

2025

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

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

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

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 2025 school year has been marked by growth, innovation, and shared achievements. Our dedicated staff continue to provide excellence in Catholic education, fostering a faith-filled environment where every child is valued and supported. Parents remain active partners in learning, and our students have thrived academically, culturally, and spiritually.

With the support of the Diocese, there has been a significant investment in upgrading classrooms and furniture, creating modern, flexible spaces that enhance engagement and collaboration. We have also expanded technology access across all grades, introducing iPads for Kindergarten and Year 1 and implementing a 1:1 device program for Years 2–6. These initiatives have transformed learning, enabling personalised and interactive experiences for every student.

Our school community continues to live out its mission through acts of service and generosity. Contributions to local and global causes reflect our commitment to social justice and making a positive difference in the world.

Thank you for your ongoing support as we work together to nurture confident, compassionate learners who live out the Gospel in their daily lives.

Parent Body Message

Throughout 2025, we've had so many opportunities as parents to be involved in the life of the school. Each term, engagement meetings gave us a chance to connect, share ideas, and learn more about how we can support our children's learning and wellbeing. Celebrations like Mother's Day, Grandparents' Day, and Father's Day were highlights, bringing families together for beautiful liturgies and community events that remind us what a special place St Joseph's is.

We've been invited to contribute ideas for school initiatives and engagement topics, and the regular communication through newsletters, Compass, and social media has kept us informed and connected. Parent-teacher interviews and student-led conferences have been invaluable in strengthening the partnership between home and school.

Many of us have also volunteered at events and supported fundraising efforts, helping to improve facilities and resources for our children. It's clear that our contributions make a real difference, and it feels great to be part of such a welcoming and collaborative community.

The strong relationship between parents and the school is something we truly value. Together, we're creating the best possible environment for our children to learn, grow, and thrive.

Student Body Message

St Joseph's Wingham is such an awesome school! Our community is full of friendly students and amazing teachers who make learning fun. There are so many chances to try new things and improve your skills, like drama, sport, STEM, and heaps more.

Our teachers work really hard to help us learn and grow every day. We even have a fantastic library with books for everyone, from picture books to big chapter books. There's always something great to read!

At St Joseph's, our teachers encourage us to do our best and never give up. They let us explore, learn new things, and help us when things get tricky. Our school mission is all about being confident and engaged learners, and our teachers make that happen.

Because we're a Catholic school, we Make Jesus Real every day. We learn how to be kind, caring, and respectful to everyone, no matter our differences. Our MJR awards at assembly remind us to live these values and be the best we can be.

We're so lucky to be part of such a welcoming and wonderful school.

School Features

St Joseph's, is a dynamic Catholic school catering for students from Kindergarten to Year 6. We are part of the Parish of Our Lady of Perpetual Help and proudly stand on the land of the Biripi people, whom we acknowledge and respect as the traditional custodians. Our school maintains a strong partnership with St Clare's High School, ensuring a smooth transition for students into secondary education and providing a K–12 Catholic pathway.

Founded by the Sisters of St Joseph, our school embraces the Josephite charism inspired by St Mary MacKillop: "Never see a need without doing something about it." The original convent opened in 1935, and classes were held in the old wooden church until the present school was built in 1974. Over the decades, significant upgrades have transformed the site, including the restoration of the convent building, new amenities, a hall, library, and modern classrooms. In recent years, playground improvements and outdoor learning spaces have enhanced opportunities for play-based learning. In 2025, with the support of the Diocese, further investment upgraded classrooms and furniture and expanded technology access, introducing iPads for Kindergarten and Year 1 and a 1:1 device program implemented for Years 2–6.

Our school offers a wide range of co-curricular opportunities, including Children's University and sporting programs where students can progress to state-level representation. Camps and excursions enrich learning experiences, and incursions broaden horizons. In 2025, Stage 3 participated in the Naturally Brave program, designing innovative solutions to assist communities during natural disasters—an initiative that fostered creativity, resilience, and social responsibility. Students engaged in ICAS and the Newcastle Permanent Maths competitions. Spelling and Maths Bees and a Public Speaking Competition were held, with representatives advancing to Diocesan level.

Creative Arts is a strong focus at St Joseph's. Our annual Jafa (Joey's Annual Festival of the Arts) celebrates student talent in visual arts, music, and drama. In addition, students participated in the ASPIRE program, which included opportunities for scriptwriters and performers to develop their skills through workshops and creative projects.

Special events such as Mother's Day, Grandparents' Day, Father's Day, Book Week continue to strengthen community bonds and celebrate the unique gifts of our students. These occasions, along with our commitment to social justice initiatives, reflect the vibrant and inclusive culture that defines St Joseph's.

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
55	63	3	118

* 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 89.82%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
91.93	94.23	90.06	87.67	88.11	88.66	88.05

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	33
Number of full time teaching staff	8
Number of part time teaching staff	12
Number of non-teaching staff	13

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	2
Provisional Teachers	0
Proficient Teachers	17

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)

The St Joseph's Wingham school community acknowledges and values the Biripi people as belonging to the land on which this school now stands. There is a strong relationship between a child's intellectual development, religious faith and personal growth. We explicitly teach those values that are wholesome and life-giving. Prayer is integral in our school, as is the celebration of liturgy and an experience of a living faith.

We remember with gratitude, the heritage in education left for us by the Sisters of St Joseph. Our school mission statement promotes St Joseph's as an inclusive educational community that, through quality teaching centred on Jesus, produces engaged and confident learners who make a positive impact on society. The school celebrates its Catholic identity by having a prayer space in each learning space, celebrating liturgical celebrations and feast days and offering formation opportunities offered for all our primary classes.

In 2025 we continued to Make Jesus Real in our everyday lives and continued to work to ensure that Jesus is at the centre of everything we do, tying this in closely with our work in PB4L. St Joseph's actively participates in the life of our parish, Our Lady of Perpetual Help Wingham. The school also works in close partnership with the Parish Sacramental Team and with our school executive team.

Regular communication is ensured via planned meetings between Priest, Principal and REC and through representation on the Parish Pastoral Council. In 2025 staff engaged in professional learning focused on introducing the new Religious Education curriculum as part of the CSO focus on this. The classroom teaching of Religion is derived from aims and outcomes set out in the Diocesan K-12 Religion syllabus. Teachers also continued to

incorporate a Catholic Perspective statement within all programs to highlight Catholic identity as integral to all KLAS.

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 provides a comprehensive educational program aligned with NSW Education Standards Authority syllabuses for Primary Education. The curriculum covers all Key Learning Areas: English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts, and Personal Development, Health and Physical Education. It is supported by general capabilities, including literacy, numeracy, ICT, critical and creative thinking, ethical behaviour, personal and social competence, and intercultural understanding.

We are committed to fostering individuality and a lifelong love of learning by providing opportunities for every child to excel. St Joseph's delivers high-quality education within a safe, inclusive, and nurturing environment. Through an engaging curriculum and high expectations, students are supported to reach their full potential while developing resilience, positive relationships, and essential skills for the future.

Early learning is enriched through Successful Foundations, a play-based initiative developed by Catholic Schools Maitland-Newcastle. This program nurtures curiosity, creativity, and social-emotional development through planned provocations that encourage exploration, problem-solving, and collaboration. Infants students participated in Outdoor Learning, promoting inquiry, resilience, communication skills, and a sense of belonging, key foundations for lifelong learning.

Education at St Joseph's is supported by modern resources. Students in Stages 2 and 3 benefit from 1:1 devices, while Early Stage 1 and Stage 1 maintain a 1:2 ratio. Learning spaces feature video conferencing capabilities and interactive comm boxes, and the school hall includes a new LED screen for presentations and community events. Teachers strategically integrate these technologies to create interactive, meaningful learning experiences.

In 2025, the school focused on embedding an evidence-based approach to Mathematics. Staff engaged in professional learning, culminating in a school-wide data wall and tracking system to monitor progress. Professional learning in Digital Literacy continued, ensuring effective ICT integration and maximising the use of 1:1 devices for future-focused learning.

Oral Reading Fluency is monitored through a data wall demonstrating strong growth across all year levels. Intervention programs such as Aboriginal Education, reading intervention, and MiniLit/MultiLit, combined with case management, enable tailored learning experiences.

In Creative Arts students explored Music, Drama, and Visual Arts, culminating in Joey's Annual Festival of Arts at the Manning Entertainment Centre. Amplify enhanced music instruction, while the Manning ASPIRE program offered High Potential and Gifted students a platform to excel.

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	33%	54%
	Reading	50%	66%
	Writing	71%	76%
	Spelling	25%	62%
	Numeracy	54%	64%
NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	69%	63%
	Reading	69%	73%
	Writing	62%	65%
	Spelling	54%	69%
	Numeracy	85%	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

In 2025, parent satisfaction with the school was measured through multiple feedback processes. Formal surveys were conducted throughout the year on key initiatives, including student-led conferences and considerations for the school budget. These surveys provided valuable insights into what parents appreciate about the school and areas for improvement.

Parents also had opportunities to share feedback during Parent Engagement Meetings, parent-teacher interviews, and informal conversations at school events. Families were encouraged to contact the office directly with any concerns or suggestions, ensuring open and transparent communication.

The feedback received was overwhelmingly positive, highlighting strong partnerships between home and school, effective communication, and the school's commitment to student wellbeing and learning. Parents expressed appreciation for opportunities to contribute ideas and be involved in decision-making processes.

The school values the voice of parents and remains committed to maintaining a culture of consultation and partnership that supports the best outcomes for every child.

Student satisfaction

In 2025, student satisfaction was measured through multiple feedback processes. Students completed surveys throughout the year on key initiatives, including student-led conferences, and provided input during class discussions and leadership forums. These opportunities allowed students to share what they value most about school life and suggest areas for improvement.

Overall, feedback was highly positive. Students expressed a strong sense of belonging and appreciation for the supportive relationships they have with teachers and peers. They highlighted that high expectations for learning and clear goals set by teachers helped them stay engaged and achieve success. Positive Behaviour for Learning (PB4L) continued to be

an area of satisfaction, with senior students actively involved in identifying weekly focus areas and leading initiatives to promote respectful and responsible behaviour.

Students were also encouraged to raise concerns and report issues throughout the year, ensuring their voices were heard in shaping a safe and inclusive environment. This feedback has informed planning for 2026, reinforcing our commitment to student wellbeing, engagement, and leadership.

Teacher satisfaction

In 2025, teacher satisfaction was measured through multiple feedback processes, including staff meetings, open discussions, and the Staff Engagement Survey. Results were exceptionally positive: 99% of staff reported being engaged in their work, 90% felt well at work, and 98% were satisfied with their professional growth and ability to deliver outcomes.

The culture of transparent and open communication at St Joseph's continues to be a key strength. Staff are encouraged to share concerns and suggestions regularly with the Executive team, and feedback is actively sought during meetings to inform planning and school improvement initiatives.

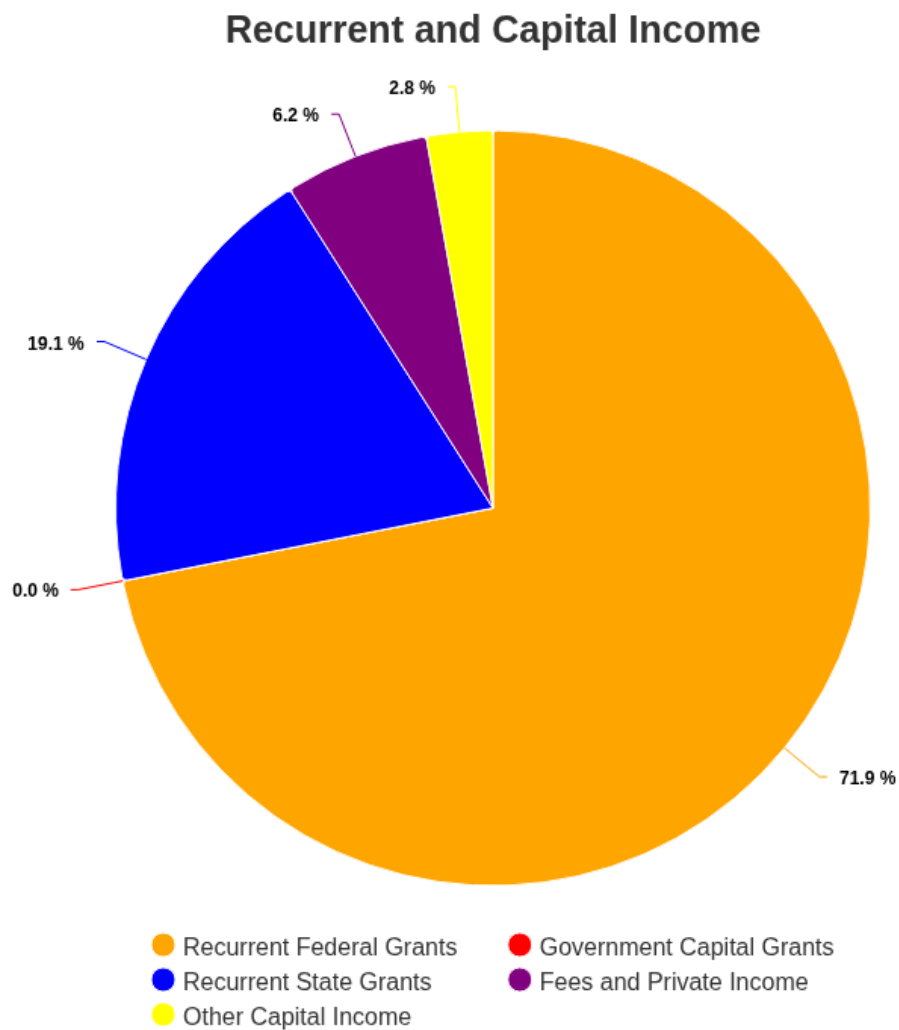
Teachers expressed strong satisfaction with the school's focus on increased technology, pedagogy and collaborative practices, noting that professional learning opportunities and support for curriculum implementation have contributed to their confidence and effectiveness.

This feedback confirms that staff feel valued, heard, and empowered to deliver quality Catholic education. Insights from the survey and discussions will continue to guide planning for 2026, ensuring staff wellbeing and professional growth remain priorities.

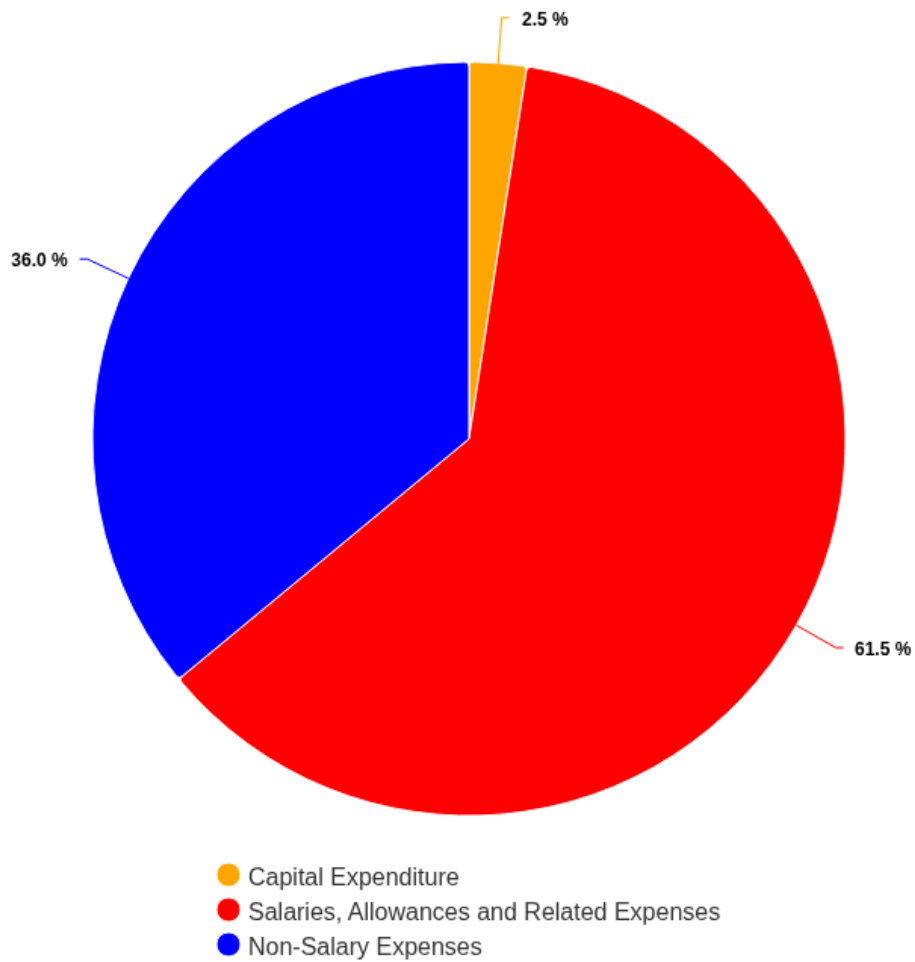
Financial Statement

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