



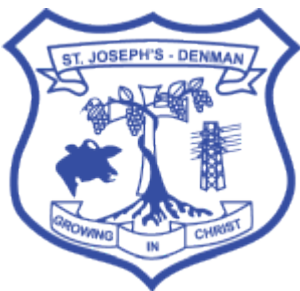
Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Joseph's Primary School

80 Palace Street, DENMAN 2328

Principal: michelle lovegrove

Web: <http://www.denman.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) which forms part of the broader system of schools governed by Catholic Schools NSW. 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

I am pleased to present the 2025 Annual School Report for St Joseph's Primary School, Denman. This report provides parents, carers and members of the wider community with an overview of the school's activities, achievements and performance throughout the year.

St Joseph's is a faith-filled learning community, inspired by Christ and committed to striving for excellence. Our dedicated staff work to know each child as both a learner and an individual, recognising that every child can achieve high levels of learning when provided with the right opportunities and support. We believe that strong, collaborative partnerships between teachers, students, parents and the wider community are essential in delivering a high-quality, meaningful education for every student.

Students at St Joseph's enjoy coming to school and actively engage in a wide range of learning experiences, both within and beyond the classroom. As a community-oriented school, we value our strong connections with the local Denman community and the wider region. We provide opportunities for students to participate in civic celebrations, support local charities and community organisations, and make effective use of local facilities. The ongoing support of local businesses is greatly appreciated and enhances the opportunities available to our students.

At St Joseph's Primary School, our work is guided by three key focus areas: academic excellence, citizenship and wellbeing. These priorities are interdependent, as we recognise that students who are flourishing in their wellbeing are better learners and more positive contributors to their community. All that we do is grounded in our Catholic faith, which calls us to care for one another, show respect and compassion for all people, and continually seek truth.

Parent Body Message

St Joseph's Denman benefits from a strong partnership with our families and wider community. Each has contributed to the school's success and to making 2025 such a positive year.

Fundraising efforts such as the Mother's and Father's Day stalls have raised valuable funds for the school. These funds have supported travel costs for school excursions, including the Stage 3 trip to Canberra and contributions towards our school play night.

In early 2025, the school transitioned from a traditional P&F model to a Family and Community Engagement Forum. Held once each term, these forums provide parents with

meaningful opportunities to collaborate with the school and contribute ideas. Two Federation parent representatives continue to play an important role within the school community, strengthening parent voice, advocacy, and consultation on key school matters.

As parents, we value the opportunity to work in partnership with our children's school. This collaborative relationship ensures that both students and families have a genuine voice in shaping the educational journey of our children.

Student Body Message

St Joseph's Primary School, Denman has a strong and well-established culture of student leadership, with many opportunities for students to contribute their voice and take on leadership roles. Student leadership is evident through the active involvement of Year 5 and 6 students in the Student Representative Council (SRC) and a range of leadership groups, including Sport, Social Justice, Creative Arts, Environment and ICT. In addition, peer-elected students from Year 1 to Year 4 hold representative positions on the SRC, ensuring that student voice is valued across all year levels.

Throughout the year, students led and participated in a variety of initiatives and events, including Wellbeing initiatives, mission and social justice activities, sporting events, Book Week parades, talent shows and other wellbeing-focused experiences. These opportunities supported students to develop leadership skills, empathy and a strong sense of responsibility towards others.

Students also engaged in meaningful community connections beyond the school. Regular visits to the local library provided valuable intergenerational learning experiences, while ongoing visits to the local aged care facility strengthened students' understanding of kindness, service and connection. Students also created Christmas cards for residents of the local nursing home, reinforcing the importance of compassion and giving to others.

Our school captains and student leaders demonstrated positive leadership and strong role modelling throughout the year. St Joseph's is proud of its warm and welcoming school culture, where students are known, valued and supported as individuals. This strong sense of belonging is complemented by high-quality teaching, with staff committed to providing engaging and meaningful learning experiences for all students.

School Features

St Joseph's Primary School, Denman, located on the Golden Highway, serves students from Denman, Martindale, Sandy Hollow, Bureen and Jerry's Plains. The school is part of the St Bernard of Clairvaux Parish and is within the Diocese of Maitland–Newcastle. St Joseph's provides education across four classes: Kindergarten, Stage 1 (Years 1–2), Stage 2 (Years 3–4) and Stage 3 (Years 5–6). Following the completion of primary schooling, students are supported to transition to St Joseph's Catholic College, Aberdeen.

The school is situated on land traditionally owned by the Wanaruah people. Founded by the Sisters of St Joseph, Catholic education in the local area commenced in Wybong in the early 1900s before the school relocated to its present site to meet the needs of a growing township. The Josephite charism of service, community and care remains central to the school's identity. The school maintains a small, rural atmosphere while providing learning environments designed to support 21st-century educational practice.

The school provides engaging, inclusive and differentiated learning opportunities across all key learning areas. Students participate in a range of academic enrichment opportunities, including debating, public speaking, spelling, science and mathematics competitions at both school and interschool levels. Student progress is monitored through a carefully analysed PAT testing regime, enabling teachers to identify learning needs and plan targeted support and extension. Co-curricular opportunities enhance student learning and engagement and include class excursions, STEM groups and social justice activities.

Student voice and leadership are actively promoted through the Student Representative Council and a range of student-led lunchtime groups, including Environmental, Social Justice, Sport, Creative Arts and Information Technology.

The Pastoral Care Worker supports student wellbeing through targeted social and emotional support thus contributing to a safe, caring school environment that promotes positive relationships, engagement and student success.

Sporting participation and excellence are encouraged through the school's sporting pathways program. Students are provided with opportunities to participate in a wide range of sports, including swimming, athletics, cross-country running, rugby league, rugby union, soccer, cricket, hockey, netball and basketball.

Strong partnerships between home, school and parish are a defining feature of the St Joseph's community. The school actively engages families through Family and Community Engagement (FACE) forums, which provide opportunities for shared dialogue, collaboration and information sharing.

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 2025: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
18	24	1	42

* 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.

Student Attendance Rates

The average student attendance rate for 2025 was 91.02%. 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
89.70	87.76	91.75	94.17	97.96	87.50	88.27

Managing Student Non-Attendance

All schools maintain an accurate register of their student's attendance. Any absences (part or full day) from school are recorded on this register and appropriate intervention strategies are implemented if required.

While parents/carers are legally responsible for the regular attendance of their child at school, school staff, as part of their duty of care, play a vital role in providing a continuum of active support including universal, targeted, and individualised strategies when supporting students with attendance concerns. Documented attendance plans may be developed to address the needs of students whose attendance is identified as being of concern.

Staffing Profile

Staffing Profile

Note: The data presented reflects the most current information available at the time of reporting. Variations in data currency may occur where staff updates are pending. Differences between tables are due to variations in staff inclusion criteria; therefore, minor discrepancies in reported numbers may occur.

The following information describes the staffing profile for 2025:

Total number of staff	24
Number of full time teaching staff	6
Number of part time teaching staff	8
Number of non-teaching staff	10

Total number of teaching staff by NESA category

Teachers are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead teacher is voluntary.

The following table describes the accreditation status of teachers at St Joseph's Primary School in 2025:

Conditional Teachers	1
Provisional Teachers	0
Proficient Teachers	15

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 Primary School, Denman is a parish school that plays a vital role in the mission of the Church. The school maintains strong links with St Bernard's of Clairvaux Parish, collaborating in the celebration of significant liturgical feasts and the preparation of students for the sacraments.

Throughout 2025, St Joseph's celebrated regularly as a worshipping community through school-based liturgies and special liturgical celebrations. The Sacramental Program was conducted in person, with 10 students participating, and was supported by the school's Religious Education curriculum and the wider school community. St Joseph's Denman is proud to be an active member of the broader diocesan community.

Expressing and Witnessing to Our Catholic Identity

St Joseph's School Denman proudly expresses its Catholic identity, which is clearly visible throughout the school environment, including classrooms, the office and playground. The close proximity of the school to the parish church further reinforces this identity. A variety of traditional and contemporary religious symbols are displayed across the school, supporting faith development and reflection.

As part of the school's faith development program, staff and students actively participate in prayer, spirituality and faith formation opportunities. These include: leadership programs for all Stage 3 students, regular prayers, liturgies, Masses and opportunities for meditation, Religious Education Coordinator Assembly Days, Catholic Schools Week celebrations, Staff spirituality days.

Living Out Our Vision and Mission

St Joseph's Denman's vision, "A community inspired by Christ, striving for excellence," is lived through high-quality teaching, strong pastoral care and positive relationships within the school community. The school is committed to providing a supportive and inclusive environment that promotes quality education, service and wellbeing for all.

Inspired by Christ, the school community actively lives the Gospel values through teaching and witnessing to justice, peace and ecological conversion. Students are provided with meaningful opportunities to engage in Mission fundraising, participate in the Social Justice Leadership Group and contribute to the Environmental Group, enabling them to authentically "walk the talk" of Gospel living.

With a strong commitment to developing leadership qualities in every student, St Joseph's Denman works collaboratively and reflectively to inspire all learners to achieve their potential as successful, lifelong learners in an ever-changing world.

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 embeds capabilities and priorities within curriculum content points in all KLAs. These include literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

St Joseph's Primary School, Denman, is committed to the provision of high-quality Catholic education, enabling each child to reach their full potential. We are a community of learning characterised by high expectations, academic rigour, innovation, and purposeful learning, within an environment that engages, empowers and supports all learners.

The analysis of student data, including NAPLAN, ACER PAT assessments, formative assessments and student work samples, identifies areas of learning need and informs whole-school approaches to improving educational outcomes. Deliberate and purposeful analysis of data and pedagogical practices occurs across the school. Data walls, with a strong focus on Mathematics aligned to the syllabus, guide professional dialogue and future teaching during collaborative meetings. The continued use of a Pedagogical Mentor, along with targeted professional learning focused on Mathematics, has supported teachers to refine and adapt their practice to ensure measurable student growth. Purposeful grouping for short, focused daily Mathematics sessions enables all students to develop the foundational skills required for progression in number concepts.

The school provides 1:1 computer access for students in Kindergarten to Year 6, and a 1:2 iPad ratio for students in Kindergarten to Year 2. This access, combined with a range of information technologies, supports students in achieving high levels of learning.

At St Joseph's Primary School, we recognise the uniqueness of every individual and value the importance of lifelong learning. We are committed to providing equitable access to education within an inclusive environment. A collaborative approach involving teachers, parents and the wider community supports students to meet their learning needs in accordance with the Disability Discrimination Act (1992) and the Disability Standards for Education (2005).

The Learning Support Teacher works alongside classroom teachers to identify and support students with additional learning needs. Targeted programs and strategies, supported by Learning Support Assistants, enhance student learning. School resources are equitably allocated to support these needs, and ongoing, effective communication between all stakeholders ensures the successful implementation of individual learning plans for students included in the Nationally Consistent Collection of Data (NCCD).

The Aboriginal Education Teacher supports Aboriginal students academically and culturally, working closely with teachers to ensure inclusive, culturally respectful practices and Aboriginal perspectives across the curriculum.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	71%	54%
	Reading	86%	66%
	Writing	86%	76%
	Spelling	71%	62%
	Numeracy	86%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	100%	63%
	Reading	75%	73%
	Writing	100%	65%
	Spelling	75%	69%
	Numeracy	100%	69%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's approach to pastoral care and wellbeing is guided by the [Student Wellbeing and Pastoral Care Policy](#).

This policy provides a framework for the development and implementation of policies, programs, resources, and practices at all school levels. Its purpose is to support and enhance the wellbeing of students and all members of the school community, fostering a climate of care within a Catholic educational context.

The School is committed to creating a safe, inclusive, and academically rigorous environment. A strong emphasis is placed on nurturing and maintaining positive, respectful relationships among staff, students, and parents, with the wellbeing of all at the forefront.

Behaviour Management and Student Discipline Policy

The School's behaviour management and student discipline procedures align with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). These policies uphold the dignity and responsibility of each individual, promote positive student behaviour, and ensure respect for the rights of all students and staff. Corporal punishment is expressly prohibited at the School. The School does not permit or condone the use of corporal punishment by any School personnel or non-School individuals, including parents, as a means of discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The School implements the Catholic Schools [Anti-Bullying Policy](#) which is adopted by all schools within the Diocese. This policy provides a framework for school communities to collaboratively prevent and address bullying, fostering respectful relationships and responding to individual needs with sensitivity and care. The Catholic Schools Leadership team 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 on the Catholic Schools Maitland-Newcastle website.

Complaints Handling Policy

The Diocese of Maitland-Newcastle [Complaints Resolution Policy](#) is implemented by the School and all schools in the diocese. This policy acknowledges that misunderstandings and differences of opinion may arise and provides a structured process for resolving such matters respectfully and constructively. By addressing concerns within a framework of dignity, respect and truth, the policy reflects the values of the Catholic faith and offers opportunities to model the love of Christ in contemporary contexts. The Catholic Schools Leadership team monitors the implementation of this policy in our schools.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or on the Catholic Schools Maitland-Newcastle 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

Parent satisfaction is assessed through anecdotal evidence gathered throughout the year. Every second year parents participate in the Tell Them From Me Survey. Parent voice is actively sought through Family and Community Engagement Forums, parent-teacher-student goal-setting meetings, and school information sessions. The data indicates that parents highly value the school's welcoming environment and believe teachers are skilled professionals who maintain high expectations for their students. Parents feel confident that the school prioritises their children's wellbeing and learning and regard St Joseph's as a safe and supportive place for their children. Parent voice is valued at St Joseph's, with families encouraged and supported to engage in open communication, share feedback, and work collaboratively with the school in a genuine partnership that supports student learning, wellbeing, and ongoing school improvement.

Student satisfaction

Students expressed feeling safe in the school environment both physically and socially, also focusing on the understanding that other students and staff were there to help them with what they needed. The atmosphere amongst the students at school is happy and respectful. Students are keen to be involved in their learning and are proud of their achievements.

Student leadership groups serve to ensure that all students have a voice at the school and that this voice is heard. Students have a good rapport with staff and this is evident in the everyday interactions both in and out of the classroom.

Teacher satisfaction

Individual staff members identify and utilise their personal strengths effectively, while also encouraging others to do the same. Teachers are active leaders of learning within the school and lead by example as committed lifelong learners. The school fosters a strong culture of collaboration and collegial support, with a shared commitment to knowing every student as both a person and a learner.

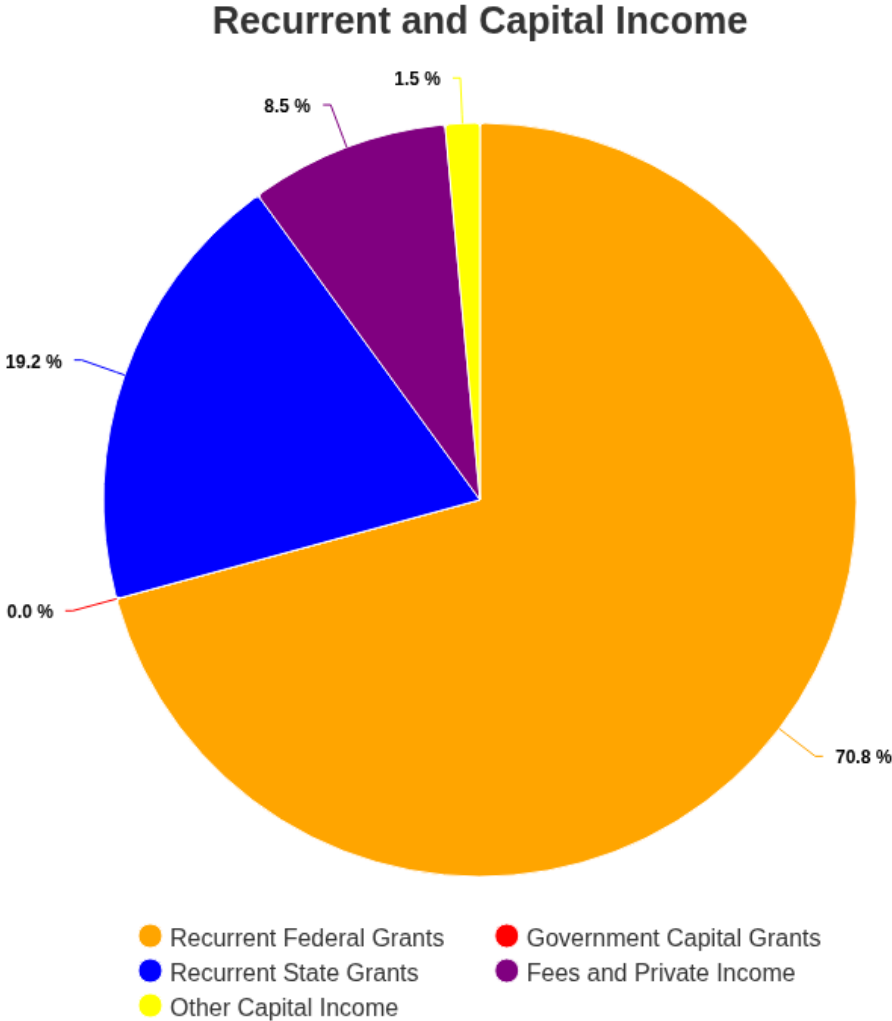
Staff recognise the value of dedicated time for collaborative planning and for moderating assessments to inform the formation of flexible groupings across stage groups. This practice is currently embedded in the development of students' Mathematics skills.

Teachers consistently strive to maintain high expectations for student learning. The Staff Engagement Survey reflected high levels of teacher satisfaction. Staff report a strong sense of belonging and identify the Catholic ethos of the school as a significant strength. This culture of belonging, together with a strong focus on wellbeing, provides a solid foundation for students to achieve at high levels.

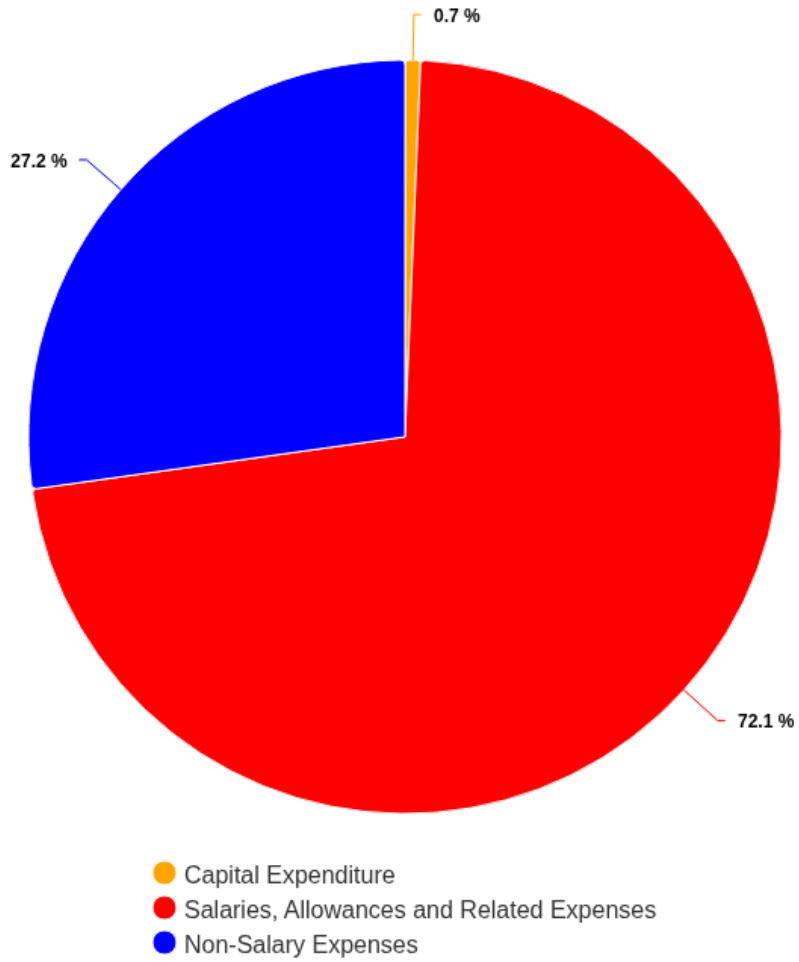
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT