



# 2023

## ANNUAL SCHOOL REPORT



### St Joseph's Catholic Primary School

108 Ocean Street, NARRABEEN 2101

Principal: Mrs Virginia Outred

Web: [www.sjnldb.catholic.edu.au](http://www.sjnldb.catholic.edu.au)

## About this report

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St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and 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

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### Principal's Message

This Annual Report aims to provide contextual information about the vision, the values and beliefs, the successes and the future pathways that underpin our school community. We are a small inclusive community that provides a supportive and personal education experience for our families.

As Principal of St Joseph's Catholic Primary School Narrabeen, I am very proud and honoured to work with highly dedicated professional staff, committed parents, enthusiastic students and an inclusive parish. All of whom enhance, inspire and support our school.

Our School core values of community, respect, stewardship and compassion underpin our actions, learning and beliefs in all that we do. The School's motto, Build in Love was evident in a year of learning, growing, developing, and formulating future plans for the continued growth of the School.

### Parent Body Message

2023 was the year we felt we returned to 'normal' in terms of the events we could plan and organise for the community and for parents to be invited back into classrooms again. Our class parents were able to successfully organise the following events - Easter Raffle, Mother's Day Breakfast, a very well attended Grandparent's Day, kids disco and Father's Day. As well as a new event, an outside movie night in the playground, enjoyed by many in the community on a very cold night.

The P&F was aware of organising and hosting events that once again enabled our community to come together with less emphasis on fundraising. This was also in alignment with the changing policy from the CSBB Parent Council and parent engagement advice.

The Movie night, the Easter raffle and a new big Christmas raffle raised funds and enabled the P&F to pledge money to the school that will be used in 2024 to fund a Personal Development Program called Friendology. Funds were also pledged to the playground marking of a 1-120 chart for use by all classes for counting in Maths.

We were once again invited into the school for parent teacher evenings, parent engagement open classrooms for Terms 1-3 to view English, Maths and science/ History lessons and individual parent teacher meetings. P&F quarterly meetings also went ahead with a choice of attending via zoom or face to face. The P&F changed our name to the Joeys HUB at the end of the year.

The year finished in a very festive way with Christmas Carols in the playground, a visit by Santa and the Christmas raffle with many prizes sourced from our local community.

### **Student Body Message**

In 2023 we were very excited to have a year with all our usual special events and sports carnivals. The Year 6 leadership teams were given many opportunities to plan, organise and participate in student led events. The wellbeing team organised a wellbeing Day each term with a fun activity like dressing up or playing games. The environment team started to investigate a new worm farm for the school, the library/IT team helped to organise an awesome Book Week with many activities and a fun dance number at the end of the parade. For the first time, the school had an outside Movie night with 'School of Rock' as the chosen movie.

A highlight of the year was the participation of the whole school in the Zing Active dance program in Term 3. This culminated in a dance extravaganza at Homebush where we competed against other schools. Many of our students came away with ribbons and Year 4 won their whole division.

Our school was also very successful in the Diocesan Bishops Art Prize, our year 2 class won the junior music division with a song they composed and performed with Mater Maria musicians. They performed at the showcase evening at Hornsby RSL. We also had a student win first place for the Visual Arts section in Stage 2 and a kinder student who placed third in Visual Arts.

We were all very proud in Term 2 when our school won the schools handball competition against two of our neighbouring Catholic schools.

## School Features

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St Joseph's Catholic Primary School Narrabeen, is a Catholic systemic co-educational school. The School was established on the site in 1939 by the Good Samaritan sisters. There have been four main building phases since that time. Currently there are 7 single stream classes, Kindergarten to Year 6. The School is part of the Lakes Parish of Narrabeen with its sister school being St Rose, Collaroy Plateau. The School works closely with the Parish Priest and assistant Priest to reach out and invite people into the worshipping community. Situated on the School site are two satellite classes for students with special needs. Students in these classes are enrolled at St Lucy's Wahroonga in the Kindergarten/Year 1 Start Right program. The St Lucy's students are included in some events with the St Joseph's students, who in turn, learn to make adjustments for others to support their individual needs.

During 2023 our school thrived on a full program of school and community events with none of the restrictions from previous 2 years because of Co-Vid safe regulations. Although a small school community, students are offered many opportunities. The Year 6 children are all part of a leadership team. Each team is encouraged to organise their own events with the help of a teacher mentor to add to the spirit of engagement in our school community. During 2023 all leadership teams were able to organise and conduct events that were inclusive of all students and gave the Year 6 students the opportunity to authentically lead.

The School band started to grow with the new provider and had opportunities to perform at events and assemblies. Our parent community were able to once again make a real connection to the school. This was enhanced with outstanding communication via the FB posts and weekly newsletter that includes brief information, photos, videos and links. This was organised and planned by the school marketing and promotions officer.

The refurbishment of the school continued through 2023 with the outside of the school repainted which really enhanced the whole street appeal of the buildings. With much excitement for the students, the playground equipment was replaced through the CSBB special projects grants. Classroom painting and recarpeting was completed by the end of the year, so that all classrooms and spaces now have new carpet and are freshly painted.

# Student Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
66	96	33	162

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

## Student Attendance Rates

The average student attendance rate for the School in 2023 was 90.73%. 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
92.40	90.40	91.20	90.60	90.90	90.30	89.30

## Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

# Staffing Profile

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## Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	15
Number of full time teaching staff	10
Number of part time teaching staff	5
Number of non-teaching staff	4

## Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional



development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### **Summary of professional learning at this school**

In 2023, K-2 teachers were required to implement the reformed English and Maths syllabuses and Years 3-6 teachers were expected to familiarise with them. Significant PL time was devoted to exploring and understanding the new syllabuses and the theory underpinning them. The leadership team also participated in a series of workshops with NZ academic, Linda Bendikson About a School Improvement Process.

SDD 1 - input about the use of Microsoft teams and organisation for 2024

SDD 2- A Spirituality Day with St Rose.

SDD 3- System CSBB 'Towards 2025' Strategy Day

SDD 4- Reformed 3-6 syllabuses. Term 4 planning

Staff participated in Self Directed Learning with a focus on understanding and application of science of learning/reading/maths. Staff also completed a 20 hour OLT course in understanding ASD.

## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

At St Joseph's we endeavour to inspire the hearts and minds of our students to know Christ. We actively demonstrate our faith through our school motto of 'Build in Love'. Our school places a strong emphasis on teaching and instilling Gospel values of Community, Respect, Stewardship and Compassion. Each term, we focus on a specific core value, and students who embody these values are recognised with a Build in Love Award.

St Joseph's is committed to various social justice initiatives at local, state, national, and global levels. Throughout 2023, we continued our support for Caritas Australia, Catholic Mission Socktober, Mary Mac's Place and the Vinnies Winter Appeal and Christmas Hampers. Student Mission Leaders play a key role in leading these initiatives, finding inspiration in events like the Diocesan Mission Mass.

This year the new Religious Education Curriculum was continued in Kindergarten and introduced in Year 1. This student-centred approach encourages each child to deepen their

relationship with Christ through hands-on learning experiences. Our Religious Education Coordinator and class teachers actively participated in whole school professional development to ensure the successful implementation of the new Religious Education curriculum in subsequent years.

All Year 6 students took part in the Diocesan Year 6 Leadership Day under the theme 'Fruitful Leadership' which was based on the 9 Fruits of the Holy Spirit -God's Spirit active in the world. Following a Liturgy led by Bishop Randazzo, students reflected on leadership, scripture, and their role as leaders throughout the year. Additionally, students showcased their creativity in the Religious Creative Arts Competition, with three winners from St Joseph's- an Early Stage One student placed 3rd in the Visual Arts category, our Year 2 class placed first in the Music category and a Stage Two student placed first in the Visual Arts category.

Our school maintains a close partnership with The Lakes Parish and our Parish Priest, Father Robert Borg. The employment of the St Joseph's Parent Engagement Co-ordinator resulted in the formation of new traditions, such as Kindergarten children receiving a prayer card and St Joseph medallion at school transition days, therefore continuing to build stronger ties between the school, parish and parent community.

## Curriculum, Learning and Teaching

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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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The school offers a progressive primary education. Our team of passionate teachers delivers the curriculum through exciting, engaging, and purposeful learning opportunities which foster critical thinking, curiosity and a love of learning. Our 2023 - 2025 School Improvement Plan (SIP) Curriculum Teaching and Learning goal is 'to improve all students' learning outcomes in Mathematics.'

This year, we continued our journey in Collaborative Coaching. Our data continued to show Mathematics as an area of concern as informed by our NAPLAN 2022 trend data. Teachers continue to embrace the coaching enthusiastically, valuing the time for collaboration and the focus on essential learning, particularly in number. The weekly coaching sessions also developed to allow time to jointly construct common formative assessments across the stages. We also spent time becoming familiar with the current research in the science of learning by engaging in professional learning in this area.

We had a strong focus on exploring the new curriculum in English and Mathematics for all teachers with the upcoming implementation of the new syllabus in 2023 K-2 and 2024 Years 3-6. Teachers became familiar with the new content, outcomes, organisation and structure of the curriculum. Along with this focus, we introduced new assessment screeners; Castle and Coltheart, a phonics screener and DIBELS, a fluency screener. These gave a snapshot of where the students were at, and what were the next steps in their learning.

We also participated in an ASD blended learning course. The blended learning included professional learning, online component and implementation of SMART goals for our current students. This highlights our dedication to understanding the varying needs of our students and the many who need adjustments so they can access the learning at their point of need, with their particular needs addressed and catered for.

We continued to promote improved parent engagement with open classrooms which were all well attended throughout the year – English, specifically Writing in Term 1, Maths in Term 2 and in Term 3, we gave the teacher's choice of either an enquiry unit, or Visual Arts unit.

These prove insightful to the parents and help them to understand what their children are learning and promote positive conversations about their learning at home.

# 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 Catholic 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	51%	54%
	Reading	71%	67%
	Writing	96%	76%
	Spelling	71%	61%
	Numeracy	67%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	56%	64%
	Reading	79%	74%
	Writing	67%	66%
	Spelling	61%	69%
	Numeracy	58%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about



this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

### **Complaints Handling Policy**

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

### **Initiatives promoting respect and responsibility**

During 2023, pastoral care and wellbeing of students and their families continued to be a very important priority as we continue to deal with the mental health repercussions from two years of Covid restrictions.

The school responded by implementing our full complement of community events, keeping costs down and emphasising the community aspect of the events. In Terms 1 and 3 teachers analysed the Social Emotional Learning (SEL) data collected on students via the continuum and made adjustments to PDHPE programs to help improve those skill areas lacking in their class. We adjusted the wording of the continuum criteria to decrease the number of criteria and make it more efficient to analyse and report.

The once a term Learning Team meetings held with each class teacher and the Learning Support teacher, Principal and Assistant Principal continued in the format of discussing 3 students with concerns to enable us to plan strategies and classroom adjustments together. The Learning Support team in particular worked very closely with families of children with new diagnosis of ADHD, ASD and anxiety. Catholic Schools Broken Bay (CSBB) continued to support schools in 2023 by allocating more counsellor hours to the school. This enabled us to recommend more children for counselling for many different reasons. The wellbeing team at CSBB also supported us in situations where we needed to devise individual behaviour plans for some children. We also utilised the advice of the CSBB PBL Education Officer to advise us on some classroom management issues with some classes.

Student leadership is an important part of school life and senior students are wonderful role models for the younger students. Year 6 students buddy a Kindergarten student and Year 5 students buddy a student from the St Lucy's satellite class. This buddy program continued in 2023. The once a term wellbeing weeks and wellbeing groups led by year 6 student

focussing on our four school core values enabled students to mix in across grade groups and activities.

## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2023 we wrote a School Improvement Plan (SIP) based on the achievements and areas of concern identified via the 2020-2022 SIP

#### **Mission Goal**

To engage students in RE lessons, to enable them to be active contemporary disciples of Jesus, able to express their understanding of their faith in a variety of ways with choice. The Mission goal was achieved although there is a future need to look more closely at the variety of assessment tasks.

#### **Curriculum, Learning and Teaching**

Goal 1: Students demonstrate progress in their mathematical understandings and skills. ACER results did not indicate significant growth, however the 2024 February MAI results show excellent growth in the Multiplication and Division component in Years 2-6. The weekly tracking sheets in Collaborative Coaching time are a way to measure the quick wins. Some classes in some areas showing great growth for concepts taught over time. E.g. Year 2 fluency facts results.

Goal 2: Students demonstrate a deeper understanding of phonemic awareness, phonics and spelling. Classes are all indicating a deeper understanding of phonics and phonemic awareness as indicated by SDL anecdotal evidence and the phonics screener in the DIBELS assessment.

Goal 3: Students increase their reading fluency. The proposed Assessment tool did not eventuate. We used a DIBELS assessment for baseline data and will compare this in 2024 assessments.

#### **Pastoral Care**

Goal 4: increased engagement in learning for students with ADHD Teachers have a higher awareness of the needs of, and engaging ADHD students as indicated by less behaviour incidents.

### Priority Key Improvements for Next Year

Our 2024 SIP and Annual Plan will focus on these goals:

**Mission Goal**

To engage Stage 3 students in RE lessons using the new syllabus and resources from CSBB, to enable them to be active contemporary disciples of Jesus.

**Student Achievement**

Goal 1: To improve all students performance in mathematics.

Goal 2: Students increase their understanding of and writing of sentences to create cohesive texts across all KLA's

**Pastoral Care**

Goal 4: to upskill students in their ability to solve conflict in friendships through training in the URStrong friendship program.

## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### Parent satisfaction

In 2023 the parents were invited to complete a Culture Survey. The same survey was completed in 2021.

The Culture Survey can be explained as looking at culture through the lens of several data points - various indices from the online culture assessment, verbatim comments and a Net Promoter Score (NPS) indicating the likelihood of recommending the school to others, as well as guidance on what is sought in the future. Together this data provides valuable measures and insights that, with the support of the leadership team, will help to develop an optimal culture to deliver the best results for students, staff, families and other stakeholders.

Results in 2023 gave the school a Net Promoter Score of 75, an increase from the 2021 score of 55. 25 out of 32 parent and staff responders rated the school as a 9 or 10 for the question that asked if they would promote the school to others.

Some of the positive comments were around the small, caring and nurturing feel of the school

'The care and compassion this school has is something that makes our family feel secure in sending our children to this school knowing the great people the work there.'

'I love that everyone knows and cares for each other, the school is a very positive place that my child enjoys going to, and that there are different methods of learning to keep kids enthusiastic and engaged.'

Other comments made suggestions to improve the school such as including parents more in the planning and lifting academic standards. The Culture Survey also reflected this value as needing some work.

### Student satisfaction

Students in Years 4-6 completed the Culture Survey in 2023.

Results and comments align with the parent comments about the advantage of the small school. The children commented that all teachers know all the children and that it is good to be able to mix with all grades in the playground. A lot of children stated that they felt listened to. Some children commented on how they were made to feel very welcome if they were new.

Students expressed a desire for more playground space and more time to do sport.

### **Teacher satisfaction**

Staff completed the Culture Survey in 2023. 6 out of 7 staff responders rated the school a 9 or 10 out of 10 for the question about promoting the school to others. The Net Promotor Score for staff was 86.

Some of the positive comments:

'Our staff is a happy, enthusiastic and hard-working group who support and encourage each other and are genuinely concerned about each and every child as a whole person.'

'There is a sense of community. Collaborative coaching is great. I enjoy working with other schools towards a common goal. There is lots of support from leadership and peers.'

Staff also expressed some concern about the workload:

'There is always so much that needs to be done and it can get very stressful - for some staff especially, so it would be good to have more of a work/life balance.'

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,167,782
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$575,133
Fees and Private Income <sup>4</sup>	\$657,250
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,032
<b>Total Income</b>	<b>\$3,401,199</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$212,239
Salaries and Related Expenses <sup>7</sup>	\$2,462,534
Non-Salary Expenses <sup>8</sup>	\$974,288
<b>Total Expenditure</b>	<b>\$3,436,823</b>

### 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