

2023

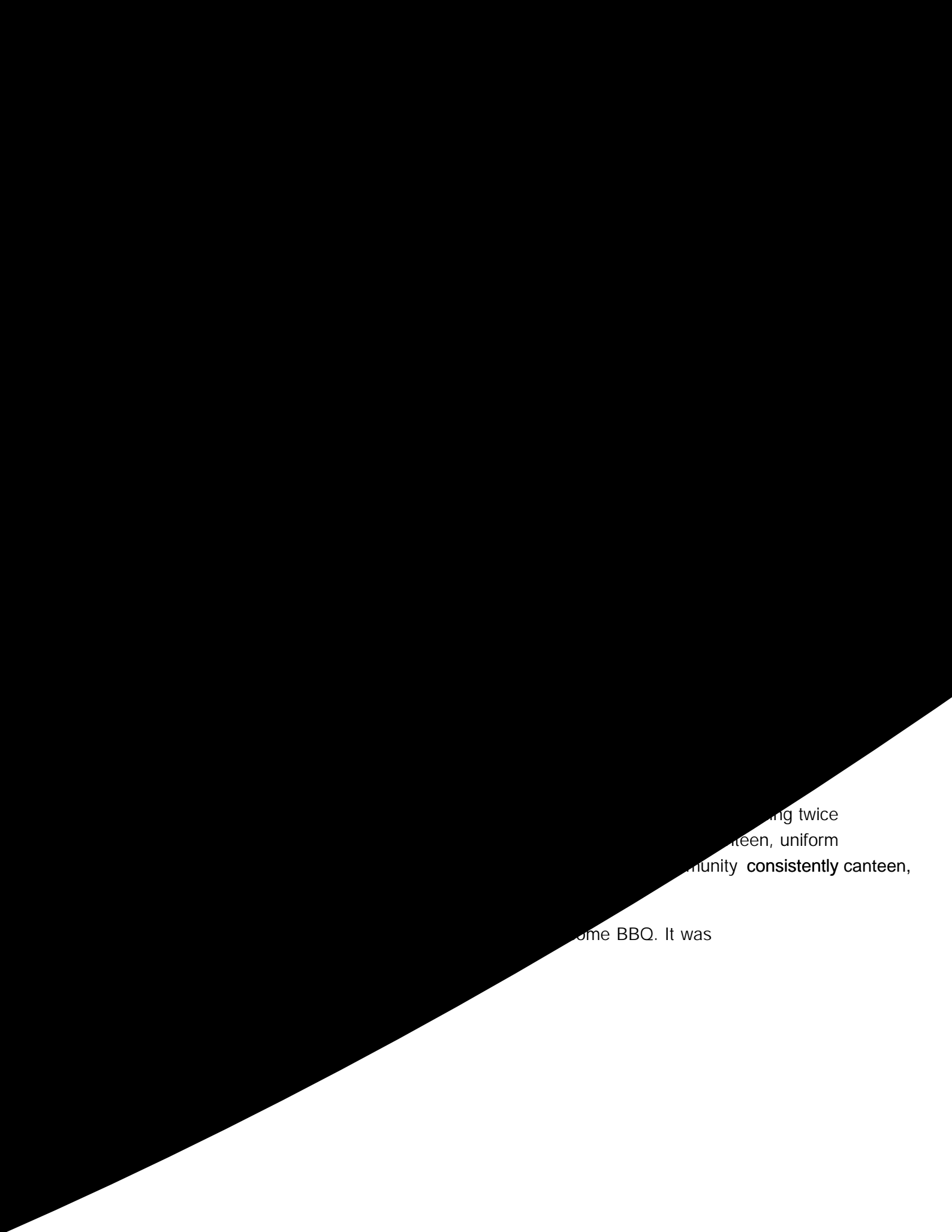
St. Joseph's Primary School
Charlestown



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About this report

St >cgYd\lg' Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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



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The annual Easter raffle, Mother's Day and Father's Day initiatives were again coordinated by our P&F and each proved to be a great *WVgg*"

Thanks to the donation of \$5000 from the P&F we were able to see the creation of the Native Bush Tucker Garden come to fruition. The opening ceremony was held in September and well attended by parents and special guests from our local Awabakal community and Catholic Schools Office. The garden and yarning circle are now a special place of

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 2023: Additional information can be

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Summary of professional learning at this school

At St. Joseph's, our staff are deeply committed to ongoing, relevant, and evidence-based professional learning opportunities aimed at enhancing their capacity to deliver high-quality teaching and learning programs for a diverse range of student groups. Throughout 2023, our staff engaged in a variety of professional development initiatives to enrich their knowledge and skills.

One significant initiative was our continued focus in the Leading Learning Collaborative framework, a Diocesan initiative featuring Lyn Sharratt and her work on 'Clarity - What Matters Most in Learning, Teaching, and Leading'. This involved a focused exploration of the 14 Parameters, Case Management, Effective Feedback, and Quality Assessment, fostering a whole-school approach to professional growth and development. Our 2023 NAPLAN results reflected growth in our collaborative Inquiry centred on k f]b["

Additionally, staff delved into Staff Formation sessions at the beginning of

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

ontext • From and for excellence in learning

- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic Education Office Diocesan Vision Statement, 2016)

In consultation with the RE team in 2023, it was decided to rebuild our faith life as our SIP focus as Covid had a significant impact on parish

Sullivan and Michael McDowell, also supported our growing pedagogical knowledge in this

Collaborative assessment of student assessment data for place value during PLTS and Case management meetings are central to our development of a whole school tracking model, and both staff and student capacity to identify appropriate learning goals and instructional

Through PMs working directly with staff, support was able to



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Pastoral Care and Student Wellbeing

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.

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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 staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy

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 2023, St. Joseph's Charlestown remained dedicated to the implementation of our Positive Behaviours for Learning (PBL) policy and procedures, a framework that emphasizes modelling, promoting, and rewarding positive behaviors while maintaining consistent structures for addressing negative behaviors. Aligned with our school values, our PBL approach focused on explicitly teaching and acknowledging focus positive behaviors throughout the year, showcasing our commitment to fostering a supportive and nurturing school environment.

The presence of a pastoral care worker at St. Joseph's played a pivotal role in enhancing the well-being of many students and strengthening the connection between our school and homes. Our school prioritised regular communication with families going through hardship. The welcoming presence of the pastoral care worker and our school principal at the school gate each day helped alleviate some children's anxieties, a practice that was warmly received by our school community. We also had a strong focus on encouraging attendance and following up any attendance issues.

Additionally, within the classroom, resources from programs like Bounce Back, which promotes social and emotional learning, and Zones of Regulation were again utilised to assist in teaching positive expectations and fostering a consistent approach to helping students identify and access strategies for self-regulation. Again in 2023, a record number of students reached PBL milestones known as 'Joeys', with 9 students awarded St. Joseph's PBL medals, marking significant progress and achievement.

At St. Joseph's, we prioritise the safety and well-being of all our students. We regularly engage students in discussions about bullying, emphasising the difference between conflict and bullying, and actively implement our Anti-Bullying policy across all staff members. Each year, we participate in the National Day of Action Against Bullying, combining it with Harmony

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

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and continued to grow our learning culture at St >cgYd\lg' to one that encompasses trust and a willingness to shift practice. This has taken time but is fundamental to what we have achieved and what we have planned. Developing deep collaboration certainly requires trust and trusting relationships, and we continue our commitment to the goal of increasing teacher efficacy. Our Professional learning around **Co-teaching** was based on the NSW Department of Education Co-Teaching Handbook. Our staff delved into each of the 6 **strategies** and in each classroom unit they selected one strategy to co-plan, co-teach, co-reflect, and debrief. **This** involved filmed lessons and filmed reflections, which were then shared in Professional Learning a YHb[g"

Priority Key Improvements for Next Year

We are planning to provide further professional learning, modelling, and opportunities as our next steps in 2024. Similarly, we also want to fine tune our agreed practices around numeracy instructional sequences and provide staff to build their collective teacher efficacy as they respond to the impact of resources **and** pedagogical practices **for** place value instruction. As a learning community, St >cgYd\lg' not only acknowledges the large effect size of collective teacher efficacy but also that learning together results

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

Consultation with parents, students, and teachers is highly valued and actively sought at St. Joseph's. Their feedback plays a crucial role in shaping our plans and achieving improved outcomes for students. Throughout the year, we utilise various methods to gather information about the satisfaction levels of parents, students, and teachers.

In 2023, we introduced our inaugural Writing Fair, which celebrated student growth in writing and provided a platform to showcase student work. This event attracted a significant number of families, fostering a sense of community and celebration.

We maintained a

is a source of joy for them, and they take pleasure in showcasing our school to visitors, who often remark on the cheerful, friendly, and inclusive atmosphere created by our students.

Students articulate that they feel safe, connected, and supported within our school community. They actively engage in their learning and benefit from a wide range of sporting and cultural opportunities available to them throughout the school year. This positive environment fosters their growth and development, both academically and personally, ensuring that they thrive during their time at St. Joseph's.

Teacher satisfaction

St. Joseph's is fortunate to have a team of highly professional and skilled teaching staff who continuously demonstrate unwavering commitment to their vocation. Collaborating seamlessly, they strive to achieve positive outcomes for every student, ensuring that the learning environment caters to the individual needs of each learner. Engaging in a diverse range of professional learning opportunities throughout the year, staff eagerly share their newfound knowledge to benefit all students. Their involvement in extracurricular events is notable, and they are frequently sought after for input and feedback to enhance school practices.

The 2023 Staff Engagement survey revealed 100% staff satisfaction across several crucial areas, including staff collaboration, fostering a positive learning culture, and utilizing data to inform impactful teaching strategies. Staff members affirmed the school's commitment to inclusivity, acknowledging its dedication to meeting the diverse needs of our students. Identified as an area for improvement by staff, technology integration is eagerly anticipated, with the forthcoming introduction of new laptops.

The dedication and professionalism of St. Joseph's staff are deeply respected by the school community. Their tireless efforts in developing positive relationships not only enhance their professional lives but also enrich the personal lives of those they interact with. It is their unwavering commitment to excellence that sets the standard for our school and contributes significantly to its vibrant and supportive atmosphere.



Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,448,902
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$932,700
Fees and Private Income ⁴	\$698,855
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