

2023

St Joseph's PS

## About this report

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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 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.



safe night time travel and improved \YU\łž Many of our parents joined with the students to construct the lights in an afternoon.

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.

In March Years 5 and 6 went on a 2-day excursion exploring the mid north coast and Port Macquarie region staying at Bonny Hills. <][ \ ][ \hg included visiting and donating to the Koala hospital and learning first hand about the unique eco-system at Sea Acres Rainforest Centre. Our Kindergarten and Year 1 classes attended a history excursion to the Tocal House in November- learning about and experiencing the challenges and differences of life in the early days of white settlement in our local area. Stage 2 enjoyed a visit to the movies to celebrate the end of the school year.

A new priority in 2023 (1 year into our 3-year SIP focus) was to improve the quality of teaching and student learning in mathematics - with a particular

was also open again and volunteers assisted with the preparation of lunches and the sale of

## School Features

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### History of the school

St Joseph's school has been in existence for over 130 years. 'H\Y'sisters of St Joseph (four in total) arrived in

# 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
73	64	5	137

\* 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:

- ï Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- ï Establish a common, consistent approach in enrolment practices.
- ï 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






# Staffing Profile

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## Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	18
Number of full time teaching staff	8
Number of part time teaching staff	5
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 107
- | Provisional 69
- |
- |
- |

## Summary of professional learning at this school

In 2023 our staff were involved in a number of Staff Development opportunities.

The whole staff attended an overnight Formation retreat in Pokolbin exploring our school's Josephite charism- facilitated by members of the RE and Spirituality team from the CSO.

In Term 2 staff attended a staff development day focussing on effective mathematics practices led by the work of Professor Catherine Attard from the University of Western Sydney.

Term 3 whole staff professional learning focussed on the use of mathematics games in the classroom and developing a school wide response to incorporate maths games into our maths agreed practice.

Our Term 4 whole staff professional learning was online learning with the CSNSW units on the new mathematics curriculum and planning units of work for Term 4 in line with the new curriculum.

During the year members of the staff were also involved in directed professional development from Peter Sullivan in the area of approaches to mathematics delivery, Michael McDowell exploring Leading Expert Teaching 4 Expert Learning and working with Lynn Sharratt and our diocesan schools in exploring and refining effective pedagogical practice.

Members of staff were also involved in

## 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, 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 rigorous, creative and critical pursuit of truth

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

The Catholic Identity of St Joseph's has been promoted through a variety of prayerful and liturgical activities- with the recital of our School Prayer and School Vision Statement at the start of each week (also included in the Parent handbook) and with the praying of appropriate classroom prayers during the school day. In 2023 the school was able to celebrate the Opening School Mass with the whole school community. We were also able to gather and celebrate together for class/Parish masses, Holy Week, Easter, Sunday school/Parish Masses, Advent and Christmas. We finished the year with the end of Year Mass and passing of the light ritual for Year 6.

During 2023 the opportunity to forge strong links with the Parish were enhanced with open classroom opportunities, student attendance at Friday Mass, sharing of school newspaper with the Parish community and Parish Priest regular presence at school and staff functions. Many of the local parishioners are extended family members of our students and they were able to witness our liturgy and prayer times through attendance at and viewing images in our school newspaper and in our COMPASS feeds sent to our family groups.

In 2023 Sacramental Programs were reintroduced in an online format with our Parish Priest Father Andrew.

The school acknowledges the importance of Religious and faith development programmes for both staff and students. Fifty members of the St Joseph's staff participated in a Formation day in Term 1 exploring our Josephite traditions and charism.

The improvement agenda in 2023 continued with the incorporation of a common understanding of core KLA practices and the use of common strategies such as Learning Intentions, Success Criteria, Descriptive feedback and case management meetings. These common understandings provide teachers with the necessary scaffold to provide informed, differentiated and challenging teaching to learners who are better informed and able to articulate their understanding of learning.

## Curriculum, Learning and Teaching

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The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The school took part in a number of competitions beyond the school designed to extend and challenge all students involved. Quite a number of students took part in the Premier's Reading Challenge and senior students took part in Write a Book in a day. School based competitions such as science design challenges and e/F3 14.67 at

Religion. In 2023 we also continued with case management meetings as regular components of our staff meeting time with a set process for initial and follow up discussion.

## Student Performance in Tests and Examinations

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the 'general capability' 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The 'general capability' result exceeds expectations at the time of testing.
- Strong: The 'general capability' result meets challenging but reasonable expectations at the time of testing.
- Developing: The 'general capability' result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The 'general capability' result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St George's PS for 2023 is reported in the table below

		2023	
		Exceeding	Strong
Year	3		
	5		
	7		
	9		
	Total		

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	82%	64%
	Reading	88%	74%
	Writing	69%	66%
	Spelling	71%	69%
	Numeracy	94%	68%



## 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.

### 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.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## 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

All Year 6 students are also charged with the responsibility of a Kinder buddy. Their responsibility is to be a friendly and helpful contact at school to support their buddy with transition to school and the challenges it presents. The role also

# School Improvement

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### Priority Key Improvements for Next Year

A key focus for 2024 will be to continue to explore mathematical learning opportunities which focus on our students becoming competently numerate across all grades working within the framework of the current mathematics syllabus requirements.

This will include continuing to co-construct success criteria with students around the identified learning intention, develop individual student learning goals, continue with directed feedback and incorporating assessment opportunities to highlight student achievement and the next steps to build on current understandings.

## Community Satisfaction

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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

The school received a great deal of positive feedback during the year from the parent body of the school. This feedback took the form of verbal comments and conversations, written notes of thanks and parent opinions expressed in our 2023 External review interviews and 2023 Annual School visit observations also parent survey and the Tell Them From Me Survey conducted in 2022.(TTFM).

The survey results indicated that students were supported, well looked after and challenged with differentiated learning opportunities. Parents and carers also appreciated the high expectations that were being set at the school and they saw the school as a safe, happy and inclusive learning environment for their children. They also indicated that parent/teacher communication was effective and two way.

Our Kindergarten intake for 2023 was 27 students, the largest Kindergarten intake ever for our school. Many new families to the area chose St Joseph's on the advice and recommendation of friends and acquaintances in the local community. Our expected intake for 2024 is 24 students- again many new families impressed with the culture and educational opportunities offered. We keep the connections of home and school alive by sending videos of school happenings to parents via the COMPASS app. The school has also created a school newspaper which is sent out each odd Friday to share the class happenings and learnings of the week. This is also made available through the fortnightly parent Journal which is sent to each family electronically.

We also welcomed seven new families with older children during the 2023 school year. They cited our reputation as a major reason for choosing to enrol their children at our school.

### Student satisfaction

The students expressed their appreciation of the Pastoral Care and support offered to them at St Joseph's. This indicated they were thankful for the opportunities to take part in our open classroom opportunities, our sporting events and the involvement of qualified coaches, our excursions and incursions. Also popular are our special canteen lunches, tabloid



## 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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,593,976
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$458,744
Fees and Private Income <sup>4</sup>	\$304,920
Interest Subsidy Grants	\$8,573
Other Capital Income <sup>5</sup>	\$124,121
<b>Total Income</b>	<b>\$2,490,334</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$10,508
Salaries and Related Expenses <sup>7</sup>	\$1,898,828
Non-Salary Expenses <sup>8</sup>	\$565,926
<b>Total Expenditure</b>	<b>\$2,475,262</b>

### 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 expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.



END OF 2023 REPORT