

2022

St. Joseph's Primary School

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## About this report

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St [redacted] Primary School (the 'School') is registered by the NSW Education Standards Authority (NESAs) 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



The P & F Committee acknowledges and thanks the many parent and grandparent volunteers who assist in our school throughout the year. We also thank Mrs Drake, the Executive team and all the staff for their continued support and encouragement.

### [Student Body Message](#)

The Student Leadership



All students have the opportunity to discover, strengthen and express their creative abilities through music and drama. Students are taught by a specialist music teacher and also have the opportunity to join the school band and receive tuition onsite for band instruments. Our school choir also performs at school liturgies and local community events. Our students frequently express their talents beyond the school setting by joining ASPIRE, public speaking and debating programs.

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## Student Profile

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### 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
136	125	24	261

\* 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 schools in 175 254.21 4






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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	32
Number of full time teaching staff	10
Number of part time teaching staff	12
Number of non-teaching staff	10

### Total number of teaching staff by NESA category

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

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

## Summary of professional learning at this school

Staff at St Joseph's are committed to ongoing, relevant and evidence based professional learning opportunities to enhance their capacity to deliver quality teaching and learning programs for a diverse range of student groups. In 2022 professional learning undertaken included continuing participation and professional development in the Leading Learning Collaborative framework, a Diocesan initiative engaging Lyn Sharratt and her body of work, 'Clarity - What Matters Most in Learning, Teaching and Leading'. This involved continued development in understanding and whole school focus on the 14 Parameters, Case Management, Effective Feedback, and Quality Assessment.

Other professional learning throughout 2022 included: Staff Formation based on the writings of Fr [redacted] and his theological approach to experiencing God in the everyday. 4 themes were explored over the course of the year including: God within, Finding God in the ordinary, A heart for community and Growing in Faith using prayer journals. The staff also attended a spirituality day with CSO Education Officer, Ryan Gato focussing on Catholic Mission and Prayer.

With a move to a numeracy focus for School Improvement goals, staff participated in the Primary Mathematics Webinar Series presented by Professor Catherine Attard, School of Education, Western Sydney University. Also a whole day of learning with Mathematics Educator, Anita Chinn was held in collaboration with staff from Holy Family Merewether and St Columba's Adamstown. The day focussed on the teaching of maths using a hands on approach and rich mathematics language.

A focus on staff wellbeing and encouraging positive worklife balance with a focus on mindfulness practices and meditation for staff and students was also a highlight of weekly learning sessions throughout the year.



St. Vincent Catholic Primary School, as part of the MacKillop Parish collaborates with the Parish Priest, and the various Parish groups such as the Parish Pastoral Council, St Vincent de Paul, Caritas and the Sacramental Team through attendance at meetings, school liturgies and parish events. We maintained connection with our Parish community during the 2022 Covid restrictions with attendance by our Parish Priest, at the Opening School liturgy at the beginning of the year and End of Year Liturgy at school. We were able to continue the sacramental program during the year, with classes conducted via zoom for families. We were able to contribute to Project Compassion, St Vincent de Paul, Catholic Care and Catholic Missions through school based activities.

Special days and feasts within the school calendar are times for celebration as a community such as Catholic Week, St. Vincent Day, Mary of the Immaculate Conception and Reconciliation Week.

The St. Vincent community is actively engaged in highlighting Catholic Social Teaching through social justice initiatives. The school has a large Mini Vinnies team who over 2022 have fundraised and developed awareness for key Catholic agencies such as St Vincent de Paul as well as Caritas. They also have participated in fundraising local causes of importance to the school community eg RUNDIPG. This year the school has been successful in raising funds for the 2022 focus on stewards of creation. The school has been successful in raising funds for the 2022 focus on stewards of creation.

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## 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

St Joseph's takes our responsibility to keep all students safe very seriously. We speak with the students regularly about what bullying actually is and the difference between conflict (a normal part of everyday life) and bullying. Our Anti Bullying policy is actively implemented by all staff. Each year we continue to participate in the National Day of Action Against Bullying with a focus on encouraging all members of our community to take a stand when they experience or witness bullying behaviour. This year we combined this day with Harmony Day activities to celebrate the wonderful diverse and rich heritages of our students and their families.



stars and a wish which link directly to the success criteria. Our writing statement enshrines our belief that quality assessment informs

We have been moving towards beginning each Professional Learning meeting by looking at the data. Another focus has been on tracking student achievement through the Case Management approach, and unpacking best teaching practices resulting in student growth. Principal as lead learner, and all staff contribute their wisdom and expertise at CM meetings (shared responsibility). At these meetings teachers would bring student data (work samples) to present to the group, as well as an agreed template with information that provided a record of the next steps for both teacher and student. The same writing was discussed over the semester with growth tracked using the Literacy Progressions. By focussing on the one student and keeping the CMM group the same, authentic and data informed decisions were able to be made as all teachers in the group were able to face on the

We have trialled a number of formats for CMMs since our LLC journey began and we have found that this consistent, predictable and focused CMM approach through PL sessions builds capacity in all teachers, creates a culture of collaboration and inquiry, and a shared responsibility and ownership of all students.

Our Pedagogical mentors have continued to delve into Growth coaching using Teaching Cycle. Our PMs have continued working with our champion teachers to embed a high impact strategy- TAPPLE to provide effective feedback and check for understanding.

Our watermark of GROWTH reflects not only how far we have come in our LLC journey but our commitment to ongoing and authentic conversations and practices that support our students, teachers and families towards continual

Our REC has been leading us through Catholic Mindfulness and formation with Ryan Gato (as a link to our SIP goals). Staff participated in a retreat day focussed on the various methods of prayer. Prayer in music, Prayer in Art and Prayer in the Environment.

During 2022 major maintenance funding was

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## Priority Key Improvements for Next Year

School Improvement Goals for 2023 will focus on Faith life, exploring Co-teaching options and an explicit focus on improving our Place Value data in Numeracy.

Our learnings around Lyn Assessment Waterfall will be transferred into a



showcasing our school to our many visitors, who also frequently comment on our happy, friendly and welcoming students.

The Tell Them From Me Survey indicated students generally feel safe, connected  
Student engagement in learning is positive and they have a variety of sport and cultural opportunities to participate in during school terms.

### Teacher satisfaction

St Joseph's has a highly professional and skilled teaching staff who continue to show commitment to their vocation. Staff work collaboratively to achieve positive outcomes for students, and constantly strive to create a learning environment that addresses the needs of each learner. Staff participate in a variety of professional learning opportunities throughout the year and share this knowledge to benefit all students. Staff participate in many extracurricular events and are also frequently consulted to provide input and feedback to improve school practices.

The 2022 Tell Them From Me survey, indicated high staff

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