

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

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## Message from key groups in our community

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### Principal's Message

2022 was a positive year for learning and our school community at St. Joseph's Gloucester.

St. Joseph's Gloucester is dedicated to the education of each student and believe that all students can learn to reach their

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## School Features

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St Joseph's Primary School Gloucester is a Parish school and has a proud history built on the tradition of the school's founders, the Sisters of St Joseph. The school was first opened in 1919 and classes were held in

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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
19	15	0	34

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all sG0 0.75 7475 351.18 514.67 Tf0.75 0 0 0.7BT/F3 14.67 T0.75 0 0


## 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 attendance.

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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	10
Number of full time teaching staff	4
Number of part time teaching staff	1
Number of non-teaching staff	5

### 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 w5a3o.11 291.55 Tm[teachers )]JETBT/F3 138ished tea

## Summary of professional learning at this school

Throughout the year our school's professional learning has centred around improving outcomes in a number of areas including numeracy

Our staff have also received professional learning around Number Talks and Mathematics. Throughout our weekly professional learning team meetings our teachers have begun analysing student data to plan for future learning and to measure levels of growth. Staff now collaborate as a team to determine how they can provide at each students' point of need throughout the school

Staff development days for 2022 included:

The Spirituality of Mary Mackillop 6/05/22 - Exploring Spirituality of Mary Mackillop

Learning for Justice Gathering - 1/07/22 Building culturally sensitive educational environments in Manning Catholic schools.

Resource Planning Day - 12th



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## Catholic Identity and Mission

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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,

God who is with us. We recognise the Eucharist as our source and summit and aspire to continue to celebrate this in the context of the universal Catholic Church.

### Spiritual Formation

St Joseph's School has a strong Mini Vinnies Team coordinated by our Pastoral Care Worker. The Mini Vinnies Team frequently involves themselves in Servant Leadership activities and 2021 was another very successful year. Activities included:

Pancake Day to support families in need within our school and Caritas  
Catholic Mission Fund Raising Activities

### Religious Education and Curriculum

All teachers follow the Scope and Sequence of the Maitland-Newcastle Diocesan Religion Curriculum. Religious Education is a formal subject given high priority in our delivery of curriculum outcomes and is taught for thirty minutes per day in each classroom. Year 6 students completed the Diocesan Religious Literacy Test.

The Pastoral Care Policy forms the basis for teacher and student wellbeing. The values that we encourage and promote include respect, responsibility, honesty and learning. These values encourage students to do their best, treat others fairly, be responsible

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## Curriculum, Learning and Teaching

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## 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 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	100%	52%	0%	12%
	Reading	100%	54%	0%	11%
	Writing	0%	50%	0%	7%
	Spelling	50%	48%	0%	15%
	Numeracy	50%	34%	0%	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	50%	31%	0%	14%
	Reading	100%	39%	0%	11%
	Writing	0%	25%	0%	18%
	Spelling	25%	37%	0%	14%
	Numeracy	25%	25%	0%	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

St \_\_\_\_\_ acknowledges the traditional owners of the land that the School and Church are built upon, at morning assembly and school community gatherings. Student leaders involve themselves in the day to day running of the school, leading assembly and prayer. St \_\_\_\_\_ has a very successful peer/buddy support program involving all students K-6. Stage 3 Students are involved in Mini Vinnies, displaying servant leadership in the school, Parish and wider community. The school supports Caritas and Catholic Missions. Supported by parents and carers, children wear their ~~school~~ uniform with

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## School Improvement

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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

Focus on Mathematics

PLT's focussed on Mathematics.

Collaborative analysis of PAT and NAPLAN analysis to build teacher capacity.

Case Management Meetings to support student

Over 80% student achieved growth in

### Priority Key Improvements for Next Year

Focus on Mathematics.

Collaborative analysis of data collected during PAT and NAPLAN.

Develop teaching and learning strategies based on the learning progressions to promote student growth in Number Comprehension.

Create Learning Intentions and Success Criteria aligned to the Learning Progressions in Mathematics K-6.







