of Year 2. For those students in higher grades this skill is an absolute necessity and if it is not yet acquired it should be a focus of the teacher to differentiate the Phonics/ Spelling element of the block.

Explicit teaching of Spelling 3-6

Investigating: Morphology, Letter patterns, Syllables, etymology, suffixes, prefixes, grammar, etc

General Note: Both areas are explicitly taught by the teacher with the Gradual Release of Responsibility model used to assist the students in gaining knowledge and understanding.

2. Fluency

Research indicates that if a child reads fluently, they have improved comprehension. How do we ensure a student can read fluently?

We provide students with relevant texts, provide background knowledge and several opportunities to hear and read the same passage over a period of time.

Explicit teaching practice for fluency:

Partner Reading, Choral Reading, Independent reading. We can use texts from other key learning areas to build background knowledge of topics and concepts being taught around fluency skills.

3. Shared Reading

A modelled text or multimodal text, that ideally will have the phonics or the spelling attribute that was the focus in element 1, or it can be connected to the writing block.

Explicit teaching: Model by deconstructing the components of the text. Give the students a task that relates to this deconstruction and the learning intention.

General Note: The text that is chosen is dependent on the learning intention, e.g. narrative – Orientation, Complication, Resolution and the phonemes being investigated in the explicit teaching.

4. Guided Reading or Small Group Instruction

Guided reading takes place in a small group setting while the remaining children are working independently on a task that provides them with guided, independent or repeated practice of the curriculum content taught.

Explicit Teaching: The texts used to teach the students an explicit reading strategy in the small group session consist of but are not restricted to:

- Phonically controlled texts for students who have not “Cracked the Code”
- Reciprocal reading with a rich text
- Reader’s theatre or other performance texts

5. Writing

Using the Gradual release model (I Do, We Do, You Do) which allows the teacher to model creating a text (I Do) and develop shared texts with students (We Do), the students work independently (You Do) that is either an Imaginative, Persuasive, or Informative text.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student’s result exceeds expectations at the time of testing.
- Strong: The student’s result meets challenging but reasonable expectations at the time of testing.
- Developing: The student’s result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student’s result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Joseph’s Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	56%	54%
	Reading	56%	67%
	Writing	79%	76%
	Spelling	59%	61%
	Numeracy	58%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	47%	64%
	Reading	50%	74%
	Writing	55%	66%
	Spelling	59%	69%
	Numeracy	47%	68%

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.

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

Positive Behaviour for Learning (PBL) is a school wide framework that promotes positive behaviour across our school and helps to develop a safe and supportive learning environment. At St Joseph's primary school we implement the PBL framework which ensures all students are explicitly taught the expected behaviours and establish clear and consistent boundaries.

1. St Joseph's takes a proactive and preventative approach to ensure all students receive the appropriate level of support to help them be successful at school, these include:
Positive Reinforcement: We acknowledge and reward good behaviour. We use 'Head Heart and Hands' (HHH) tokens to reinforce the fortnightly PBL focus. Positive reinforcement helps reinforce desired behaviours. Each week at assembly the students received an award for reaching a targeted amount of HHH tokens.
2. Clear Expectations: We set clear and age-appropriate expectations for behaviour in the classroom and around the school. We use PowerPoint slides to educate students around the expectations, this is also reinforced at whole school assembly times and posters are placed around the school environment. The children are aware of the consequences of not meeting the school expectations.
3. Modelling: At St Joseph's we are very aware of being positive role models for students by demonstrating respectful and kind behaviour. Children often emulate the behaviour they see in adults and their peers.
4. Consistency: Being consistent in applying rules and consequences is key to the successful implementation of the PBL framework, this includes the consistent use of common language, high expectations and ongoing positive reinforcement by all staff members.
5. Classroom Environment: We commit to creating a positive and supportive classroom environment where students feel safe, valued, and respected.

6. **Effective Communication:** Encourage open communication with students and families around behaviour expectations. Listen to their concerns and address any issues promptly and respectfully to maintain effective working relationships.
7. **Individualized Support:** Student outcomes are monitored so identified students can receive additional support when needed. We recognize that each student is unique and may require different strategies to promote positive behaviour. We work collaboratively with staff, allied health professionals, Education Officers and external experts to provide more individualized support for those students that require greater levels of support in social and emotional capabilities.
8. **Family Involvement:** We involve families in promoting positive behaviour by communicating regularly about students' progress and behaviour expectations. We encourage families to work with us in using the common language of 'be safe, be a learner and be respectful' to support their child's understanding.

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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

St Joseph's has experienced significant improvements across the school in the past three years as we have continued to focus on the following areas:

- Learning
- Student behaviours

As the students have become more engaged in their learning and have a greater understanding of the impact of Positive Behaviours for Learning (PBL) we found an overall improvement in student engagement.

In 2023 our focus was consolidating the following initiatives:

- Embedding Lyn Sharratt's 14 Parameters of effective learning and teaching.
- Whole school agreed instructional pedagogies.
- Learning walks and talks to improve instruction.
- Case Management Meetings to improve student outcomes and build the capacity of teachers.

Priority Key Improvements for Next Year

In 2024 we will be continuing the focus on developing the literacy skills of all our learners. We will introduce a more formalised Professional Learning Team structure that is sustainable and embedded into the school's timetable. Teachers will meet weekly to work collaboratively with their stage team and our middle leaders to focus on student data that informs best practice.

We have seen enormous growth in student outcomes and staff instructional capacity in the realm of literacy over the past few years. In 2024, middle leaders will mentor teachers to continue to build their capacity to further develop cross curricular literacy skills in all key learning areas.

We will continue to use the 14 Parameters outlined in this report as the lens for this improvement and search for evidence based best practice to deliver quality educational outcomes - this is forever work we have committed to, not just as a school, but as a system.

Our focus on PBL will remain, as the safety and wellbeing of our students is always paramount.

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

The level of parent satisfaction can be gauged as satisfactory based on the very low number of reported complaints, the encouraging number of parent compliments, and parent engagement at the Parent Engagement Meetings, Parent Information Sessions and school community events.

Although the number of respondents was low in the CSO facilitated survey, the information gathered through our own surveys around the school's performance was encouraging. With a real emphasis on the goal of improved reading instruction to achieve improved student outcomes, the parent community were provided with opportunities to witness the shift in pedagogy. Parent partnerships were strengthened, and they reflected the continuous improvement and learning for all.

The learning agenda was well and truly known and supported by the parent community. All teachers reported an increase in parent engagement around the classroom learning and the communication of new pedagogy, improved student outcomes, and staff professional learning generated a significant increase in parent interest and compliments.

From a parent perspective, the school certainly lived up to its mission of "Doing whatever it takes to serve our learners and provide a quality Christ centric Education".

Student satisfaction

We prioritise student satisfaction and engagement in our educational philosophy. To foster a positive school environment, Year 6 student leaders at St. Joseph's take ownership of various aspects of school life, engaging different stakeholders in our community. They lead initiatives like:

1. School Captains & Vice Captains: Advocating for students, organising events, and representing the school at local ceremonies.
2. School Committee: Mentoring younger students, fostering positive relationships, and recognising positive behaviours.

3. Environmental Stewardship: Leading sustainability initiatives, managing recycling programs, and maintaining school gardens.
4. Community Engagement: Collaborating with local organisations, participating in service projects, and hosting community events.

Through their leadership, we've seen increased empowerment, improved communication, positive cultural changes, environmental awareness, and stronger community ties. Year 6 leaders play a vital role in promoting student satisfaction and engagement, creating a supportive learning environment. We're committed to nurturing student leadership and engagement for our school's success.

Teacher satisfaction

Teacher satisfaction refers to the level of contentment and fulfillment experienced by educators in their roles within the educational system. During 2023, we witnessed an increase in the level of teacher satisfaction as we continued to achieve our teaching and learning targets and goals. It was evident that teacher satisfaction was flourishing by their engagement, feedback, contribution to professional conversations and overall commitment to our shared beliefs and understandings around our teaching and learning practices. There was an increase of engagement from our educators during professional learning times, which continued to build teacher capacity across our school. We observed our teachers confidently implement the new learnt pedagogical strategies in their teaching practice and our student results were reflecting great growth, particularly in reading. Our teacher satisfaction was thriving and this was evident as teachers continued to willingly showcase and celebrate their students data, share their experiences and offer their advice to their colleagues during staff meetings and in professional learning teams. By prioritising teacher satisfaction, we aim to continue to create an environment where teachers are empowered to thrive professionally and positively influence the lives of their students.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$4,133,598
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,153,687
Fees and Private Income ⁴	\$681,355
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$198,710
Total Income	\$6,167,350

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$1,256
Salaries and Related Expenses ⁷	\$4,850,775
Non-Salary Expenses ⁸	\$1,458,332
Total Expenditure	\$6,310,363

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 2023 REPORT