



Catholic Schools
DIOCESE OF MAITLAND-NEWCASTLE

2025

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 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

St Joseph's provides a quality Catholic education in a caring environment. We honour the legacy of the Sisters of Mercy while embracing contemporary learning, reflected in our heritage buildings, modern classrooms and vibrant play spaces. The Mercy Values of respect, integrity, compassion, courage, hospitality, service and justice, guide our Positive Behaviour for Learning and are taught throughout the year.

We are blessed with a generous and engaged community. Families support school life through Care Groups, canteen and classroom help, excursions, carnivals and celebrations such as Mother's Day, Father's Day, Book Week and Christmas events.

Our students are curious and creative learners. Teachers model these dispositions, engage in professional learning and provide rich academic, cultural, sporting and social justice opportunities. We support diverse learning needs through early literacy intervention, play-based learning and our Gifted and Enrichment Program.

Digital technologies enrich learning through STEM, coding, robotics and a BYOD program in Years 4–6. Guided by our mantra Learning Together with Care and Respect, we set high expectations and support every child to thrive.

Parent Body Message

The FACE (Family and Community Engagement) group meets once each term and plays an important role in strengthening the partnership between home and school. These meetings give parents meaningful opportunities to stay informed, share feedback, and support their children's learning.

In 2025, St Joseph's fully transitioned to the updated FACE framework, designed to broaden parent participation and enhance collaboration. To support accessibility, meetings were offered in both Zoom and face-to-face formats.

Each session included a short presentation on topics of interest to families, such as the role of the Learning Support team, strategies for supporting children with anxiety, and guidance for navigating the online space safely with children.

Beyond the meetings, the FACE Group supported the school through initiatives including the Mother's Day and Father's Day stalls and the annual Mango Fundraiser.

The school is grateful for the continued involvement and support of FACE and looks forward to strengthening family and community partnerships in the year ahead.

Student Body Message

The student leaders of 2025 were enthusiastic and proud to undertake their leadership roles, providing outstanding guidance and school spirit throughout the year. They demonstrated their commitment and pride in many meaningful ways.

Across the year, the student leaders hosted the fortnightly school assemblies, ensuring that every student birthday was acknowledged and celebrated. They also represented St Joseph's with pride at the ANZAC Day Marches in both East Maitland and Morpeth.

All Year 6 students played an important role in supporting our new Kindergarten children through the "Buddies" program, helping them settle into school life with kindness, patience, and care.

The annual Swimming and Athletics Carnivals were highlights of the school year. Led by the sports captains, these events showcased outstanding sportsmanship and leadership. Parents also contributed significantly, supporting students and helping ensure both days were a great success.

Many Stage 3 students took on leadership roles within the school's "Mercy Value" groups, including The Enviro Warriors, Kids Care, Games Gurus, and the Gotcha Group. These groups worked to support and lead the school community in various initiatives.

The student leaders also organised and ran a highly successful Talent Quest, providing a platform for students to share their gifts and build confidence. In addition, they coordinated Wellbeing Week activities that promoted kindness, connection, and self-care across the school.

They attended and represented the school at important events, including the Catholic Missions Mass, Catholic Schools Week Mass, Caritas Fundraising Day, ANZAC Day Ceremony, and Remembrance Day Ceremony. They proudly led the school at the East Maitland and Morpeth marches.

All Year 6 student leaders facilitated the peer support program, "Joey's Squad," guiding younger students and building positive connections across the school.

The student leaders were highly commended for their exceptional leadership during what was a challenging year. Their efforts culminated in the successful organisation and running of the annual Mission Day, which featured a variety of fun and engaging activities for the whole student body.

School Features

St Joseph's Primary School is a welcoming Catholic community where every child is known, valued, and supported to thrive. As a double-stream school, we blend the richness of our Mercy heritage with contemporary, evidence-based learning. Our heritage buildings sit alongside modern, flexible learning spaces, reflecting our commitment to honouring tradition while embracing innovation.

At the heart of our school is the charism of the Sisters of Mercy. Our Positive Behaviour for Learning (PBL) framework is grounded in the Mercy Values of respect, integrity, compassion, courage, hospitality, service, and justice. These values are explicitly taught and woven into daily school life, shaping how students learn, interact, and grow.

St Joseph's is known for its strong sense of community. Our families are generous, engaged, and deeply connected to school life, whether through classroom support, event participation, or involvement in Care Groups. Much-loved events such as Mother's Day and Father's Day celebrations, Book Week, the Easter Hat Parade, and our Christmas Celebration Night bring families together and strengthen our shared identity.

Learning at St Joseph's is vibrant, student-centred, and future-focused. Students are curious, creative, and active participants in their learning. Teachers foster inquiry, student voice, and deep engagement through dynamic, responsive practice. Staff are dedicated professionals who engage in ongoing learning and offer a wide range of academic, cultural, sporting, and creative opportunities.

We provide tailored learning support and enrichment to meet the diverse needs of our students. Our Gifted and Enrichment Program extends high-achieving learners, while our early years programs emphasise hands-on, play-based learning that builds strong foundations. Literacy support is a priority, with targeted interventions for students needing additional assistance.

Digital technologies are embedded across all year levels. Students access a Maker Space, 3D printers, drones, coding robots, and other tools that build essential digital skills. A BYOD program operates from Years 4 to 6, and STEM, coding, and robotics are key components of our curriculum.

Student wellbeing and leadership are central to our mission. Stage 3 students can join leadership teams such as Enviro Warriors, Gotcha Gang, Tech Team, Kids Care, Games Gurus, and Mini Vinnies. Students in Years 1 to 6 also enjoy a fortnightly rotation day, participating in PE, library, STEM, and language lessons (Mandarin or Japanese).

Guided by our mantra, “Learning Together with Care and Respect,” we set high expectations and nurture self-regulation, resilience, and responsibility. We strive to develop capable, compassionate, and confident learners ready to contribute positively to the world.

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
227	222	56	449

* 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 91.37%. 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
92.21	93.22	92.03	91.67	91.76	90.49	88.20

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/carer 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	57
Number of full time teaching staff	14
Number of part time teaching staff	27
Number of non-teaching staff	16

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 PS in 2025:

Conditional Teachers	2
Provisional Teachers	0
Proficient Teachers	41

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)

As a "Mercy School", St Joseph's bases its core values on the Mercy Charism and the values of Catherine McAuley. The Mercy Values of Respect, Compassion, Courage, Justice, Hospitality and Service continued to be taught in classrooms, reinforced at assemblies and recognised through weekly Christian Values Awards.

Our Positive Behaviours for Learning Framework (PB4L) reflects these values, with the Mercy insignia prominently displayed around the school. Our motto "Together with Christ" and mantra "Learning Together with Care and Respect" underpin this framework.

During 2025, students participated in many opportunities for prayer and liturgy, including the blessing of new school leaders, an Opening School Liturgy, Ash Wednesday, St Joseph's Day, Holy Week, Easter and Advent. Significant Feast Days such as Saint Mary MacKillop, the Annunciation, Ascension, Our Lady Help of Christians, Pentecost and the Assumption were also marked. The school recognised important cultural and national events including Reconciliation Week, NAIDOC Week, Harmony Day, ANZAC Day and Remembrance Day.

Student leaders attended diocesan events such as the Project Compassion Launch, Catholic Schools Week Liturgy and the Socktober Liturgy held at St Joseph's Church East Maitland.

As part of the Chisholm Pastoral Region, St Joseph's maintains strong parish connections. Staff participate in parish ministries, and one teacher supports the Parish Sacramental Team. Kindergarten students took part in a Welcome to Parish Mass, and students regularly contribute to the monthly Kid's Mass through welcoming, reading and music.

Teachers engaged in faith development opportunities offered by the Catholic Schools Office, including a Staff Retreat focused on the Mercy Charism and Catherine McAuley.

The Social Justice Framework continued to guide grade-based initiatives using the See, Judge, Act model. Five student leadership groups—Kid's Care, Gotcha Group, Games Gurus, Enviro Warriors and Mini.Vinnies—led activities aligned with this framework. The Mini Vinnies group also participated in a Sleepout for the St Vincent de Paul Winter Appeal. The school supported Caritas and Catholic Mission through awareness and fundraising events.

Religious Education aligned with the Diocesan K.12 Syllabus and Scope and Sequence. Grades K–3 taught the New RE Curriculum with a focus on the Pedagogy of Encounter. In 2025, Year 6 completed the Diocesan Religious Education Test and received valuable feedback. One student was awarded First in the Diocese in this test. We are very proud of our student's success.

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 delivers a comprehensive educational program grounded in the NSW Education Standards Authority (NESA) K–6 syllabuses, ensuring full alignment with all mandatory requirements. The curriculum is taught across all Key Learning Areas—English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts, and Personal Development, Health and Physical Education. Teaching and learning are further guided by the Catholic Schools Office Learning Framework, which supports high-quality, consistent educational experiences across the Diocese.

All teaching programs are outcomes-based, with embedded differentiation to meet the diverse learning needs of students. The school offers a broad range of initiatives designed to engage, extend and challenge learners, including a dedicated GIFTED Program for high-potential students. This model provides extension opportunities in English, Science and Mathematics, alongside robotics and coding experiences. Ten students also participated in the Diocesan Virtual Academy, enriching their learning through specialised virtual pathways.

A strong Learning Support framework ensures targeted intervention through individual, small-group and in-class support. Evidence-based programs such as MiniLit, MacqLit, MultiLit and a range of social-skills initiatives address specific literacy and wellbeing needs.

Digital capability is enhanced through the BYOD program in Years 4–6, enabling students to use devices purposefully as learning tools. Essential Assessment informs Mathematics instruction, while explicit teaching approaches—including Sentence a Day and Power Writing—strengthen students' technical writing skills. The school's 2025 improvement priority focused on lifting student achievement in Mathematics, with robotics and computational thinking further embedded into the Science curriculum to promote problem-solving and innovation.

Specialist teachers enrich the curriculum through the delivery of Japanese/Mandarin, PE, PDH and Creative Arts programs, including Music, Dance and Drama.

The Annual School Improvement Plan is informed by ongoing data analysis and the identified learning needs of students. It drives professional learning and supports a whole-school commitment to evidence-based pedagogy and continuous improvement. In 2025, all Professional Practice and Development Goals aligned with school priorities, with a particular focus on developing consistent, evidence-based approaches to the teaching of Mathematics.

As part of a whole-school strategy to enhance student outcomes, teachers met fortnightly in stage-based Professional Learning Teams. These meetings centred on data analysis, learning tiering and the development of differentiated, targeted programs that addressed the needs of all learners.

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 PS 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	75%	54%
	Reading	80%	66%
	Writing	100%	76%
	Spelling	82%	62%
	Numeracy	80%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	80%	63%
	Reading	82%	73%
	Writing	78%	65%
	Spelling	82%	69%
	Numeracy	86%	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

Parents and carers of St Joseph's School value the strong partnership they share with the school. They report feeling welcomed, supported, and confident in the care and learning opportunities provided for their children.

The school promotes a warm and inclusive culture, encouraging families to engage in all aspects of school life. Strong connections with the local parish further enrich the spiritual and community life of the school.

Parents and friends actively participate in school events, including class showcases, assemblies, liturgies, Masses, and celebration days, all of which are well attended. Families are also engaged in their children's learning through student-led conferences, where achievements are celebrated and learning goals shared.

Communication between home and school is viewed positively. The weekly Snapshot of Events shared via the school's Facebook page and the updated school newsletter have been well received, supporting strong connections and keeping families well informed.

Student satisfaction

Student feedback throughout the year reflects strong satisfaction with learning, wellbeing and leadership opportunities at St Joseph's Primary School. Students reported that engaging, collaborative learning experiences build confidence and help them take pride in their progress. Many valued sharing their work through student showcases and student-led conferences, which allowed them to celebrate achievements with peers and families.

The school musical was frequently highlighted as a memorable experience that strengthened teamwork, creativity and school spirit, enhancing students' sense of belonging.

The student leadership team—including school captains, prefects and house captains—was highly regarded. Students felt their leaders valued student voice and ensured suggestions

were communicated to the executive team, increasing confidence in contributing to school life.

Students also appreciated wellbeing initiatives, cocurricular activities and supportive relationships with staff. Overall, responses show strong pride in being part of the St Joseph's community.

Teacher satisfaction

Teacher satisfaction at St Joseph's is reflected in strong engagement, collaboration, and a shared commitment to student learning. Staff contribute beyond classroom responsibilities through extracurricular activities and school initiatives, which are highly valued by the school and parent community.

Teachers work collaboratively and engage in ongoing professional learning that supports improved student outcomes. They appreciate opportunities to use school resources effectively for data analysis, planning, and targeted teaching.

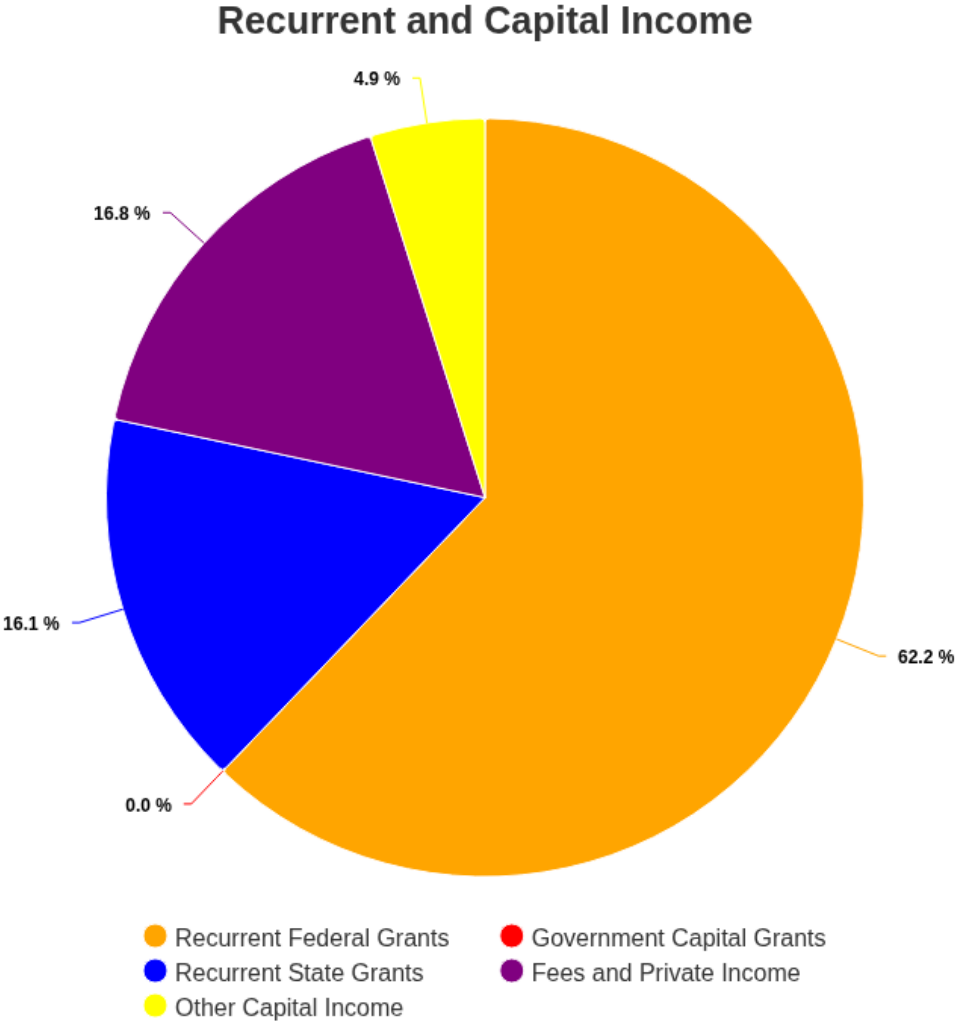
Staff are encouraged to provide feedback on school decisions and feel their contributions are recognised. All teaching staff participated in the annual Employee Engagement Survey, with 92 per cent reporting high engagement—well above the average. Key strengths identified included teamwork, leadership, professional learning, and shared goals.

The dedication and professionalism of staff at St Joseph's continue to drive positive outcomes for students and the ongoing success of the school.

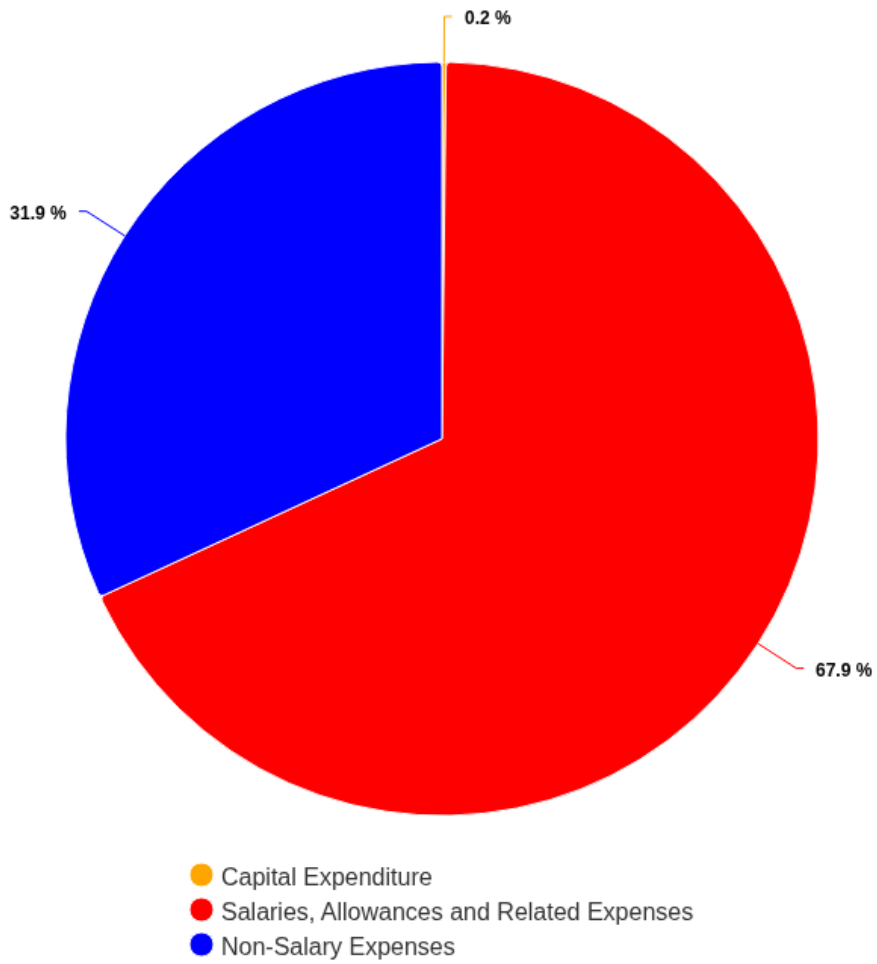
Financial Statement

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 2025 year is detailed below:



Recurrent and Capital Expenditure



END OF 2025 REPORT