

2025

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) 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

2025 has been a year marked by joyful celebration, strong learning growth, and deepened community connection. As we celebrated 40 years at our Kilaben Bay site, our school community came together in gratitude for the generations of students, families, staff, and parish members who built the foundation on which we continue to grow.

This year has been filled with rich learning experiences — excursions, camps, liturgies, sporting carnivals, and major performing arts opportunities such as ASPIRE, Celebrate! Choirs at the Civic, and the Aspire Song Competition in which Year 3 Blue progressed to the next stage.

Our students continue to excel in diverse fields, including outstanding sporting achievements such as representation at the Diocesan level in cross country and the remarkable success of students one, who achieved a personal best at the Australian Junior Athletics Championships.

Staff have also engaged in meaningful professional learning, including statewide conferences that strengthened leadership capability and reinforced our Catholic mission of hope, service, and faith.

As we move forward, we remain committed to nurturing a community where faith, learning, and wellbeing flourish each day.

Parent Body Message

Towards the end of 2025 the P&F Association transitioned to the Family and Community Engagement model. Parents including grandparents and Parish members have continued to play an essential role in strengthening our community throughout 2025. From supporting major school events such as Mother's Day celebrations to contributing to volunteer efforts in the PLUS shop and canteen, parents have enhanced the connectedness and vibrancy of our school.

Fundraising, community-building initiatives, and ongoing collaboration with staff have helped create welcoming and inclusive experiences for all families. The P&F remains proud to support a school that values partnership, shared responsibility, and active parent engagement.

Student Body Message

This year, students embraced newly established leadership roles that reflect our school's charism, mission, and vision. Alongside our four School Leaders, we proudly introduced eight House Leaders—two each for Francis, MacAuley, MacKillop, and Joseph Houses.

Throughout the year, our student community has shown kindness, teamwork, and pride. Whether supporting younger buddies, assisting with liturgies and assemblies, or contributing to Catholic Schools Week celebrations themed Pilgrims of Hope, students have demonstrated what it means to lead with heart.

Our Positive Behaviours for Learning (PB4L) framework continues to guide and support our school community. Students respond positively to clear expectations, Joey Tokens, and house-colour reward days, helping to foster a respectful and motivated learning environment.

Our Peer Support program and buddy system also continue to strengthen relationships across year levels, building a culture of care and connection. We are proud to be part of a school that empowers us to be leaders, learners, and compassionate members of our community.

School Features

- Scenic bushland setting with natural play spaces
- Strong Catholic identity and inclusive enrolment
- Active P&F Association and community partnerships
- Diverse learning opportunities: STEM, music, drama, sport, and enrichment programs
- Facilities include refurbished netball and basket ball courts, sports fields, music room, and outdoor learning areas
- Breakout spaces in all classrooms
- Before and after school care through St Nicholas OOSH

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
96	98	7	194

* 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 91.38%. 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
93.55	91.86	92.70	92.00	91.49	88.85	89.23

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	36
Number of full time teaching staff	11
Number of part time teaching staff	15
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	3
Provisional Teachers	0
Proficient Teachers	21

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)

Our Catholic identity remained central in 2025. The school community participated in significant liturgical celebrations and parish-connected events, including Catholic Schools Week: Pilgrims of Hope, where students reflected on service, faith, and hope.

This year also marked an important milestone with the introduction of our new Vision and Mission Statements, developed through a collaborative process involving staff, students, families, the parish, and diocesan leadership. Our renewed vision—Inspired by Jesus, we love, we learn, and we serve—captures the heart of who we strive to be as a Catholic school community. Our mission further guides our daily actions: Immersed in the beauty of God's wondrous creation, we love God and one another, learn with respect, resilience, and hope, and serve with compassion and generosity. These statements now shape our faith life, decision-making, and the way we accompany students in their spiritual and moral development.

We continued strengthening parish-school partnerships, celebrated Mother's Day and other faith-filled community gatherings, and supported social justice initiatives through student participation and leadership. Together, our community is living out our call to love, learn, and serve in the spirit of St Joseph.

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.

Curriculum Learning and Teaching

Learning in 2025 reflected high expectations and rich learning opportunities across all stages. Class programs were highlighted through newsletters, showcasing STEM activities, class news, and the Stage 3 camp. Students proudly engaged in performing arts through the Aspire Song Competition, Celebrate! Choirs at the Civic, and our SJKB School Musical supported by St Paul's Booragul. Literacy and numeracy remained strong priorities, with teachers using data-informed practices to support growth. Gifted Education, Diverse Learning, Aboriginal Education initiatives, and play-based learning experiences were regularly communicated and celebrated. Digital technologies continued to be embedded in classroom learning and school communication.

Initiatives Upholding Our SJKB Values and PB4L Framework

Students embraced leadership opportunities across liturgies, assemblies, and community events. Behaviour expectations were reinforced through clear and consistent communication between school, students, and families. Wellbeing initiatives such as Garden Club, pastoral care activities, and community celebrations supported a positive and connected environment. School-wide recognition systems promoted positive reinforcement and celebrated student success. Peer Support and buddy programs strengthened cross-stage relationships, and student leadership was visible in assemblies and school events.

Summary of Professional Learning at This School

In 2025, staff participated in a wide range of professional learning to strengthen teaching practice, enhance student outcomes, and deepen Catholic identity. Evidence-based approaches in differentiated reading and writing instruction supported diverse learner needs. Ongoing PB4L professional learning ensured consistent expectations and proactive, whole-school behaviour systems. Staff engaged in faith formation experiences to further their

understanding of Catholic tradition, mission, and contemporary Religious Education. Implementation of the new NSW syllabuses was supported through collaborative planning and targeted training. Professional learning in data literacy strengthened teachers' ability to analyse assessment information and apply effective formative strategies. Staff also benefited from diocesan and regional networks, enhancing leadership and specialist expertise. Workshops in inclusive education and wellbeing provided practical strategies to support diverse learners and foster a safe, supportive school environment.

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	68%	54%
	Reading	77%	66%
	Writing	91%	76%
	Spelling	62%	62%
	Numeracy	83%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	56%	63%
	Reading	64%	73%
	Writing	60%	65%
	Spelling	36%	69%
	Numeracy	48%	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

2025 Achievements

In 2025, our school continued to strengthen community partnerships, enrich student opportunities, and enhance communication. Key achievements included:

Strengthened Community Connections

The year saw exceptional community engagement through major gatherings such as the Welcome BBQ, the school musical with an audience of more than 600 attendees, Mother's Day celebrations, Catholic Schools Week activities, Celebrate! Choirs, Aspire competitions, and a wide range of school sporting events. These occasions brought families, students, and staff together, building a strong sense of belonging and pride.

Refinement of Communication Channels

Communication with families was strengthened through consistent and effective use of newsletters, Compass, and online platforms. These enhancements ensured clearer, more accessible information sharing and supported stronger connections between home and school.

Student satisfaction

2025 Achievements

Expanded Sporting Programs and Student Participation

Students engaged in a diverse range of sports clinics and gala days that promoted teamwork, skill development, and active participation. Opportunities included the AFL Clinic, Netball Clinic, League Tag Gala Day, Soccer and Netball Gala Days, the Newcastle Knights Gala Day, and the Tennis Gala Day. These programs provided valuable experiences for students to develop their physical skills, confidence, and sporting spirit.

Enhanced Performing Arts Participation

The performing arts continued to flourish, with increased opportunities for students to participate and be recognised for their creativity and talents. These experiences supported confidence building, artistic expression, and whole.school celebration of student achievement.

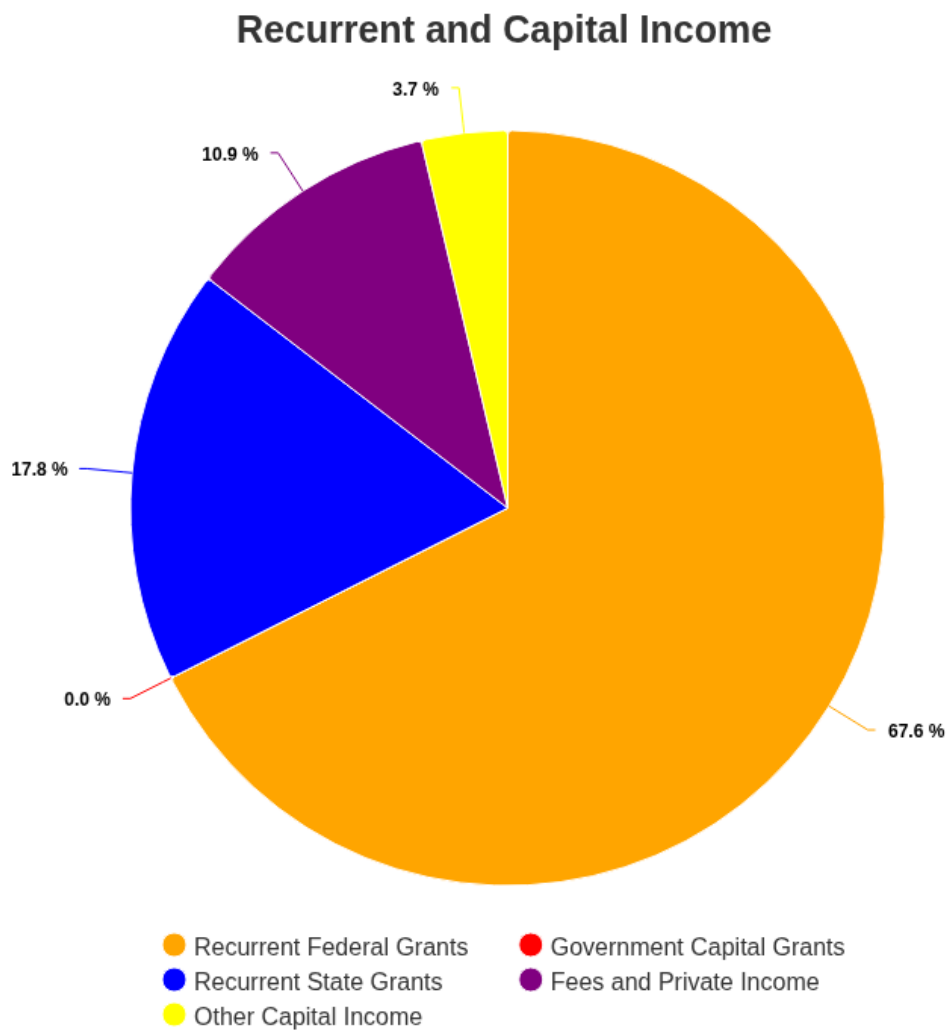
Teacher satisfaction

Teacher satisfaction in 2025 was strongly influenced by the school's continued commitment to professional growth, transparent processes, and supportive workplace structures. Insights drawn from the Staff Engagement Survey materials and the PP&D Online Interface trial highlight a school environment that values clear communication, meaningful professional dialogue, and opportunities for ongoing development. These elements collectively contribute to a workforce that feels respected, supported, and engaged.

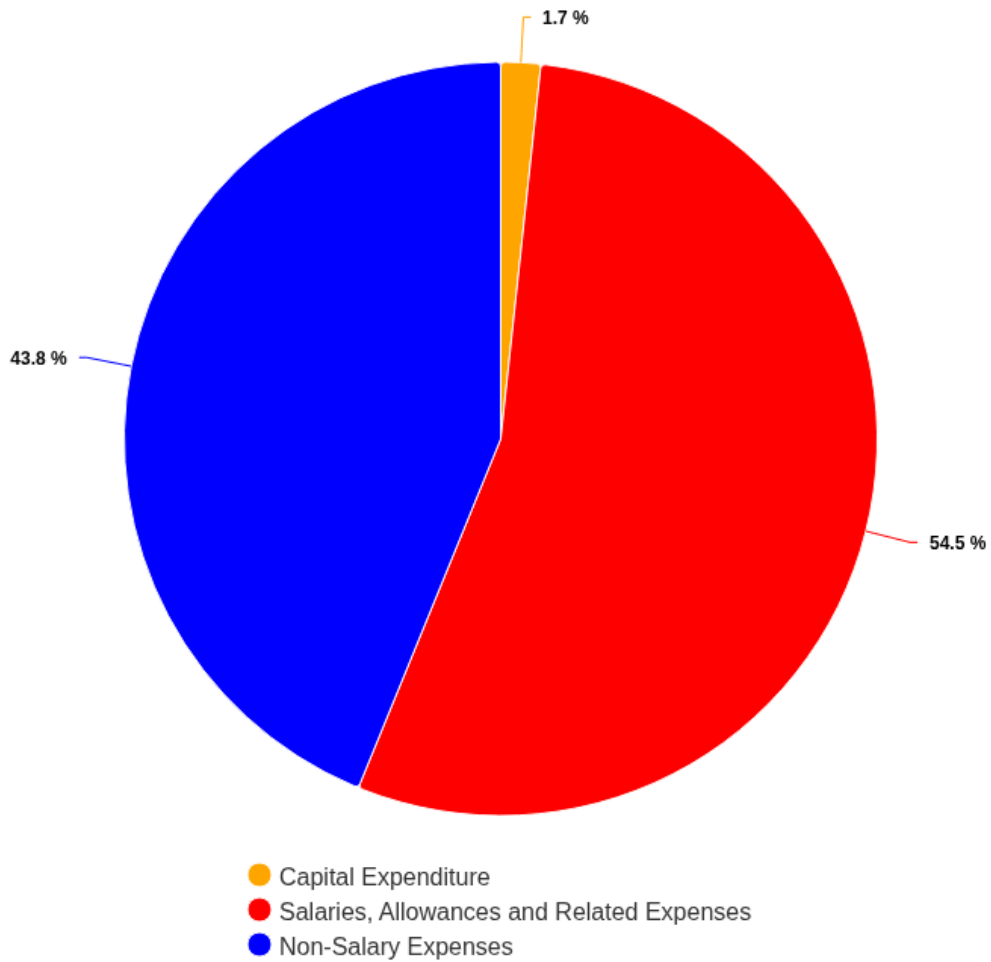
Financial Statement

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