

2022



St Joseph's Primary School

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## About this report

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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

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## Message from key groups in our community

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### Principal's Message

I am so proud of the achievements of the school in 2022. The staff certainly lived out our Mission Statement of "Doing whatever it takes to serve our learners".

Our key foci in 2022 was the continuation of our 2021 work in the following areas:

- Student learning – specifically reading.
- Catholic Identity.
- Student wellbeing and Parent partnerships.

We emerged in 2022 from the shadow of the pandemic which had hampered the opportunities for extra curricula student activities, professional learning of staff5 225.87 487.56 Tm(student )

7. Focussed professional learning at staff meetings and Professional Learning Community meetings – Our staff meetings are committed to providing continuous learning and improvement.
8. In school meetings – collaborative assessment of student work – the teachers meet weekly to discuss their practice and the students learning.
9. Book rooms of levelled books and multi-modal resources – the creation of a staff resource room.
10. Allocation of system and school budgets – an increase of spending on student resources such as technology and staff professional development.
11. Collaborative inquiry; A Whole system, school, classroom approach – we are aligned with the systems requirements and have a service to context mentality.
12. Parental and community approach – the creation of a Parent Engagement Group and the provision of opportunities for the learning between home and school to be nurtured.
13. Cross curricula literacy connections – the critical work we are doing in the “Science of Reading” is allowing students to access their learning in all Key Learning Areas.
14. Shared responsibility and accountability – as described in parameter 1, we are heading in the same direction for the same cause, We win together and we strive to be better together.

### Parent Body Message

In 2022 we formed a Parent Engagement Group (PEG).

This new concept of parent engagement led us away from the traditional parent association format with a focus on the fund-raising aspect of the group. Instead we now have a focus on parents engaging in the learning process of the school and how we as parents can become more involved in our children’s academic and social development.

We worked with the Principal in 2022 and have identified four dimensions that we would like to operate under and within these create further opportunities for parent/ school relationships.

These four dimensions are:

1. Communicating between home and school to build parent involvement.
2. Connecting learning at home and at school to support 424.64 216.78 Tm[school ]JJETBT/F3TJETBd90

Our work, while already achieving positive outcomes for our families will never be complete as we adopt the school's motto of "Continuous Improvement for Continuous

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The school has a proud tradition of participation and success in cultural and academic programs within the local and broader community. These include competitions such as debating, spelling, mathematics, public speaking, rugby league and union, netball, soccer, and hockey. It has been a wonderful thrill for all community members to return to this success in 2022 after the interruption caused by the pandemic in 2021.

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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
125	141	39	266

\* 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:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2022 was 85.22%. Attendance rates disaggregated by Year group are shown



## 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 an issue and for whom the School's strategies have failed to restore regular 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	37
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	15

### 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

The staff development or Professional Learning at St Joseph's has been aligned with our system and school strategic plans. Due to this alignment, the learning opportunit.p

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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

challenges of poverty and illness, as well as recognising and supporting the efforts of our SES volunteers and our local nurses.

Our school gathers and prays together every morning and each class offers prayers before each meal. Staff gather for prayer and breakfast each Thursday morning. Each class is given a particular Liturgy to coordinate at some point through the year and parents and the parish community are invited to share with us in these celebrations.

Our Year six leaders and social justice groups are heavily involved with Catholic Care initiatives including the community kitchen.

We have weekly and annual perpetual awards presented to students for demonstrating the virtues of St Mary of the Cross and demonstrating the qualities outlined in our Mission.

The school is lucky to have great support from Father Kevin and the local parish community which is enjoyed immensely by the school community.









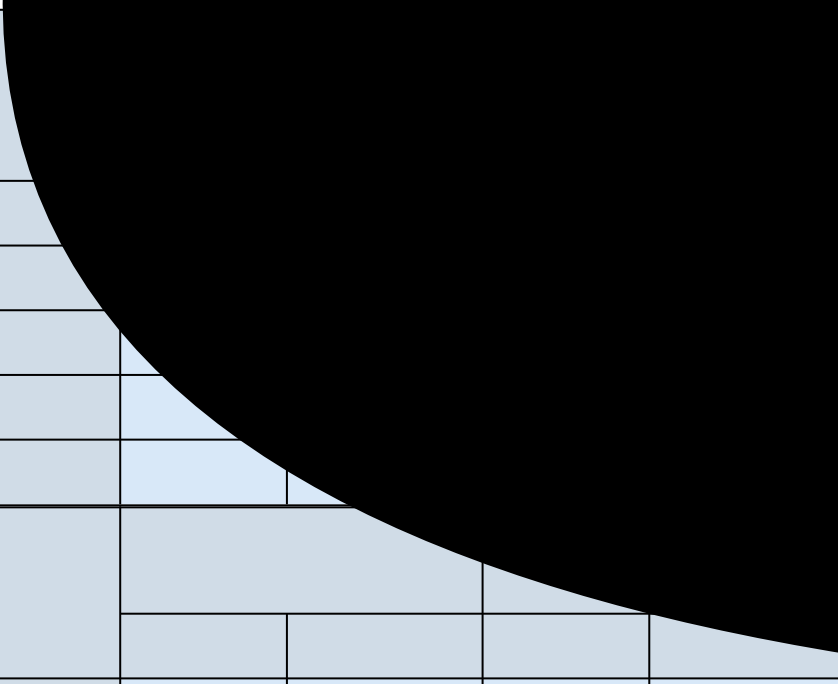
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## Student Performance in Tests and Examinations

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### 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



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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which

PBL brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When PBL is implemented well as it is at St Joseph's, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- reduced inappropriate behaviour
- increased time focused on instruction
- improved social-emotional wellbeing
- positive and respectful relationships among students and staff
- support for teachers to teach, model and respond effectively to student need
- a predictable learning environment where staff and students know what is expected to deliver
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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

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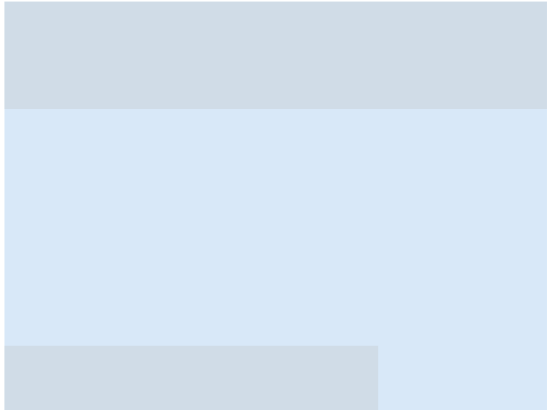
- a greater awareness of each other and our likes, dislikes, and our vulnerabilities. We got to know each other better, and like each other and ourselves better.
- a keen sense of taking advantage of our opportunities. For many students, taking things for granted was no longer an issue. When their world opened up again they



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Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,697,747
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,101,829
Fees and Private Income <sup>4</sup>	\$364,559
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$100,185
Total Income	\$5,264,320



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