

# 2024

## Annual School Report

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TOGETHER IN CHRIST



### St Joseph's Primary School

Church Crescent, WINGHAM 2429

Principal: Mrs Melissa Hunt

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

## About this report

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St Joseph's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic 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

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### Principal's Message

St Joseph's is an inclusive Catholic educational community. Through quality teaching centred on Jesus, our students are engaged and confident learners who make a positive impact on society.

The 2024 school year has been marked by significant improvements, dedicated efforts, and remarkable achievements. Our staff have shown unwavering commitment to excellence in Catholic education, providing a nurturing and stimulating faith filled environment for our students. Our parents actively participate in school events and collaborate with us in their children's education. Our students have excelled in academic, cultural, and sporting pursuits, consistently demonstrating their faith.

This year, we have made substantial improvements to our school facilities. Our new 1-to-1 device program for Stage 3 students has revolutionised their learning, offering access to digital resources and personalised learning opportunities. The addition of an outdoor learning area and yarning circle has enriched our educational environment, providing dynamic spaces for exploration and engagement.

Our school community continues to support social justice causes on both local and global scales. Our donations have made a significant impact on those in need, reflecting our commitment to having a positive impact on society.

### Parent Body Message

Throughout 2024, there were numerous opportunities for parents to engage with the school. Each term, parent engagement meetings were held covering topics such as the launch of the school's strategic plan, helping your child with reading, parent meet and greets and student-led conferences.

School celebrations for Mother's Day, Grandparent's Day, and Father's Day provided fantastic opportunities for parents and family members to attend liturgies and events. Parents were also invited to school social events, including Paint and Sip evenings.

Parents were able to share their feedback through the Tell Them From Me Survey and provide input on school initiatives, including student-led conferences and parent engagement topics. We also participated in parent-teacher conferences and Stage 3 student-led conferences.

Many parents generously volunteered their time and skills at school events in the school and wider community.

This strong partnership between home and school has been instrumental in supporting our children's learning and development. We are grateful for the vibrant sense of community that our school fosters.

### **Student Body Message**

St Joseph's Wingham is a community filled with amazing and welcoming students and teachers. We offer opportunities for everyone to help increase their areas of strength and to learn many new things, like, drama, sport, STEM and many more.

The staff and teachers are always working hard and trying to help us maximise our learning skills. We also have a great library that has a wide selection of books, ranging from "The Babysitters Club" to "The Bible." There truly is an option for everyone!

Our amazing teachers are always there to help us learn to our fullest potential, by letting us explore, learn and challenge us to work through difficulties. Our school mission aims for students to be engaged, and confident learners and our teachers help us strive to do that.

Our Catholic school Makes Jesus Real every day and shows us how to live life like Jesus, by caring, encouraging others and respecting everyone no matter our differences. Our awards in assembly, particularly the MJR awards, help us focus on great, important values in our day-to-day life.

We are super lucky to attend such a welcoming, wonderful school like St Joseph's Wingham.

## School Features

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St Joseph's Convent at Wingham opened in 1935. The school was founded by the Josephite sisters who used the old wooden church as a school until 1953 when a new church was built. In the old church the altar and classes were separated by a curtain on school days. Infants and Primary grades were taught and until 1961 three Secondary classes were also conducted. The old church building continued to be a school until the present school was opened in 1974 with an enrolment of eighty pupils. The Sisters retained a presence in the school until 1984. In 1982 the Wingham convent was closed and became the school administration and library block.

In 2001 and 2010 the school underwent significant upgrades including a restoration of the old convent building, the building of new amenities, covered walkways, the new school hall, canteen, and a new school library. In 2017 we also saw the opening of our new Kindergarten classroom, which was incorporated into the old convent building, and is now our administration area. 2019 and 2020 saw the beginning of playground improvements with an outdoor reading area, the construction of a new deck, sandpit and cubbies which supports our philosophy of play-based learning through the creation of engaging outdoor learning spaces. During 2021 the school administration block underwent significant building and restoration works with the construction of a new sick bay and the restoration of the verandah, windows, and roof. In 2023 our playground equipment was replaced, creating a new play option for all students in the school. During 2024 a new outdoor learning area and yarning circle were developed, providing another space to engage in play and learning for students.

St Joseph's has seven classes from Kinder to Year 6. Students are encouraged to participate in a number of co-curricular activities including Year 6 camp, excursions to various locations and incursions using virtual technology. Our students participate in a variety of sports programs and students have the opportunity to represent through to the State level. Our school participated in the Children's University and attended graduation at Newcastle University. The school held a K-6 Spelling and Maths Bee and Public Speaking Competition and students from our school went on to represent the Manning Region at Diocesan level in these competitions.

Our school is part of the Parish of Our Lady of Perpetual Help Wingham and stands on the land of the Biripi people who we acknowledge and respect as the traditional owners of this land. St Joseph's has a strong relationship with St Clare's working collaboratively to provide a smooth pathway of transition for our students as they move to high school and providing a K-12 Catholic Education.

## 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
58	71	2	129

\* 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 88.36%. 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
92.56	89.40	88.64	88.81	86.66	87.01	85.44

## 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	22
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	8

### 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

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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 School's Office Diocesan Vision Statement, 2016)

St Joseph's recognises the relationship between a child's intellectual development, religious faith, and personal growth. We explicitly teach those values that are wholesome and life-giving.

The school celebrates its Catholic identity by having a prayer space in each classroom, celebrating liturgical celebrations and feast days. This year also saw formation opportunities offered for Years 3 to 6.

In 2024 we continued to Make Jesus Real in our everyday lives and worked to ensure that Jesus is at the centre of everything we do. St Joseph's actively participates in the life of our parish, Our Lady of Perpetual Help Wingham. The school also works in partnership with the Parish Initiation Team and school executive team, through regular meetings and communication. Our Pastoral Care Worker provides another important link between parish and school.

In 2024 School staff participated in a retreat experience taking the opportunity to explore the Mission of God and what that means for our school, prepared and presented by the RE & Spirituality team from the CSO. The retreat provided solitude and community, as well as the opportunity to reflect on intellectual, emotional, and spiritual growth. Nurturing faith and personal spirituality are important in our role of developing a faith culture in our school. Shared prayer experiences are a natural extension of this, and staff pray together regularly and with purpose.

Staff participated in professional learning focused on introducing the new Religious Education curriculum. The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K-12 Religion syllabus. The syllabus is currently undergoing change and in 2024 Kinder to Year 3, were working from the new diocesan units. Teachers also continued to incorporate a Catholic Perspective statement within all programs to highlight Catholic identity as integral to all KLAs.

St Joseph's fosters environmental awareness and sustainability through several community initiatives. As a school, we have a strong environmental focus incorporating solar electricity, vegetable gardens bush tucker gardens, worm farms, water tanks and composting. This provides students with a solid foundation in learning to care for our environment and for being stewards of creation, which increases student's connection with and awareness of nature and environmental issues. We acknowledge our responsibility to be stewards of our earth and all of God's creation. Sustainability of resources means responsible management, care of the environment and a system of operation that is designed to enhance the future wellbeing of the planet.

## 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 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.

At St Joseph's we value individuality and strive to develop a love of learning in each child, by providing students with opportunities to excel, in all areas of school life. As a school, we seek to provide a high-quality education in a safe, nurturing and inclusive environment. St Joseph's is proud to offer an engaging curriculum, that meets the needs of all learners and emphasises high expectations, in all Key Learning Areas. Students are supported and encouraged to achieve their full potential, in a learning environment that nurtures personal resilience and the development of positive skills, through a quality education.

The school continues to work in line with the school improvement continuum for Curriculum Focus Days, with HSIE and Science and Technology being the focus for 2024. These Focus Days allow teachers to ensure that they are providing an engaging and high-quality compliant delivery of the curriculum.

Education at St Joseph's is supported by modern resources including, one to one devices in Primary classes and one to two devices and iPad's in infants, access to video conferencing and virtual classrooms. Teachers utilise available technology resources to provide engaging opportunities for students to access the curriculum.

During 2024, our curriculum focus was to implement a consistent evidenced based approach to the teaching of Mathematics. The school maths block structure was reviewed, and consistent practices were developed across all classrooms. Professional learning was provided to staff to support them in the implementation of the new primary syllabus documents. This included Professional Learning on embedding Digital Literacy in the curriculum and Staff Digital Literacy/ICT capability.

The school received an ICUP grant to undertake an intercultural understanding project this year. This project culminated in the development of a Yarning Circle within our school

grounds. It will enable our students to continue to develop a deep connection to country and foster and develop a deep sense of pride.

Oral Reading Fluency results are tracked on a schoolwide data wall. Achievement and growth are evident across the school and primary teachers have been able to modify this approach to reflect best practice in light of the new syllabus documents. Various targeted intervention programs run within the school with focused literacy and numeracy intervention for identified students, ensuring that learning is tailored to every student's needs and standardised testing results are evidence of the success in increasing student achievement.

Creative Arts is recognised as a strength at St Joseph's. All students are provided with opportunities to discover, strengthen and express their creative abilities through Music, Drama and Visual Arts.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

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	50%	54%
	Reading	60%	66%
	Writing	55%	77%
	Spelling	55%	61%
	Numeracy	60%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	58%	65%
	Reading	74%	71%
	Writing	58%	67%
	Spelling	58%	68%
	Numeracy	63%	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 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

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

### Parent satisfaction

In 2024, parents were formally surveyed through the Tell Them From Me Survey to gauge their satisfaction. Additionally, they had opportunities to provide feedback during Parent Engagement Meetings, Parent-Teacher Meetings, during school events and other school-based surveys. Parents were also encouraged to contact the office with any concerns or feedback.

There was an increase in parent participation in the Tell Them From Me Survey in 2024, and the feedback received was positive. Parents were asked about topics they would like covered in Parent Engagement Meetings, as well as what they liked about the school and areas for improvement.

This data has been analysed by school staff and has contributed to the School Improvement Plan for 2025. An outline of the feedback will be shared with parents during a Parent Engagement Meeting to welcome further discussion on suggested improvements and to continue to guide school improvement goals.

### Student satisfaction

Throughout 2024, students were given opportunities to provide feedback through the Tell Them From Me survey. They expressed overwhelmingly positive views about the school and its processes, while also identifying areas for improvement.

Positive behaviours were highlighted as a significant area of student satisfaction. Senior students played a key role in identifying focus areas for Positive Behaviour for Learning (PBL) and led the introduction of these initiatives each week.

Students were encouraged to raise concerns and report problem behaviours to teachers regularly throughout the year.

The survey also revealed that students felt the high expectations for learning set by their teachers contributed significantly to their success and engagement in their studies.

## **Teacher satisfaction**

The culture of transparent and open communication at our school significantly contributes to understanding teacher satisfaction. Staff are encouraged to regularly share their concerns and suggestions with the Executive team. Feedback from staff is also sought during staff meetings regarding specific initiatives and to inform planning.

In 2024, teachers participated in the Tell Them From Me Survey, which assessed satisfaction in key areas such as Leadership, Collaboration, Learning Culture, Data-Informed Practice, Technology, Inclusivity, and Parent Involvement. The survey results were very positive.

Technology was identified as an area for improvement. This has been a focus throughout 2024 and will continue into 2025 with ongoing professional learning and increased technological resources.

Staff felt that our behavior management procedures were consistent and effective, though a review of practices in this area was suggested to enhance them further.

The school's focus on pedagogy was also highlighted as an area of strong satisfaction, with staff feeling well-supported in their teaching practices.

## 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 <sup>1</sup>	\$2,327,675
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$627,890
Fees and Private Income <sup>4</sup>	\$270,034
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$101,790
<b>Total Income</b>	<b>\$3,327,389</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$22,160
Salaries and Related Expenses <sup>7</sup>	\$2,470,164
Non-Salary Expenses <sup>8</sup>	\$1,044,415
<b>Total Expenditure</b>	<b>\$3,536,739</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 2024 REPORT