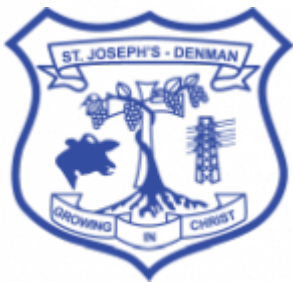


2023

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 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 2023 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, ensure 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 wellbeing. Each of these rely on the other. Flourishing people learn better and are better able to contribute in a positive way to the community. Our 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

When reflecting upon this 2023 P&F year, someone reminded me of the quote from Matthew 7:16; "You will know them by their fruits".

By this measure, the value we provide to our school community becomes tangible, and the sacrifices we've all made over this year and previous, find their reward.

This year the P&F invested nearly 14 thousand dollars directly into our students and our school, including but not limited to:

- Over \$3500 directed to offset prohibitively high fuel costs for student excursions, to places such as Canberra, and Newcastle
- \$600 to upgrade the last year's mural grant from the originally planned smaller prints, to the largest panels available.
- \$4000 was added to the playground upgrade budget to ensure proper shade over the sand-pit area
- \$5000 bought 10 new iPads for the classrooms.

The Yarning Circle upgrade didn't come with a monetary price tag, but was made possible through the active efforts of specific members of our school community. This was a wonderful sharing of ideas and talents.

Similarly, pizza party disco's were financed, and refreshments for sports carnivals also received our additional focus.

We are given the opportunity to participate in partnership with our children's school. We as parents value this partnership, and value how the school gives our students and ourselves a real voice in the education of our children.

Again I thank you all for the opportunity you have given me to serve our community again this past year, and for the support of the executives and active members; the credit belongs to you.

2023 P&F President

Student Body Message

SJD has a strong culture of student leadership . Student voice can be witnessed as students in Year 5 and 6 lead the SRC, Sport, Social Justice, Creative Arts, Environment, and Library groups. Activities this year included Wellbeing Week, mission activities, 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 had regular visits to the local library as part of an intergenerational experience. We also visited the local aged care facility on a regular basis and made Christmas cards for the local nursing home.

We participated in the Science and Engineering challenge. This was a great experience and we learned a lot. 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.

We love the warm, friendly atmosphere of our school. We are all known and valued as individuals. 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 is a Kindergarten class, a Stage 1 class (Yr 1 and Yr 2), a Stage 2 class (Yr 3 and Yr 4), and a Stage 3 class (Yr 5 and Yr 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. While boasting state-of-the-art educational facilities in 2023, the beautiful Josephite charism established so long ago 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 excellent 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, science, 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-led 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 is 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
25	32	2	57

* 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 87.88%. 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
90.84	88.07	84.48	87.41	89.67	86.29	88.37

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	13
Number of full time teaching staff	5
Number of part time teaching staff	4
Number of non-teaching staff	4

Total number of teaching staff by NESA category

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

- Conditional 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

- 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 skill development in Mathematics; data analysis and tracking, and well-being education. Infants class teachers were provided PL in Successful Foundations for Education. All teachers received Professional learning to implement the new Mathematics and English Syllabus in 2024. 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.

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)

Living out our Vision and Mission

St Joseph's Denman's vision - 'A community inspired by Christ, striving for excellence' is realised through 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 justice, peace, and ecological conversion. Regular student experiences with Mini Vinnies, Mission fundraisers, Social Justice leadership group as well as Environmental group, ensure 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.

Forming strong partnerships in the local and broader Church community

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 2023, the school

celebrated as a worshipping community with liturgies and specific liturgical celebrations at school with the community in person.

In 2023 the Sacramental program was run in person with 2 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 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 for 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

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.

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

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 involving a deliberate and purposeful analysis of data and pedagogical practices throughout the school. In 2023 this continues to be a strategic focus for our school and Diocese. The use of data walls, with a focus on Mathematics based on the syllabus, guides discussions and future teaching during collaborative meetings. The continuation of a Pedagogical Mentor in the school, and further Professional Learning with Peter Sullivan, specifically targeted at improving student outcomes in Mathematics, has enabled teachers to refine and change their practice to ensure student growth is evident. Purposeful grouping for short, sharp daily activities for all students in Mathematics has enabled all to develop the building blocks needed for progression when working with numbers. These skills have then transferred into the Mathematic lesson in the classroom. The continuation of regular Case Management Meetings in 2023 with a focus on Mathematics groups has ensured all students experience growth. The effectiveness of the pedagogical mentor's role remains evident in the engagement and willingness of teachers to hone their teaching practices to improve student outcomes.

Review of 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.

The school has achieved 1:1 computer use in 2023. This coupled with the variety of information technologies at the school assist students to achieve high levels of learning.

At St Joseph's Primary School, we recognise the uniqueness of each individual and the importance of lifelong learning. 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 per 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 supports these additional needs. There is ongoing effective communication between all stakeholders in the delivery of individual plans for students included 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 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	71%	54%
	Reading	71%	67%
	Writing	71%	76%
	Spelling	71%	61%
	Numeracy	100%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	50%	64%
	Reading	17%	74%
	Writing	33%	66%
	Spelling	33%	69%
	Numeracy	50%	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

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 2023, 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 2023 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 goalsetting meetings between parents, students, and teachers. At designated times throughout the year, these meetings were held which formulated learning goals for each child and encouraged parent, teacher, and student to play a specific role in the achievement of the learning goal.

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

Catholic Identity and Catholic Curriculum

Plan: Building capacity of staff and students - By the end of 2023 all students and school community members will recognise and understand the Josephite charism as the formation focus of the school and implement its message as a way of Christian living in the missionary works of the school.

Results: There is still work to be done to achieve these goals. The Units of work in K-1 articulated the missionary work of the church well.

Student-led Leadership groups focussed increasingly on the WHY of fundraising activities than on the total collected. This became a more meaningful exercise for all the students and families and demonstrated the Josephite charism more meaningfully.

Learning and Wellbeing

Plan: By the end of 2023 there will be reduction in the middle 2 bands and an increase in top two bands for Naplan in Mathematics.

To build the capacity of every teacher and every leader through collaborative professionalism and relevant, contemporary professional learning.

Results: PL to prepare for the implementation of the new syllabus documents is well under way.

PL provided was very beneficial for new scheme teachers and encouraged high-impact teaching strategies.

Inexperienced teachers were mentored in differentiating the activities in Maths lessons to meet the learning needs of all students.

Maths groups were introduced across the school for targeted skill development. Students were placed into similar skill groups for 15 minutes each day. Progress of each student was monitored daily. Repetition was key to achieving sustained success.

There was a deliberate move away from "Big Ideas" focus in Maths. Low floor - High ceiling and rich tasks were used throughout the school.

Overall skill development of all students was very good.

Priority Key Improvements for Next Year

Catholic Identity and Catholic Curriculum Building capacity of staff and students - By the end of 2024 all students and school community members will recognise and understand the Josephite charism as the formation focus of the school and implement its message as a way of Christian living in the missionary works of the school.

The Diocesan focus "Follow Me" will form the majority of PL for teachers, students and families. Leadership groups/classes will be guided to use the See, Judge and Act model in their student groups.

Learning and Wellbeing

By the end of 2024 there will demonstrated growth for all children in Mathematics, and a movement of students from the 1st and 2nd proficiency level into the 3rd and 4th.

To build the capacity of every student through differentiated and explicit teaching in the areas that they are identified as needing assistance with.

To build the capacity of every teacher and every leader through collaborative professionalism and relevant, contemporary professional learning.

Students will be plotted on the data wall against NAPLAN and PAT competencies at the start of the year and Term 2 and 3 . Then assess using PAT in Term 4.

High impact teaching strategies PL in PLC's, implemented in programs and witnessed in Learning Walks and Talks and CMM's . New, inexperienced teachers to receive additional support from mentors and pedagogical mentor.

Every child is known as a person and as a learner

Differentiation in all KLAs to cater for needs of every student, including a specific focus on Aboriginal and Torres Strait Islander students. This will be evidenced in teaching programs.

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

Consultation with parents, students, and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. The school uses 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 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. The data tells us that 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. Parents feel that St Joseph's is a safe place for their children to learn. Some parents feel that they would like more funds spent on providing "fun activities" for students to do at school. Some parents feel communication regarding student progress could improve. The Parents and Friends Association at the school has expressed its satisfaction with the degree of parent voice encouraged by the school. It feels parents 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 a successful school because individual staff members recognise and use their personal strengths well and encourage others to use their strengths also. The teachers are active school leaders in learning. They lead by example as they too are lifelong learners.

The school staff has a culture of collaboration, of helping others, and a focus on knowing all students as people and as learners. 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 inform the formation of fluid grouping across stage groups. This now occurs for the development of Maths skills.

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.

The staff members express that they experience a deep sense of belonging at this school and feel the Catholic ethos is strong. This culture of belonging and focus on well-being of all, prepares a sound base for students to learn to high levels.

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	\$1,186,215
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$325,957
Fees and Private Income ⁴	\$155,503
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$33,374
Total Income	\$1,701,049

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$247
Salaries and Related Expenses ⁷	\$1,306,634
Non-Salary Expenses ⁸	\$461,877
Total Expenditure	\$1,768,758

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