

2022

JOSEPH

St Joseph's Primary School

About this report

St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with

Message from key groups in our community

Principal's Message

St Joseph's Catholic Primary School is located in Bulahdelah. The school was founded

Bulahdelah is a lovely little school and it would be nice to expand our parent body to support the school as it continues to prosper.

Student Body Message

This year has been a roller coaster as there have been people readjusting from Covid and home learning. After many years of waiting, Years 5 and 6 finally got to attend our 3-day long camp! It has been the most fun thing that all of us have done in a while. We got to manage MJR groups and host assemblies which has been a big change from Year 5 to 6. We finally got to do the Mission Day stalls which was a lot to handle but we made the most profit of any Mission Day stalls we have held previously. We made mosaics and we got to choose an animal that best represented us as individuals. It has been a pleasure to be school leaders for the 2022 school year and we wish all the next Year 6s good luck for all the responsibilities they will have to do

School Features

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
22	14	2	36

* 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 Diocesan Enrolment Policy.

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Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	11
Number of full time teaching staff	5
Number of part time teaching staff	2
Number of non-teaching staff	4

Total number of teaching staff by NESA category

Teachers at this School are

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Summary of professional learning at this school

Governance: Annual staff induction training (including WHS Site Induction) and Governance paperwork. Principal also undertook mandatory governance training throughout 2022.

Religion and Staff Spirituality: Revising our vision and mission statement for our school with Adam Frost - Education Officer (Formation), RE & Spirituality Services, Catholic Schools Office.

Curriculum: support teachers in building a new perspective on Mathematics and engaging students in creative, open mathematical thinking by consolidating Number Talks and introducing rich tasks in the K-6 classroom.

Leading Learning Collaborative: Understanding the purpose, nature and co-construction of Learning Intentions and multiple entry Success Criteria as building blocks to student clarity in learning. Our staff developed a deeper understanding of Assessment

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

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

Personal Development, Health and Physical Education: helps students develop self-esteem, social responsibility, personal fitness, fundamental motor skills and the ability to make informed decisions about health and lifestyle choices.

Creative Arts: Students participate in dance, drama, music and visual arts through creating and making their own works. COVID has restricted our work in Music, Dance and Drama during the year. We

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

At St Joseph's

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School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Throughout 2022, offer a range of differentiated opportunities for evangelisation, catechesis and new evangelisation as part of the faith formation of the school community.

Leadership qualities of students are enhanced through a demonstrated

That it is easy to make friends it would be nice to do more sport that would be fun and keep us fit and its nice at school as the teachers are nice.

If the teachers saw any misbehavior or mean stuff, they would stop the people straight away.

A brand new basketball court would be nice and a new playground, maybe some nets for the soccer goals and lining for the soccer field and that everyone should be treated the same no matter the year by saying Kindergarten always goes first rather than Year Six going first all the time let us go in a different order.

I like how our school isn't too big and there are no bullies. At my old school the toilets have toilet paper on the ceiling and in this school the bathrooms are spotless.

I think that this school is amazing, it is much better than the last school that I went to. But sometimes here at St Josephs I feel a bit unsafe. Like, on the playground or on the COLA. But even if those things bother me this place is still so, so, amazing and I never want to leave at all. We learn so much and has made me improve my writing, spelling, mathematics, and many more things that I probably wouldn't had known if I never came here. At this school I feel more belonging, and I don't feel like every corner I walk around I'll get attacked. And even if I do feel uncomfortable and unsafe sometimes, I manage to forget that feeling and go on with my day. This school is the best thing that has ever happened in my life, and I am so grateful that I get to live my everyday life coming here.

What I like about school is my friends they play with me and help me to do things when I need help.

I like school because of my friends, teachers and the schoolwork.

Access to computers, good teachers and friends.

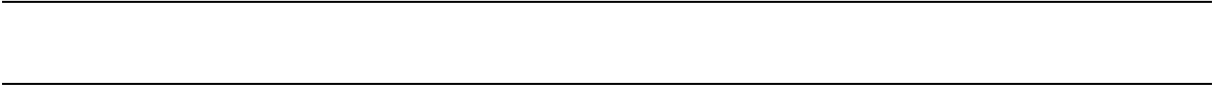
Teacher satisfaction

The 2021 TTFM survey highlighted the following responses from staff about what our school could do to achieve a stronger focus on learning:

Continue to develop our skills and knowledge on the current pedagogy. Continue to collaborate with teachers to share our vast knowledge and experiences.

Engage parents in the children's learning through outreach, workshops and conversations with teachers.

Greater parent and community involvement and using community resources to enhance and encourage learning.



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END OF 2022 REPORT