

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Joseph's PS

57 King Street, EAST MAITLAND 2323

Principal: Marie Butel-Simoes

Web: <http://www.eastmaitland.catholic.edu.au>

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 School 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. The school provides a rich blend of old and new, with refurbished heritage listed buildings and modern refurbished facilities with beautiful playgrounds. At the heart of the school is the charism of the Sisters of Mercy. The school's *Positive Behaviour for Learning Program* draws from the "Mercy Values " of respect, integrity, compassion, courage, hospitality, service & justice. These values are explicitly taught across the school through out the year.

St Joseph's offers a variety of opportunities to develop students critical thinking skills, by nurturing their curiosity and their ability to solve complex problems. We have a strong focus on extending and catering for students who require gifted or enrichment support. Our Gifted and Enrichment Program supports the needs of the students, with an emphasis on academic rigor and challenging students to think critically. The school provides support and programs to cater for students with diverse learning needs and students who require additional help to develop reading skills.

St Joseph's provides child-centred, hands-on, play based experiences with intentional teaching to develop the early learning required for future academic success. Our inviting play spaces encourage our students to imaginatively explore, discover and problem solve.

Our school is focused on developing students who are able to respectfully communicate and collaborate, think critically and problem solve.

Digital technologies skills are part of the student's learning with a focus on STEM, coding and robotics. Our resources include a Maker space, 3D printers, Drones, Spheros, Edison robots, M Bot robots, B Bots and lego. We have a focus on developing the students digital skills required to master the intricacies of the digital world by providing access to a variety of online programs to support student learning and develop skills in a variety micro soft programs. We run a BYOD program from Year 4 to Year 6.

Developing future leaders that embrace social justice, respect, care for the environment and wellbeing is key to the school. Stage 3 students are encouraged to nominate for Student Leadership teams to assist with this development. These include: Enviro Warriors, Kids Care, Gotcha Gang, Tech Team leaders, the Games Gurus and Mini Vinnies.

Students in Year 1 to 6 participate in a rotation day once a fortnight, where students have a PE skill lesson, a library skills lesson, STEM lessons and a Mandarin or Spanish lesson. This day is enjoyed by all the students and during this time the teachers receive their RFF allocation.

We set high expectations for our students and encourage self-regulation. Our School Mantra is *Learning Together with care and respect.*

We pride ourselves on achieving strong academic success.

Parent Body Message

2021 was a difficult year. The P&F was unable to fill committee positions and the community with the support of Cath Garrett-Jones CSO Parent Liaison Officer, moved to the new Parent Engagement Group, PEG. Parents welcomed the opportunity to move to this model as a way of supporting the school and learning about school. Due to the Covid 19 restrictions and school closure and restrictions on face to face activities including P&F meetings, the new Parent Engagement Meetings did not fully commence. All meetings were held via zoom and parents have requested that the opportunity to continue this model be offered for all future meetings. The Parent Engagement Group ran a successful Mother's Day stall online via QKR and a limited Father's Day stall online which was cancelled due to Covid restrictions. The previous pre-covid annual events did not occur during 2021.

Student Body Message

The student leaders of 2021 were excited to be leaders and provided wonderful student leadership in difficult times due to Covid 19 restrictions and school closures. The Covid 19 restrictions made it difficult for the student leaders to demonstrate their leadership.

The weekly school assembly normally the responsibility of the leaders, again moved to an online platform. The student leaders led online whole school weekly assemblies and became experts at using the digital platform for meetings "*Teams*".

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 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. Sports leadership at this event was limited. Parents spectators were not allowed to attend.

The annual Athletics Carnival was a great day despite the covid restrictions. The colour house leaders led their teams from a distance as they could not cheer or seat in colour houses.

Lots of the students in Stage 3 nominated to participate in a Leadership Roles in a “Mercy Value” group to support the school. These groups include The Enviro Warriors, Kids Care, Games Gurus and the Gotcha Group. Unfortunately the Covid 19 restrictions many of the previous activities were limited. The Covid 19 restrictions impacted on student leadership and the leaders were not able to represent the school at many events. Fortunately the leaders were able to attend the Anzac day Ceremony but could not lead the school in the March as it was cancelled. Instead the wonderful leaders found new ways to run assemblies and wish students happy birthday. The Leaders developed new skills in videoing and online meetings eg zooming. They created videos wishing students in the school happy birthday and taught the others the Mercy Value focus of the week. The Leaders led the weekly assemblies using online platform teams and created Facebook feeds to help the other students understand the Mercy Value focuses.

Sadly, due the Covid 19 restrictions the Year 6 leaders were not able to lead the peer support program “Joey’s Squad” and the Mission Day Fete.

The student leaders were commended for the wonderful way they demonstrated leadership during a most difficult year.

School Features

St Joseph's Primary school offers a catholic education Kindergarten to Year 6 in a coeducational environment. St Joseph's School has existed as an entity in the local area for over one hundred years. Established by the Catholic Church, the school is part of the Maitland Newcastle Diocese system of schools. The school was founded by Father John Therry around 1830, the Sisters of Mercy commenced their work as the main educators from 1885.

At the heart of the school is the charism of the Sisters of Mercy who founded the school. The *Mercy Values* of respect, compassion, courage, hospitality, service and justice are an integral part of school life. These values underpin our Positive Behaviour for Learning Program - ***Learning Together with Care and Respect***. These are taught explicitly throughout the year on every grade.

In 2002 the school became a K-6 school following the amalgamation of the nearby St Vincent's and St Mary's Infants Schools. Extensive building works and site development were completed at that time. In 2011 the school was further refurbished using the funds provided through the BER program. In 2017 the school refurbished all the infants classrooms. In 2019 the school library was refurbished and Year 4 classrooms were refreshed with the addition of glass dividing doors and a break out space. In 2020 the school completed a Stage 3 classrooms refurbishment program and all classes received new furniture as they transitioned to the refurbished classrooms. In 2020 the Infants toilets were refurbished. In 2021 the school did major work on drainage, gardens and added water tanks. In addition, exciting new primary play equipment was installed for the primary students. In 2021 the school received a grant to place a shade cloth over the Year 2 play area. In 2021 with the assistance of the P&F funds, misting fans were added to the canteen area. Sound absorbing insulation was also added to the canteen area and over the Christmas break rubber soft fall was placed in the canteen area making this space a wonderful and inviting place for the students to learn and play.

The school is located in East Maitland, in the Hunter Valley, adjacent to the New England Highway. The school is part of the Chisholm Catholic Pastoral Region. Our cohort come from predominantly Catholic families who are seeking a Catholic Education. The students mainly come from the surrounding suburbs of East Maitland, Morpeth, Tenambit, Metford, Ashtonfield, Raworth, Louth Park, Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton. Students who live out of the school's zone are able to apply to attend St Joseph's with permission from their zoned school.

The school has 15 classes. The school is double streamed with 60 students in all grades. In Year 5 and 6 a composite class is offered in addition to the other two classes in each grade.

The school is supported by the Parent Engagement Group. This group organises a variety of community and fundraising events which is enjoyed by all. In addition the PEG offers opportunities for parents to learn about special programs and school activities.

The school provides opportunity for students to participate in choir, debating and public speaking. Students compete in the Diocesan competitions in Debating and Public Speaking.

Stage 3 students participate in a BYOD learning program.

Students in Year 1 – 6 enjoy a fortnightly rotation day where they learn a language, either Mandarin, Japanese or Spanish, stem & coding, drama and music with specialized teachers. All students participate in paid sports. Students in Year 1, Year 3 & Stage 3 participate in gymnastics lessons. Kinder and Year 2 students participate in tennis lessons and Year 4 participate in basketball and stage 3 students also participate in a Jets football program.

Year 5 attend the Great Aussie Bush Camp and Year 6 visit Canberra for 3 nights. All other grades have an excursion based on the curriculum. Incursions are offered regularly over the year. In 2021 viewed Brainstorm productions- My Buddie- Bullying show and Hunter Water Belly Flops. The library was able to provide a writers workshop and an author visit. To celebrate reconciliation week, Soretta Fielding provided a cultural and art program for all students.

The schools runs a Gifted and Enrichment program with a focus on science and math.

In 2021 30 students from Year 3 to 6 participated in the Maths Olympiad. Many students participate in the Premier Reading Challenge and 50 students received a Gold Certificate.

In 2019 the school library was refurbished and in 2020 the school completed a Stage 3 classrooms refurbishment program and all classes received new furniture as they transitioned to the refurbished classrooms. In 2021 the school did major work on drainage and gardens, and installed exciting play equipment for the primary students. In 2021 the school received a grant to place a shade cloth over the Year 2 play area. In 2021 with the assistance of the P&F funds, misting fans were added to the canteen cola. Sound absorbing insulation was also added to the canteen cola and over the Christmas break rubber soft fall was placed in the canteen cola making this space a wonderful and inviting place for the students to learn and play.

Most events in 2021 were cancelled or changed to suit the Covid 19 restrictions, despite this we had a successful book week parade. The End of Year awards and Year 6 Graduation was shared via zoom.

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
209	226	40	435

* 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 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 2021 was 94.22%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94.10	93.99	93.43	95.66	94.57	93.64	94.12

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	44
Number of full time teaching staff	17
Number of part time teaching staff	12
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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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 Professional Learning focus in 2021 was linked to the Annual School Improvement. The learning was connected with the CSO initiative Leading Learning Collaboratively based on 'Clarity' by Lyn Sharratt. In addition, we also focused on Maths and conceptual maths programming and using the Impact Cycle to improve Reading, Vocabulary and Comprehension. In addition professional learning was completed to improve the practice and the school's understanding of and commitment to Social Justice. The learning was delivered in a systematic and planned way at staff meetings and three pupil free days. Staff participated in fortnightly Professional Learning Team Meetings where student learning data was analyzed, and plans were made to support the improvement of student learning. Regular Case Managements were held at the stage meetings. Four early career teachers attended specific professional learning to support their development. One staff member was studying their graduate certificate in Religious Studies and three teachers were working towards becoming Highly Accomplished teachers and two early career teachers became accredited to teach. Due to the covid 19 guidelines all Professional Learning was completed at school via teams

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

St Joseph's is a "Mercy School", that bases its core values on the Mercy Charism and the values established by Catherine McAuley. Our Positive Behaviours Program utilises these values and the Mercy insignia is prominently displayed around our school. Our crest includes the school motto "Together with Christ" and is used along with the school mantra "Learning Together with Care and Respect".

Our new Mission and Vision Statement which was launched and presented to the school Community in Term 1, 2019 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 2021, COVID 19 did continue to affect school liturgies, but our school attempted to maintain strong connections with the parish and community according to COVID guidelines and restrictions. During Term 1 we had the opportunity to celebrate some important liturgies such as: a ceremony to bless the school and class candle; 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 and Celebrated Catholic Schools Week and Mother's Day with an outdoor Mass. On some occasions, one of the Chisholm Region priests would visit our school in place of the regular, monthly Mass and spend an hour with one grade discussing topics being

taught in that class and answering students' questions. Towards the end of the year we were able to farewell our year 6 students with a Liturgy held at school.

Assembly prayers were held via Zoom to honour significant feast days eg Feast of Saint Mary MacKillop. When COVID 19 restrictions increased during the year, regular posts and prayer opportunities were shared with parents via Facebook, Compass, Seesaw and One Note. The school is part of the Chisholm Region, and our parishes are East Maitland and Morpeth. A number of staff are actively involved in parish ministries. Three teachers are involved in the Parish Sacramental Team supporting both parents and children in completing the Sacraments of Initiation. The Sacramental Program did begin in early 2020 but was suspended until further notice due to COVID 19. Kindergarten students were involved in a "Welcome to Parish" Mass for the Chisholm Region on the first Sunday of March. The school promotes attendance at the regular monthly "Kid's Mass" where students assist by welcoming, reading and playing guitar but this was sadly also suspended later in the year when COVID restrictions increased once again.

COVID 19 had a significant impact on the Faith development opportunities provided for teachers as these were also cancelled by the Catholic Schools Office. However, the CSO RE Team did provide significant staff support and Faith Development via the Catholic Formation and Mission Tile on MN Connect and through Microsoft Teams. The staff finalised the school's Social Justice Framework in Term 1 which guides the actions of our five established student leadership groups: Kid's Care, Gotcha Group, Games Gurus, Enviro Warriors, and Mini-Vinnies. The groups attended leadership sessions in Term 1 to develop a greater understanding of their commitment to leadership. These groups are then able to carry out their responsibilities according to the Framework timeline.

The teaching of Religion aligns with the Diocesan K-12 Religion Syllabus/Units of work and a Diocesan Scope and Sequence. In 2021 the full Year 6 Diocesan Religious Education Test was cancelled once again but schools were offered the opportunity to take part in the multiple-choice section. Our year 6 classes took up this opportunity and we received valuable feedback at the end of the year.

The Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service continued 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 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 Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St Joseph's Primary school implements the NSW Board of Studies K-6 Syllabus and meets all mandatory requirements. All teaching programs are based on the outcomes of the syllabus and differentiation is used to support the needs of all students. As per NESA guidelines, outcomes were adjusted for 2021 due to the large amount of time spent in Home Learning. The school offers a variety of programs to cater for the needs and interests of all learners at the school. The school offers a GIFTED Program for students who are gifted and capable. This school-based extension approach offers programs that engage these students. In 2021, these students were offered English, Science and Math extension and participated in a variety of robotics and coding activities. Eleven students participated in the Diocesan Virtual Academy for gifted students.

Learning Support Programs are offered for individual, group and classroom support. The school provides minilit, maclit, multi-lit reading programs and a variety of social training programs. Students in K- 3 use the Lexia, an online reading program and the Stage 3 students have access to the Lexia Power Up reading program.

Stage 3 students have a BYOD program, and this was also introduced into Year 4 during second semester. Classes use Essential Assessment to support teaching and learning in Mathematics. The school has used explicit instruction of sentence a day, power writing and Seven Steps to Writing Success to focus on the technical features of writing. In 2021 the school improvement goal was to improve comprehension across the school, which included focused explicit teaching of vocabulary.

Robotics and computational thinking were also integrated into the science program.

Japanese, PE, and STEM 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 2021, all Professional Practice and Development Goals were linked to the school improvement plan and focused on developing evidence-based pedagogy across the whole school, develop improved comprehension skills, 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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	81%	54%	2%	11%
	Reading	69%	55%	0%	10%
	Writing	74%	53%	0%	7%
	Spelling	71%	50%	0%	13%
	Numeracy	41%	37%	2%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	35%	35%	9%	14%
	Reading	49%	41%	5%	11%
	Writing	29%	20%	3%	18%
	Spelling	40%	38%	8%	14%
	Numeracy	25%	29%	8%	14%

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 Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2021.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.

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 at this link.

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 systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

The 2021 School Improvement Priorities followed on from the 2020 School Improvement Plan. Due to the impact of Covid 19 many of the priorities of 2020 were extended into 2021.

Catholic Formation and Mission

Further develop the school's commitment to social Justice and staff spirituality.
Further develop the capacity of staff to deliver quality religious education

Learning and Teaching

Use evidence-based approaches to lift student performance and create a culture of deep learning and rigor with a focus on Numeracy, vocabulary development and consolidating writing.

Implement evidence-based approaches to lift the performance and growth of all students focusing on pedagogy to improve clarity through engagement with Leading Learning Collaboratively. Further develop the understanding of the Inquiry approach with a focus on the use of Critical and Creative Thinking and problem solving.

Leadership

Nurture the growth of current and potential leaders to build a culture of learning that is adaptive, innovative and continuously improving.

Wellbeing and Partnerships

To develop a consistent and coherent system approach to wellbeing that is understood by staff, families and students.

Priority Key Improvements for Next Year

The 2022 the school priorities will be implemented over the next 2 to 3 years. They are linked to the 2020 priorities allowing for consolidation and depth of knowledge and understanding. They are as follows:

Domain1: **Catholic Culture and Mission**

To nurture sacramental Catholic school communities which are joyful expressions of Christ's love, witnessed as faith in action.

By the end of 2023, the community of St Joseph's will participate more fully in Social Justice and better understand the impact and connection of their actions in relation to Social Justice teachings. This will be measured through community survey data.

Domain 2: **Learning**

To build the capacity of every teacher through collaborative professionalism and relevant, contemporary professional learning

To nurture a culture of learning that is adaptive, innovative and continuously improving.

By the end of 2024, we will see a 20% increase in the Top 2 bands for our PAT and Naplan Data in Mathematics. Incremental achievement goals – End 2022 – 5% growth and 2023 10% growth in the 2 Top Bands as above.

Domain 3: **Global competences for deep learning Key Learning Areas**

To foster deep learning aligned with LLC (Parameters 1,7 &11) so that all learners contribute to common good, address global challenges and flourish in a complex world.

By the end of 2022, staff will have an understanding of the Global competencies linked to deep learning. This will be 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.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The parents of St Joseph's acknowledge the partnership they share with the school. This has been identified in the *Tell Them from Me* Survey. Despite two years of Covid Restrictions including lockdowns, home learning and parent and community exclusion from the school site, the *Tell Them from Me* survey indicated a strong level of parent satisfaction with the school. In 2021, the survey asked for feedback in the following areas: inclusivity, welcoming environment, safety, supporting behaviour, supporting learning and communication. The results for each question in the category were averaged out. In all but one of the seven measures of parent perceptions we are above the region's mean which is a positive reflection of St Joseph's. In the area of communication and parents are informed, we were surprised by the parents' response indicating we need to work on this area. We will continue to find ways to better communicate and work closely with our parent community. Facebook, Compass and Seesaw have been helpful. We are considering other means to work with our parents to promote general academic and learning achievements through Snapshots of our learning programs, research, PD.

We were below the regions mean for being an inclusive school. This appears to be inclusive and is not a widely held view as many comments contradict this. We have worked closely with Learning Support, Aboriginal Education Teacher, EALD teacher and teachers to better support and have the capacity to understand our students with diverse or special needs. We will also continue to promote and celebrate diversity as our community grows and changes. We need to continue to explicitly educate our students about being inclusive. We will continue to promote and celebrate Harmony Day, NAIDOC, and other important yearly events. We will actively prioritize the understanding of others and their rights no matter their identity, background, or ability.

The domain that scored the highest overall score was Safety in School. Other areas that scored high averages included teacher expectations around learning and behaviour and school's support for student learning. The results showed high satisfaction with the school's supports and processes.

Parents are regularly invited to contact the school to express their satisfaction or dissatisfaction with the operation of the school. Processes for Complaints Management are made available, and a spirit of dialogue is encouraged. The school's leadership team make themselves available to meet with parents should there be any concerns which need to be raised. Parents have an active voice at the school and are encouraged to work together with the school for the benefit of all.

Student satisfaction

In 2021, students between Year 4 and 6, participated in the “*Tell Them from Me*” survey. This survey was completed soon after returning from the second Covid Lockdown and period of home learning which is isolating and makes students feel disconnected.

Our students were a little below the expected positive norm. This also changed when we looked at male/female results with boys often further below. For example, 30% of students felt they were victims of bullying (mean 29%) but only 19% of girls felt this as compared to 40% of boys.

We will drill into the survey using school-based surveys, discussions with executives and teachers to find out why our students are feeling the way they do. We will explore ways to further promote student voice and agency and address issues.

45% of students have scores that place them in high skills, high challenge. We need to celebrate this while also concentrating on the 20% that feel they need more challenge, 4% with no confidence and no challenge and the 31% who find English and/or Math challenging. These results were shared with staff and advocate for both the need for Learning Support and Gifted Education. We will continue to provide professional learning in these areas.

The results also highlighted the areas where St Joseph's scored highly. Students felt that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. Students also felt that teachers are responsive to their needs and encourage independence with a democratic approach. Students identified that school staff emphasise academic skills and hold high expectations for all students to succeed. They feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn. Students identified that they are strongly encouraged to also speak to staff about any concerns they may have. Individual student achievements, inside and outside of school, are recognized and celebrated.

Teacher satisfaction

Staff satisfaction is measured by their attitude while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add

value and stimulation to the education received by the students. It is also measured through internal staff surveys and *Tell Then From Me* surveys.

The dedication of staff in giving up their time is appreciated by the school and frequently recognised in the comments of parents. The teaching staff at St Joseph's work together on a regular basis and focus on professional learning to improve student outcomes. Teachers felt their commitment is valued at St Joseph's and are enthusiastic about the opportunities given for professional development and the allocation of school funds to work together with stage partners and focus on data to improve student outcomes. All staff are asked for their opinions and feedback on important issues within the school community. Staff feel supported and listened to when discussing school improvement. Staff have positively responded to the improvement agenda and actively engaged with the work. The staff at St Joseph's are dedicated to achieving positive student outcomes. They work hard and are to be commended for their dedication and professionalism.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,801,759
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,091,011
Fees and Private Income ⁴	\$934,202
Interest Subsidy Grants	\$2,384
Other Capital Income ⁵	\$280,973
Total Income	\$6,110,329

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$74,014
Salaries and Related Expenses ⁷	\$3,992,615
Non-Salary Expenses ⁸	\$1,441,958
Total Expenditure	\$5,508,587

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 2021 REPORT