
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

The P&F was able to give each student embarking on an overnight trip \$100 towards the cost (as the price of fuel had made some of the excursions too expensive); we had commenced the mural project for the fence panels near the yarning circle; as a P&F we were able to meet with the Director of Schools to share our local context so as to lessen the knowledge divide between city and regional schools.

The post Covid period has seen many more opportunities for parents to become involved in the life of the school, attending assemblies and manning the canteen and uniform shop. Parents have been involved in the Christmas markets which were very successful and also the Cinema Under the Stars.

Student Body Message

SJD has a strong culture of student leadership . Student voice can be witnessed as students in Year 5 and 6 students form the SRC, Sport, Social Justice, Creative Arts, Environment, or Library groups. Activities included Wellbeing Week, Halloween celebration, 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 made Christmas cards for the local nursing home.

We participated in the Science and Engineering challenge. We received the Champion School honours. We leave behind a legacy of participation and strong leadership. 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.

There is such a kind, caring and nurturing atmosphere here. Our teachers provide great education.

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
31	32	3	63

* 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:

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	18
Number of full time teaching staff	7
Number of part time teaching staff	5
Number of non-teaching staff	6

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.

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

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- Religious Education Coordinator Assembly Days
- Catholic Schools Week celebrations
- Staff spirituality day focussed on The Spirituality of Mary MacKillop.

Living out our Vision and Mission

St Joseph's Denman's vision - 'A community inspired by Christ, striving for excellence'. is realised through the 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 to justice, peace and ecological conversion. Regular student experiences with Mini Vinnies, Mission fundraisers, Social justice leadership group as well as Environmental group, ensures students 'walk the talk' of Gospel living.

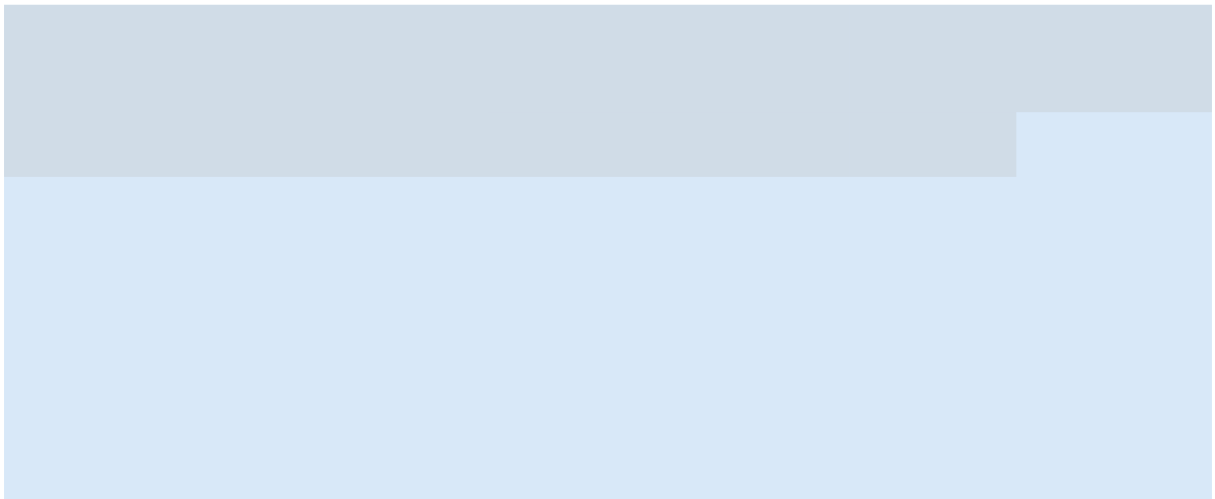
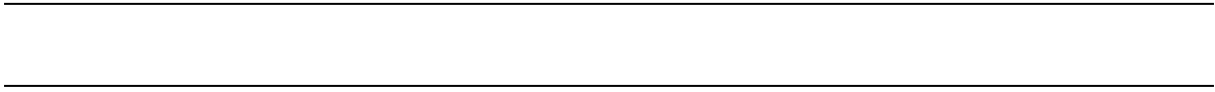
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Curriculum, Learning and Teaching

Regular review of established 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.

At St Joseph's Primary School, we recognise the uniqueness of each individual and the importance of lifelong growth in their relationship with Christ. 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 in accordance with the principles of 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 support these additional needs. There is ongoing effective communication between all stakeholders and preparation of individual plans for students who meet the criteria for inclusion in the Nationally Consistent Collection of Data (NCCD).



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 2022, 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 2022 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 goal-setting meetings between parents, students, and teachers. At designated times throughout the year, these meetings were held which formulated learning goals for each child and

process and assists in the building of great respect for the role each has in the education of our students.

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

for every

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

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.

Overwhelmingly, 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. Some parents feel that they would like more funds spent on improving the playground. Some feel communication could improve.

Many parents have expressed how blessed they feel to have a school of such a high standard in this small regional town. The Parents and Friends Association at the school has expressed their satisfaction with the degree of parent voice encouraged by the school. They feel they 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

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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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,460,485
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$428,696
Fees and Private Income ⁴	\$142,130
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$43,959
Total Income	\$2,075,270

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$13,696
Salaries and Related Expenses ⁷	\$1,630,559
Non-Salary Expenses ⁸	\$393,382
Total Expenditure	\$2,037,637

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.

