

2022

St Joseph's PS

About this report

St >cgYd\lg' PS (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 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

Welcome to the St Joseph's Dungog Annual Report for 2022. St Joseph's is a school built on the traditions of the founders, the sisters of St Joseph. The school motto is embraced in the Christian values we aspire to in the life

Primary classes also worked with our local Land council to conduct plant identification and creek water testing at the Dungog Common in Term 2 with Indigenous elders and officers from the local Land Services Department.

Our Kindergarten and Year 1 classes attended an art excursion to the Maitland Regional Art Gallery in Term 1, Year 6 attended an overnight Josephite experience at MacKillop Place in North Sydney and Years 2 to 5 explored the natural environment at Blackbutt Reserve. In late November Years 5 and 6 went on a 3-day excursion exploring the Bushy Capital, highlights which included meeting and chatting with the Governor General David Hurley at Government House and watching the Prime Minister and his cabinet in session at Parliament House.

A continuing priority in 2022 (3 years into our 3-year SIP focus) was to improve the quality of teaching and student learning in writing - with a particular focus on Agreed Practices, Learning Intentions, co-constructed Success criteria and descriptive feedback for students. Staff embraced the opportunity to attend PD to develop their skills and transfer knowledge to the classroom setting. Teachers participated in Spelling for Life Professional development and attended the launching of the new K-2 English syllabus. Three new staff also attended Sheena 7 Ua Yfcbllg professional development on Developing an effective writing programme.

I would like to thank all involved in the St Joseph's community in 2022 and look forward to the 2023 school year with it's promise of a return to a more normal school life.

Parent Body Message

The school population again increased in 2022 which allowed the school to move towards more individual classes. In 2022 we moved to a PEG (Parent Engagement Group) model allowing all parents to have school involvement at their level of interest. A parent volunteer continued to operate the Uniform shop. This continues to be very helpful to the whole school community. The guidance and input from the CSO Parent liaison explained the process to the remaining P & F executive and then the whole school community for the move from a P & F to a PEG model. A parent vote was taken to decide whether to move to the PEG model. The results recorded in favour of the move. Our meetings during the year were consistently attended by a handful of parents keen to support the school and learn about the educational focus and strategies used at school. The options for continued parent engagement were co-ordinating the Mother's Day breakfast, discussing and voting on new sports uniforms and releasing funds for resource purchases for the school including new laptops, maths equipment and Spiros for science and technology. An end of year fundraiser also profited in over \$2000 to go towards new play equipment to be purchased in 2023. We were kept informed of school happenings by the monthly report tabled at the PEG meeting and then pushed out in COMPASS with the minutes of the PEG meeting. For non-PEG related information, we were kept informed through the fortnightly Parent Journal and the school newspaper. We were also very glad to have many opportunities to engage with our

children at school through open classroom opportunities, morning teas, book parade, sporting events, class liturgies and masses and Sunday Parish masses. Our school canteen was also open again and volunteers assisted with the preparation of lunches and the sale of ice-blocks at lunchtime.

Student Body Message

In 2022 we started to go back to normal school. We had four new teachers at the school and lots of events planned. '6i h COVID was still around, and we were stopped from having visitors at school for a while. We had RAT tests to use but only if we were sick.

When things got back to normal, we had fun excursions ~~to~~ go to, even Canberra for Years 5 and 6.

The whole school went by bus to Riverwood Downs for an Aboriginal culture

School Features

History of the school

The St Joseph's school has been in existence for over 130 years. 'H\Y' sisters of St Joseph (four in total) arrived in Lochinvar in 1883 from Bathurst where they were founded in 1875. Within the next few years, the sisters had established convents throughout the whole Diocese including Dungog in 1888. 'C b' Saturday 24 November of that year, four Sisters of the Order of St Joseph's arrived in Dungog. '7U\c`]W'schooling commenced here just two days later. '7U\c`]W'schooling has continued for 130 years since these founding Sisters began all those years ago. 'G]bW' its foundation in the 1880's , the St Joseph's School has grown at a steady pace. '5XX]hcbg' and renovations to the present site were made in 1913, 1923, 1952, 1976 and more recently major renovations were completed in 2007/8 and in 2010. In 2020 further renovations and remodelling occurred. 'H\Y' Sisters of St Joseph concluded their teaching presence in the school at the conclusion of the 1986 school year. ' <ck Yj Yf' the school maintains close links with the Sisters and with the traditions that were woven into the very fabric of the school for all those years. ' <]gfcf]W' memorabilia, artistic presentations and photographs are on display in both the school and in the adjacent St Mary's Parish Hall.

Student Profile

Student Enrolment

The School caters for students in Years K Ë 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
67	66	1	133

* Language Background Other than English

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	15
Number of full time teaching staff	6
Number of part time teaching staff	5
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 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 Dungog undertook a wide variety of Professional Learning throughout 2022.

Albeit many aspects were necessity driven due to the COVID-19 impact.

Some of the Professional Learning focussed on whole-school activity, whereas other P.D was more stage based. In addition, particular staff members also focussed on areas of specific interest in order to support the particular needs of the school.

Staff attended the following:

- ; Theology of The Child RE (Ryan Gato)
- ; Karunpa Aboriginal Spirituality (Aunty Louise Campbell and Craig Duncan)
- ; Professional Development in K-2 and 3-6 English Syllabus
- ; Successful Foundations (Kim Moroney)
- ; PBL update (Craig Moore)
- ; 9a Yf[YbVn7 UfY '7 DF 'HfU]b]b['fF cnu' @ZYŁ
- ; Clarity PD (school delivered) ongoing through the year
- ; Office of Safeguarding Inservice online
- ; Beginning Teacher, Assistant Principal and REC assembly days

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

Parish Priest Father Andrew Doohan moved to the Parish in July. There will be a change in process for Sacraments due to be finalised early 2023.

The school acknowledges the importance of Religious and faith development programmes for both staff and

packaging, caring for our outside environment by planting and weeding in our gardens and using water sparingly.

The opportunity for external Debating and Public Speaking competitions across our All Saints Cluster were not available in 2022. 'C' students were still involved in Public Speaking challenges in their own classrooms with class presentations demanding an oral component. 'H' challenged students with support and showed great

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. This test provides a measure of the general literacy 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.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	63%	52%	19%	12%
	Reading	38%	54%	13%	11%
	Writing	53%	50%	0%	7%
	Spelling	50%			

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

In 2022 a variety of initiatives took place to promote both respect and responsibility within the school community. 'GYb]cf' students led the PBL (Positive Behaviours for Learning) focus input at school assemblies each week.

The four domains for Positive Behaviour at ~~St~~ Joseph are: St St

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to set a positive example to their Kinder friend in the way of school uniform, behaviour, attendance and attitude to learning.

In Term 2 all primary classes took part in a modified version of F.R.O.G.S (an emotional and social intervention program developed by the Newcastle University). In Term 4 our K,1, and 2 students looked at the You Can Do It lessons for resilience and acceptance. The full You Can Do It program will be incorporated across all classes in 2023.

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:

- i Catholic Culture and Mission
- i 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

Key improvement items in Religious Education in 2022 included the development of a more consistent approach across the board in the programming of Religious Education. A particular focus was to develop capacity in the differentiation of the RE program. Staff were provided with opportunities to review work samples together to review strategies that were implemented to differentiate activities to cater for the specific needs of the students. In addition Professional Learning for staff was

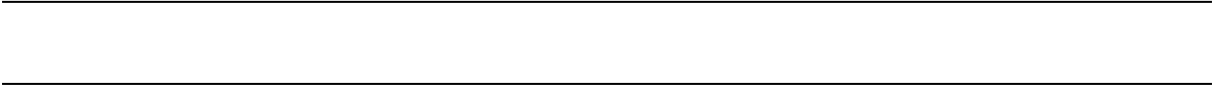
writing practice and effectiveness with a view to implementing appropriate changes to classroom teaching practice and assessment to best enhance, develop and highlight the ability levels of our students from 2023 on.

To support our SIP focus of writing all teachers attended the "7 Steps to writing" workshop held in Term 2. This workshop is designed to give teachers the tools to assist students to gain confidence in each building block of writing, and then they pull it all together to become creative and engaging writers.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the

opportunity to dress up for Book Week (as a word!) and have student voice in Student Parliament and through the



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