

2024

Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Joseph's Primary School

140 Wangi Road, KILABEN BAY 2283

Principal: Mrs Nikki Norley

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

About this report

St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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.

Message from key groups in our community

Principal's Message

At St Joseph's Kilaben Bay (SJKB), inspired by Jesus, we strive to love, learn, and serve every day. Our dedicated staff are deeply committed to nurturing the unique strengths and God-given gifts of each child, fostering a learning environment grounded in respect, resilience, and hope. We encourage our students to grow not only as individuals but also as thoughtful, compassionate members of the wider world.

Our school motto, Love one another, is a guiding light—especially in today's world. It calls each of us to be people of kindness, courage, and influence. We aim to shape young hearts and minds to be agents of change—locally and globally—through service, generosity, and a strong sense of justice.

Rooted in Catholic values and immersed in the wonder of God's creation, SJKB offers a place where every child can flourish—academically, spiritually, emotionally and socially. We are committed to preparing students for a lifetime of meaningful learning, leadership, and purposeful living.

At St Joseph's, 2024 has been a year of deepening our Catholic identity, strengthening community ties, and enhancing learning outcomes. We've embraced the Positive Behaviour for Learning (PB4L) framework, celebrated student voice, and expanded our inclusive practices. As we prepare to celebrate 40 years at our Kilaben Bay site in 2025, we reflect with gratitude on our journey and look forward to a future filled with faith, learning, and community.

Parent Body Message

The P&F Association has continued to be a part of our school community in 2024. We've supported school initiatives, hosted community events, and contributed to fundraising efforts that directly benefit student learning. Our monthly meetings and open communication channels have encouraged greater parent involvement and collaboration. We are proud to support a school that values partnership and shared responsibility in education.

Over the years, St Joseph's has benefited enormously from the generosity and enthusiasm shown by so many of our parents and friends who have worked in partnership our staff to ensure all students are nurtured to their potential.

As you may be aware, next year will be the final year P&F Associations will operate in schools across the Diocese of Maitland-Newcastle, including at St Joseph's. However, family engagement in schools will still remain a core focus.

In place of P&F Associations will be Family and Community Engagement Forums (FACE Forum). The decision to transition all schools to the newly developed FACE Forum model came on the back of an independent review into Catholic Schools in 2022, and was endorsed by the Trustees of the diocese.

The decision on when St Joseph's officially transitions to the FACE Forum model has been discussed at our P&F meetings during 2024. A decision was made to start this transition to the new model at the beginning of Term 3, 2025.

Student Body Message

Student voice is important in the learning journey here at St Joseph's. There are regular opportunities for students to contribute to and facilitate learning. Our School leaders take a prominent role in the community, leading assembly each morning and assisting with other events to ensure they are a success.

The Peer Support program that takes place during Term 2 is a key aspect of the school. The Stage 3 cohort take mixed age groups and teach lessons related to our PBL framework, with a focus on supporting learning of every child across the school. There are plenty of opportunities for students to exercise their agency and make a difference in the local community. The school has an active Mini Vinnies program regularly raising money for local disadvantaged people and inviting nursing home residents to our special events to make a real difference in the community. Being in a beautiful scenic bushland setting, stewardship of creation is an important part of the overall educational program.

Wellbeing with the school is a priority. Through our revised Positive Behaviours for Learning approach we have been able to enhance behaviour, build character and develop correct aptitude's for learning. This year, students have taken on leadership roles, participated in community outreach through Mini Vinnies, and engaged in exciting learning opportunities like ASPIRE and STEM challenges. Our Peer Support program and buddy system have helped build strong relationships across year levels. In 2024 we launched our first edition of "Joey Jouno's" a school newspaper written by kids for kids. We are proud to be part of a school that encourages us to be leaders, learners, and kind members of our community.

School Features

St Joseph's Primary School, Kilaben Bay is a K-6 co-educational school in the Toronto district and surrounding suburbs. In 1984, the church and adjacent primary school were relocated from Toronto to our new site at Kilaben Bay.

Our school is clearly identified as a Catholic School in the local community and also welcomes and caters for non-Catholic families. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto "Love One Another" in everyday school life.

Many visible signs in the school also identify St Joseph's values and quality Catholic education centred on the school's Vision and Mission Statement.

Immersed in God's wondrous bushland creation our school has indigenous themes displayed along with two foundational Catholic banners of the Josephite and Mercy orders. Wandana indigenous group worked with our school community and has produced a painting encompassing every child's painted dot representing our unity at St Joseph's. We hang this proudly in our hall.

Children have many opportunities to be a member of the award winning school choir, Stage 3 Rock Band, the guitar group, Aspire workshops, our regional and diocesan spelling and maths bees and Public Speaking, regular incursion programs from sporting groups, Sporting Gala Days (Rugby league, soccer, tennis, Tag League, Rugby Union, AFL) Stage 3 camp and Canberra excursion. Children also have the opportunities to share their skills and talents in representative sport e.g. cross country, athletics, swimming, Diocesan Summer and Winter sport trials.

We are involved in ICAS assessments, Newcastle Permanent Maths competition, chess competitions, music eisteddfods, Science days and enrichment programs. Successful submissions also took place for a major maintenance program and full refurbishment of our basketball and netball courts, new playground equipment and classroom refurbishments.

We celebrate many special days here at St Joseph's including St Joseph's Feast Day, Mother's Day, Father's Day, Book Week, Catholic Schools Week, Grandparents' day, Easter celebrations and Christmas. The children will take part in our end of year awards ceremony.

Bi-annually we perform at our local high School, St Paul's Catholic College for our St Joey's Concert night.

We celebrate Harmony Day and 100 days of Kindergarten. We welcome our community at our Welcome BBQ and invite our community to celebrate our many special events with our Toronto Parish members. Our feeder high school is St Paul's Catholic College, Booragul. St Nicholas OOSH before and after school care plus vacation care is available working onsite in our school.

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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
100	103	17	203

* 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 2024 was 89.17%. 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
91.54	88.91	91.87	90.49	87.22	88.97	85.18

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	32
Number of full time teaching staff	10
Number of part time teaching staff	9
Number of non-teaching staff	13

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

St Joseph's Catholic identity is well known and is foundational to who we are in our community. It is woven into the fabric of school life here at St Joseph's. Our Catholic identity is reflected in all areas of curricula and every aspect of school life. The sense of Christian community present at St Joseph's is evident by the caring and supportive attitude of staff members and a willingness to promote the school motto of "Love One Another" in everyday school life. Many visible signs in the school also identify St Joseph's as a Catholic School including the school entrance foyer, the hall and playground signage.

The partnership between the parish and school supports student faith formation in the Catholic tradition. The school communicates with the parish through parish bulletins, school newsletters, formal meetings between REC, Principal and School and Parish Priest. We have regular liturgies and masses as a Parish/School community in the Church and hall.

In 2024 we celebrated liturgies, feast days, and social justice initiatives. Mini Vinnies led outreach programs, and students participated in Catholic Mission activities.

We've also begun reimagining our Vision and Mission statements to reflect our evolving identity and commitment to Gospel values.

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Joseph's Kilaben Bay is a dynamic learning community where education is valued and expected by all. The curriculum aligns with NESA requirements, and class timetables reflect mandated Key Learning Area (KLA) allocations, including Religious Education to support Catholic faith development.

In 2025, the school's focus is on "Creating Conditions for Learning," prompting changes in school structures and a reimagined Positive for Learning Framework. Building on last year's mathematics focus, the school continues to implement rich, differentiated tasks to deepen understanding. Writing is also a priority, with school-wide agreements and initiatives like "Big Talks and Big Writes" to engage families. Open classroom days allow parents to observe student progress. Differentiated Reading practices will be introduced in 2025.

Whole-school data tracking and formative assessment are supported by a data wall. Pedagogical Mentors and the Leadership Team guide staff in innovative practices through the diocesan "Learning, Leading Collaborative" approach. This includes clear learning intentions, success criteria, descriptive feedback, and goal setting in English and Maths.

The Diverse Learners Team supports students with learning and behavioural needs. Adjustments are made in classrooms and programs, and students on the NCCD have tailored Learner Profiles developed by classroom and Learning Support Teachers. An in-class model supports intervention programs.

A Pastoral Care Worker (PCW) provides social, emotional, and behavioural support through individual and small group sessions. Lunch Club offers a quiet, inclusive space for students during breaks.

Kindergarten continues with Successful Foundations, and infants engage in play-based learning across KLAs, guided by the Early Years Learning Framework. Stage 3 operates in a

BYOD environment and works collaboratively as a stage. An Aboriginal Education Teacher supports Indigenous students across all classes.

The school follows the Diocesan Assessment Schedule, using PAT Maths and Reading, Acadience Reading, and Initial Lit cumulative reviews. Students in Years 3 and 5 participate in NAPLAN. As a Gifted Education Lead (GEL) school, St Joseph's supports gifted learners through a dedicated mentor and opportunities like the Virtual Academy.

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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

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

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's 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 Joseph's Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	40%	54%
	Reading	47%	66%
	Writing	58%	68%
	Spelling	42%	61%
	Numeracy	47%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	60%	65%
	Reading	70%	71%
	Writing	47%	67%
	Spelling	57%	68%
	Numeracy	57%	68%

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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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 be accessed on the School's website, the administration office or at the CSO website.

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 every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

In 2024, St Joseph's participated in the diocesan-wide Tell Them From Me survey, achieving its highest participation rate to date across students, staff, and families. The feedback gathered offers valuable insights into strengths and areas for growth, helping to shape a safe, welcoming, and supportive school environment.

Parent Survey: 65 parents and carers responded. Feedback was largely positive, especially regarding teaching staff. Communication practices received mixed reviews—some praised current methods, while others preferred previous approaches. A few comments also addressed recent organisational changes.

Response: St Joseph's will continue using Compass as the main communication platform, while also enhancing updates via Facebook and Seesaw. Organisational changes, such as traffic management and the shift to the FACE model, will remain to meet compliance and safety standards. While change can be challenging, these updates aim to ensure a safe, modern, and well-managed school environment. The school remains committed to advocating for facility upgrades and values families as essential partners in student learning and wellbeing.

Student satisfaction

In 2024, 49 students from Years 3–6 at St Joseph's participated in the Tell Them From Me student survey, offering valuable insights into engagement, wellbeing, and teaching practices. Students reported a strong sense of belonging, positive behaviour at school, and appreciation for extra-curricular activities. They also expressed that religion lessons help them understand Catholic beliefs and how to live like Jesus by caring for others and making a positive impact.

However, the survey also highlighted a need to further support student motivation and academic growth. In response, the school is implementing its Strategic Improvement Plan, focusing on creating optimal learning conditions and improving reading and writing outcomes through differentiated teaching. Educators are engaging in evidence-based professional

learning, and the school is enhancing its Positive Behaviours for Learning framework. This includes a tiered support system and programs like Rock & Water and involvement from the Diverse Learning Team to proactively manage and support student behaviour and learning.

Teacher satisfaction

In 2024, 17 educators from across all year levels at St Joseph's completed the Focus on Learning survey, offering insights into school and classroom effectiveness. Results showed high staff engagement, with educators demonstrating strong commitment to school goals and a deep connection to the community. This reflects a positive staff culture, also echoed in parent feedback about teachers.

To build on this, the school is focusing on enhancing the sense of belonging for both students and staff. Research shows that when educators feel valued and connected, their performance improves, positively impacting student learning. In alignment with the Strategic Improvement Plan goal of "creating a Catholic Culture of care," St Joseph's is revising its Vision and Mission Statement. This aims to foster a school climate where all community members feel welcomed, respected, and supported—ensuring everyone feels they belong and can contribute meaningfully to the life of the school.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$3,189,548
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$859,441
Fees and Private Income ⁴	\$586,613
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$177,361
Total Income	\$4,812,963

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$11,002
Salaries and Related Expenses ⁷	\$3,351,490
Non-Salary Expenses ⁸	\$1,708,022
Total Expenditure	\$5,070,514

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 2024 REPORT