
About this report

St Joseph's 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

St Joseph's provides a quality Catholic education in a caring learning environment. At the heart of the school is the charism of the Sisters of Mercy. The school's PBL draws from the "Mercy Values".

St Joseph's has an incredibly strong sense of community. The community is generous of its time, spirit and money. Parents attend a variety

The 2022 topics included *Understanding the new reports; Managing anxiety in children* and *Managing children's access to social media*. The Parent Engagement Group ran a successful Mother's Day and Father's Day stall online via QKR. The Parent Engagement Group also organised a successful Mango Fundraiser and a Cookie Fund Raiser.

The school is grateful for the work done by this dedicated group of parents.

Student Body Message

The student leaders of 2022 were excited to be leaders and provided wonderful student leadership at the school. They demonstrated their leadership and school spirit in a variety of ways.

All the Year 6 students participated in supporting the new Kindergarten students as "Buddies" to help settle them into school life and routines. The annual School Swimming Carnival was again limited to competent swimmers due to the Covid 19 restrictions. In addition, the covid 19 restrictions did not allow colour house cheering and sitting in teams. The annual Athletics Carnival was a great day. The colour house leaders led their teams from a distance as they could not cheer or seat in colour houses. Stage 3 participated in a Leadership Role in "Mercy Value" groups including The Enviro Warriors, Kids Care, Games Gurus and the Gotcha Group. The leaders attended the Catholic Missions Mass and Catholic Schools Week Mass, Anzac Day Ceremony and Remembrance Day Ceremony. The leaders led the school in the Anzac Day March at East Maitland and Morpeth.

The Leaders led the weekly assemblies and provided insights into living out the Mercy Value focuses and wish students happy birthday. The student leaders were commended for the wonderful way they demonstrated leadership during a most difficult year.

School Features

St Joseph's provides a quality Catholic education in a caring learning environment

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
211	229	41	440

* 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	47
Number of full time teaching staff	16
Number of part time teaching staff	14
Number of non-teaching staff	17

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

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Summary of professional learning at this school

The Professional Learning in 2022 was delivered in a systematic and planned way at *staff meetings* and *pupil free days*. All staff participated in *Professional Learning Team Meetings* where learning was analysed, and plans made to support student growth once a fortnight. Twice a term all staff participated in *case study meetings*, analysing particular students learning styles, engagement and growth, developing a plan to better cater for the learning of the student.

Two staff members completed their graduate certificate in Theology and two early career teachers became accredited to teach. Three early years teachers attended Professional Learning in Behavioural Management, Child Protection, Wellbeing and Differentiation organised by the Catholic

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 a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a

We continue to place a big emphasis on our Mission and Vision Statement which is displayed in staff and office areas; on school websites, newsletters and in school communications. The school foyer and all classrooms have sacred spaces that reflect the church seasons. As part of the Chisholm Region, a roster has been developed so that each school is allocated a monthly mass, liturgy or priest visit for their students to attend. During 2022, we returned to a more regular way of presenting and attending school liturgies, which allowed us to reconnect more regularly with the parish and community by utilising the outdoor COLA space for liturgies. During Term 1 we had the opportunity to celebrate some important liturgies such as: an Opening school liturgy to welcome new students and families and to induct our school leaders; Ash Wednesday Liturgies were held in each classroom and the students participated in a liturgy re-enacting the events of Holy Week. When we returned to school in Term 2, we celebrated an Easter liturgy, Mother's Day and Catholic Schools Week in the outdoor COLA are. In Term 3 we celebrated as a community for Grandparents' Day

the following year. In 2022 the Religious Education Test was held in term 3 and we received valuable feedback on this test at the end of the year.

The Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service continue to be taught in classrooms, are reinforced at school assembly time and in the weekly Christian Values Awards. The school supports Caritas and Catholic Missions with events to raise awareness and funds for these organisations. Our school also recognises Indigenous Australians and cultural events during Reconciliation Week & NAIDOC Week, Harmony Day, ANZAC Day and Remembrance Day

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the

Japanese/Mandarin, PE, and Music were taught by specialist teachers.

The Annual School Improvement Plan is developed in response to data analysis and identification of learning needs of the students. The School Improvement drives the Professional Learning and the development of whole school approach to evidence-based pedagogy and professional practice.

During 2022, all Professional Practice and Development Goals were linked to the school improvement plan and focused on developing evidence-based pedagogy across the whole school in the teaching of Mathematics, introducing the big ideas and launch, explore, summarise pedagogy.

The whole school focused on developing anchor charts to support students understanding of the Learning Intentions, Success Criteria and to provide increased feedback to support learning.

As part of the whole school approach to lifting the performance of students all teachers met each fortnight as a stage at Professional Learning Team meetings to focus on data analysis to tiering learning and develop differentiated specific and targeted learning programs.

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. 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.

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	59%	52%	5%	12%
	Reading	68%	54%	7%	11%
	Writing	76%	50%	2%	7%
	Spelling	63%	48%	10%	15%
	Numeracy	49%	34%	10%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	39%	31%	17%	14%
	Reading	43%	39%	14%	11%
	Writing	26%	25%	12%	18%
	Spelling	38%	37%	17%	14%
	Numeracy	25%	25%	16%	16%

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 the Pastoral Care and Discipline Policy and Positive Behaviour Learning Plan reflects the teachings of the Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service. The values are taught over the year in classrooms and reinforced at school assemblies and in the weekly Christian Values Awards.

The Stage 3 students participate in leadership groups that promote service and social justice. The teams are Kids Care, Enviro Warriors, Games Gurus and Gotcha Gang. The Enviro Warriors attended an Environmental Forum organised by Maitland Council, they organised a variety of environment initiatives including a recycling program and gardening. The Games Gurus planned and organised a variety of activities during well-being week each term. The Gotcha Gang support and organise the school's PBL program. In 2021 the Kid's Care Team organised fundraising activities to support children's brain cancer.

Each year, the school supports Caritas, Catholic Missions and St Vincent de Paul Society with events organised and promoted by the Mini-Vinnies Team. To raise awareness and funds to support these organisations, students participated in Project Compassion, Socktober, St Vincent de Paul Winter sleep-out, and Annual Christmas Appeal.

Liturgies and activities are held to recognise Indigenous Australians during Reconciliation Week and NAIDOC Week. ANZAC Day and Remembrance Day are observed at a school prayer service.

School Improvement

The School implements the system's review cycle of improvement

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By the end of 2022, staff demonstrated an understanding of the Global competencies linked to deep learning. This was evaluated using the teacher assessment tool.

By the end of 2024, 60% of students will 'reach developing' in each dimension of the 6 C's of Deep Learning.

Priority Key Improvements for Next Year

School Priorities &&'`

DOMAIN 1: Catholic Identity and Catholic 7i ff]W`i a`

For all leaders and staff to grow in their preparedness, confidence, and capacity to share in God's mission leading to full active participation in the Catholic life of the school.

Mission and >i gh]W`

Unpacking the *See Judge and Act Framework* with staff and students; Review and deepen the implementation of the School's Social Justice framework and timeline; Unpack the language of *Social Justice & Servant Leadership*, *Catholic Social Teaching* and *See, Judge, Act* in student leadership.

Smart Goal:

By the end

social justice. The Enviro Warriors take on Environmental initiatives including recycling and sustainability. The Kids Care Group organised meals for families within our school community who need support. Mini Vinnies are engaged in fundraising opportunities including school sleepout, project compassion and the Christmas Appeal. The Games Gurus run fun activities during wellbeing week and the school fun run. The Wellbeing group support wellbeing week at school and are involved in the school's GOTCHA School Mercy Values award system.

Students in Years 4-6, participated in the "Tell Them From Me" survey in September 2022. 172 students completed this survey. The survey measured Social-emotional outcomes. Areas of growth from 2021 included student participation in sport and extra-curricular activities. Student interest and motivation in learning averaged at 55% compared to the norm of 75% whereas, student effort in learning was high at 84%. A shift in pedagogies in 2023, where deep learning is a focus for St Joseph's, is aiming to foster intrinsically curious students who are determined to do well and will mentally

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	\$3,845,736
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,033,946
Fees and Private Income ⁴	\$1,059,800
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$325,094
Total Income	\$6,264,576

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$117,625
Salaries and Related Expenses ⁷	\$4,244,052
Non-Salary Expenses ⁸	\$1,574,881
Total Expenditure	\$5,936,558

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
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