

2023



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About this report

St >cgYd\lg' Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. 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



Central to our efforts to foster student voice and agency, we instituted termly student voice sessions, led by our Year 6 leaders, where small groups of students engaged in

School Features

St Joseph's Primary Taree caters for kindergarten to grade 6 students and is currently two streams. We are in the parish of Our Lady of the Rosary Taree and feed to St Clare's Secondary College. The founding order of the school was the Sisters of St Joseph's in January 1923.

hundred years ago great preparations had been made under the direction of Father Coady for the arrival of the Sisters of St Joseph at Taree in January, 1923. A new convent and a brick primary school on Wynter Street had recently been completed ready for the Sisters to begin St Joseph's Primary School and a girls boarding school at the beginning of the school year. The boarding school continued until 1965. Rosary High School was established on the parish site in 1962.

When the high school relocated to Chatham in 1971, the pupils from 3rd to 6th classes at St Joseph's Primary School moved into the vacated secondary school building which had been built in 1962. In 1972 the original 1923 school was demolished and replaced with a modern infants school consisting of three double classrooms based on the site.

With the closure of St Joseph's Primary and Boys Boarding School at Cundletown in 1968 and St Joseph's Primary School, Krumbach in 1989, students travelled to St Joseph's Taree.

St Joseph's Taree draws from its six parish centres and surrounding district. This includes Taree, Old Bar, Harrington, Lansdowne, Cundletown, Coolongolook and Wingham. We also draw students from the University Point area, and BUNBURY.

Increasing enrolments and cramped conditions led to a new school being opened at St Joseph's Drive on May 25, 1998, the current site. We honour our Josephite and parish heritage.

In 2023, St Joseph's celebrated 100 years of being central to education in the Taree community. This year St Joseph's primary school came together to celebrate 100 years of education. In term 4 our school, community both past and present, celebrated the 100 years spring fair, liturgy and blessing with bishop Michael and the 100-year mass at Our Lady of the Rosary parish. The celebrations were a wonderful recognition of the incredible contribution to the Catholic education in the Manning Valley.

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 2023: Additional information can be

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	46
Number of full time teaching staff	16
Number of part time teaching staff	12
Number of non-teaching staff	18

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 107
- Provisional 69
- Proficient 1887
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

The staff development or Professional Learning at St Joseph's has been aligned with our system and school strategic plans. The professional learning opportunities have been focused on building the capacity of our staff to improve the outcomes for our students, social emotional and learning needs.

The following content was investigated over the four full days and 8 staff meetings per term, as well as school funded "on the job" professional learning cddcfh b]hYg"

- ; Verbal Intervention Training
- ; Understanding Challenging Behaviour
- ; Developing supportive plans for students with challenging behaviours
- ; The 14 parameters of effective learning (as listed above)
- ; Behaviour management of students with trauma
- ; Good Governance
- ; Office of Safeguarding Training
- ; First aid and CPR
- ; Gifted and Talented Education
- ; Risk and Resolution ÉMN response training
- ; Office of Safeguarding

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 GWcc'lg' Office Diocesan Vision Statement, 2016)

In the Diocese of Maitland-Newcastle, Catholic Schools, guided by the leadership of the Bishop and in close partnership with parents and parishes, are deeply committed to the Church's mission of delivering high-quality education within the rich context of Catholic Christian tradition. Anchored by the vision "At the heart of everything is Jesus Christ," Maitland-Newcastle Catholic Schools are dedicated to nurturing vibrant, inclusive, and diverse communities, with a special focus on serving the marginalised and promoting justice, integrity, and peace, all while fostering hope for the future.

Aligned with the ethos outlined by the Catholic GWcc'lg' Office Diocesan Vision Statement (2016), our school remains steadfast in its mission, as articulated in our 2021 commitment to our mission: "To do what it takes to serve our learners through quality and Christ-centric education." This dedication permeates every aspect of our school culture, where Christian living, loving, and learning for life are fundamental to our community ethos and form the basis for our vision.

Throughout the year, we actively demonstrate our Catholic identity through various activities and initiatives, including school liturgies, Parish Masses held in our Hall, and engagement with local outreach programs. Our commitment to prayer is evident in our weekly gatherings and class prayers before meals, as well as our staff's collective prayer and breakfast sessions each Thursday morning. Additionally, each class takes turns coordinating liturgies

throughout the year, providing opportunities for parents and the parish community to join us in these sacred W`YVfUjcbg`

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Furthermore, our Year Six leaders and social justice groups actively participate in Catholic Care initiatives, such as the community kitchen, exemplifying our dedication to serving those in need within our wider community. To recognise and celebrate our students' embodiment of our school's virtues and mission, we present weekly and annual perpetual awards, honouring those who demonstrate the qualities exemplified by St. Mary of the 7 fcgg`

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We are incredibly fortunate to receive unwavering support from Father Kevin and our local parish community, whose involvement enriches our school community and strengthens our collective commitment to living out our Catholic values each XUn`

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.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The school focused on the development of the Literacy and Numeracy block, specifically in the pedagogy used and the quality of the instruction. This has been a significant professional learning journey since 2021. The significant work we have undertaken in the science of reading has allowed us to build a Literacy block which provides opportunities for explicit and targeted instruction.

Here is an overview of the Literacy block.

1. Phonics/Spelling

Explicit teaching of phonics: Whole school Aim - To ensure that ALL students know the 44 sounds (phonemes).

Ideally this will be the case for all students by the end of Year 2. For those students in higher grades this skill is an absolute necessity and if it is not yet acquired it should be a focus of the teacher to differentiate the Phonics/ Spelling element of the block.

Explicit teaching of Spelling 3-6

Investigating: Morphology, Letter patterns, Syllables, etymology, suffixes, prefixes, grammar, etc.

General Note: Both areas are explicitly taught by the teacher with the Gradual Release of Responsibility model used to assist the students in gaining knowledge and skills.

2. Fluency

Research indicates that if a child reads fluently, they have improved comprehension. How do

We provide students with relevant texts, provide background knowledge and several opportunities to hear and read the same passage over a period of 10 days.

Explicit teaching practice for ZI Year 1

Partner Reading, Choral Reading, Independent reading. Teachers can use texts from other key learning areas to build background knowledge of topics and concepts being taught around fluency goals.

3. Shared Reading

A modelled text or multimodal text, that ideally will have the phonics or the spelling attribute that was the focus in element 1, or it can be connected to the writing block.

Explicit teaching: Model by deconstructing the components of the text. Give the students a task that relates to this deconstruction and the learning intention.

General Note: The text that is chosen is dependent on the learning intention, e.g. narrative Orientation, Complication, Resolution and the phonemes being investigated in the explicit teaching.

4. Guided Reading or Small Group Instruction

Guided reading takes place in a small group setting while the remaining children are working independently on a task that provides them with guided, independent or repeated practice of the curriculum content taught.

Explicit Teaching: The texts used to teach the students an explicit reading strategy in the small group session consist of but are not restricted to:

- Phonically controlled texts for students who have not yet mastered the sounds of letters
- Reciprocal reading with a rich text
- Focused reading of theatre or other performance texts

5. Writing

Using the Gradual release model (I Do, We Do, You Do) which allows the teacher to model creating a text (I Do) and develop shared texts with students (We Do), the students work independently (You Do) that is either an Imaginative, Persuasive, or Informative text.



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Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion

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6. Effective Communication: Encourage open communication with students and families around behaviour expectations. Listen to their concerns and address any issues promptly and respectfully to maintain effective working relationships.
7. Individualized Support: Student outcomes are monitored so identified students can receive additional support when needed. We recognize that each student is unique and may require different

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School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- ; Catholic Identity and Catholic Curriculum
- ; Learning and Wellbeing

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

St Joseph's has experienced significant improvements across the school in the past three years as we have continued to focus on the following UfYUg.

- ; Learning
- ; Student behaviours

As the students have become more engaged in their learning and have a greater understanding of the impact of Positive Behaviours for Learning (PBL) we found an overall improvement in student Yb[U[Ya YbH'

In 2023 our focus was

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We have seen enormous growth in student outcomes and staff instructional capacity in the realm of literacy over the past few years. In 2024, middle leaders will mentor teachers to continue to build their capacity to further develop cross curricular literacy skills in all key learning UfYUg"

We will continue to use the 14 Parameters outlined in this report as the lens for this improvement and search for evidence based best practice to deliver quality educational outcomes - this is forever work we have committed to, not just as a school, but as a system.

Our focus on PBL will remain, as the safety and wellbeing of our students is always dUfUa ci bh''

3. Environmental Stewardship: Leading sustainability initiatives, managing recycling programs, and maintaining school gardens.
4. Community Engagement: Collaborating with local organisations, participating in service projects, and hosting community events.

Through their leadership, we've seen increased empowerment, improved communication, positive cultural changes, environmental awareness, and stronger community ties. Year 6 leaders play a vital role in promoting student satisfaction and engagement, creating a supportive learning environment. We're committed to nurturing student leadership and engagement for our school's success.

Teacher satisfaction

Teacher satisfaction refers to the level of contentment and fulfillment experienced by educators in their roles within the educational system. During 2023, we witnessed an increase in the level of teacher satisfaction as we continued to achieve our teaching and learning targets and goals. It was evident that teacher satisfaction was flourishing by their engagement, feedback, contribution to professional conversations and overall commitment to our shared beliefs and understandings around our teaching and learning practices. There was an increase of engagement from our educators during professional learning times, which continued to build teacher capacity across our school. We observed our teachers confidently implement the new learnt pedagogical strategies in their teaching practice and our student results were reflecting great growth, particularly in reading. Our teacher satisfaction was thriving and this was evident as teachers continued to willingly showcase and celebrate their students data, share their experiences and offer their advice to their colleagues during staff meetings and in professional learning teams. By prioritising teacher satisfaction, we aim to continue to create an environment where teachers

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$4,133,598
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,153,687
Fees and Private Income ⁴	\$681,355
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$198,710
Total Income	\$6,167,350

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$1,256
Salaries and Related Expenses ⁷	\$4,850,775
Non-Salary Expenses ⁸	\$1,458,332
Total Expenditure	\$6,310,363

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

