

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Joseph's Primary School

53 Denison Street, GLOUCESTER 2422

Principal: Amy Maslen

Web: <http://www.gloucester.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 Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. 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 School 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

2021 was a positive year for learning and our school community at St. Joseph's Gloucester, despite the impact of COVID-19 on our school.

The St Joseph's community began the year full of hope for the school year and although many parts of the year did not happen as planned, we are pleased with the progress that we made throughout the year. Our school refocussed on providing targeted learning to all students in our school with a focus on providing opportunities for challenge and creating high expectations within the classrooms and across the school.

Parent Body Message

During 2021, the parent body decided that it is much better suited to our school and to move forward with the new Parent Engagement model in the hope of greater parent engagement. While the model is new, parents are looking forward to engage and have had only a small number of meetings due to COVID-19. The parent body continued to support the school body with funding raised in previous years.

Student Body Message

'St. Joseph's is a great school. It's small but everyone knows each other. In our school we get to do lots of activities, whereas in a bigger school we might miss out due to being lots of other children. While we didn't get to participate in some activities due to COVID-19 we did receive new computers which helped our learning. Overall it was a great year at St. Joseph's'. Year 6 Student.

School Features

History of the School

St Joseph's Primary School Gloucester is a Parish school and has a proud history built on the tradition of the school's founders, the Sisters of St Joseph. The school was first opened in 1919 and classes were held in the Church building. The present building housing the classrooms was opened in 1969. In 1994 the Administration block was constructed, the covered outdoor learning area was added in 2000 and the BER in 2010-2011 saw the construction of a new library, hall and canteen facilities. In 2018, the school was approved for the construction of a new student toilet block and levelling of the school playground. The toilet block was built in 2019, but the playground works were put on hold due to the impact of the drought. In 2019, St Joseph's Primary School Gloucester celebrated its Centenary to mark 100 years since the arrival of the Sisters of St Joseph in the town. A wonderful day of celebrations was held on March 9, commencing with a Mass followed by a luncheon in the school hall. Many Parishioners, students and staff both past and present, as well as many of the Sisters of St Joseph's attended the day and delighted in looking at the memorabilia on display in the hall and recalling their time at the school. The Convent, which has since become a Parish rental property, was open for visitors to take a trip down memory lane.

Location/Drawing Area

St Joseph's Primary School Gloucester is one of 44 Catholic Primary Schools within the Diocese of Maitland- Newcastle and is built on the land of the Biripi people. Gloucester is a rural community located in a fertile valley bordered by the Bucketts and Mograni Ranges. Gloucester township is surrounded by farmland, hills, forests, rivers and streams. Gloucester Shire is located in the north-eastern sector of the Hunter Region of New South Wales. Students graduate from St Joseph's Primary School Gloucester and transition to St Clare's High School in Taree or Gloucester High School.

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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
11	12	0	23

* 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 and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2021 was 91.52%. 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
88.05	91.23	92.84	94.27	88.82	91.01	94.42

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	9
Number of full time teaching staff	4
Number of part time teaching staff	1
Number of non-teaching staff	4

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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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

Throughout the year our school's professional learning has centred around improving outcomes in a number of areas including numeracy growth.

Our staff have also received professional learning around Number Talks and Mathematics. Throughout our weekly professional learning team meetings our teachers have begun analysing student data to plan for future learning and to measure levels of growth. Staff now collaborate as a team to determine how they can provide at each students' point of need throughout the school year

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

Catholic Culture

Our school community gathers each morning to pray the School Prayer written by the students of St Joseph's. During this time the school acknowledges the land on which the school is built - the land of the Biripi people. All staff and students participate in the faith life of the school and are given regular and meaningful opportunities to do so. Our school foyer welcomes visitors into our school with a visible presence of St Mary of the Cross MacKillop and a beautiful statue of the Patron Saint of our school - St Joseph. This statue was donated by the Sisters of St Joseph at Lochinvar. Each classroom, the Library and the staffroom has a prayer space and Religious icons are evident throughout the school. The school's Catholic identity is acknowledged and celebrated through various Parish and School events. In 2020 this was limited due to COVID-19 but included; classes attended the Parish Mass in Church each Tuesday and an end of Year Graduation Mass.

Faith Life

The parents are aware of the importance of Religious Education within the school and are very supportive of the distinctively Catholic identity of St Joseph's Parish and School. Liturgy, “the work of the people”, is the ritual prayer of the Church. Our liturgies bring the community together in active participation and worship to experience and acknowledge the presence of God who is with us. We recognise the Eucharist as our source and summit and aspire to continue to celebrate this in the context of the universal Catholic Church.

Spiritual Formation

St Joseph's School has a strong Mini Vinnies Team coordinated by our Pastoral Care Worker. The Mini Vinnies Team frequently involves themselves in Servant Leadership activities and 2021 was another very successful year. Activities included:

- Pancake Day to support families in need within our school and Caritas
- Catholic Mission Fund Raising Activities
- Religious Education and Curriculum

All teachers follow the Scope and Sequence of the Maitland-Newcastle Diocesan Religion Curriculum. Religious Education is a formal subject given high priority in our delivery of curriculum outcomes and is taught for thirty minutes per day in each classroom. Year 6 students completed the Diocesan Religious Literacy Test.

The Pastoral Care Policy and forms the basis for teacher and student wellbeing. The values that we encourage and promote include respect, responsibility, honesty and learning. These values encourage students to do their best, treat others fairly, be responsible for their actions, follow principles of moral and ethical conduct and stand up for the rights of others.

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 Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

The child is the centre of all learning at St Joseph's, including in the teaching of Religion. The children are encouraged to ask and explore Religious questions. They experience opportunities to make connections between Scripture and their own life experiences. The children gain an appreciation of Catholic worldview and are offered many opportunities to contribute to the common good.

The School's Religious Education Curriculum, Pastoral Care Policy and forms the basis for student and staff well-being. The values that we encourage, promote and reward include: respect, responsibility, honesty and learning. These values encourage students to do their best at all times, treat others fairly, be responsible for their actions, follow principles of moral and ethical conduct and stand up for the rights of others.

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). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	25%	54%	0%	11%
	Reading	25%	55%	25%	10%
	Writing	25%	53%	0%	7%
	Spelling	25%	50%	25%	13%
	Numeracy	0%	37%	25%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	20%	35%	0%	14%
	Reading	20%	41%	0%	11%
	Writing	0%	20%	0%	18%
	Spelling	20%	38%	20%	14%
	Numeracy	20%	29%	0%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2021.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO 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 at the CSO website at this link.

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 will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

St Joseph's acknowledges the traditional owners of the land that the School and Church are built upon, at morning assembly and school community gatherings. Student leaders involve themselves in the day to day running of the school, leading assembly and prayer. St Joseph's has a very successful peer/buddy support program involving all students K-6. Stage 3 Students are involved in Mini Vinnies, displaying servant leadership in the school, Parish and wider community. The school supports Caritas and Catholic Missions. Supported by parents and carers, children wear their school uniform with pride and represent the school at wider community events in an exemplary fashion.

School Improvement

The School implements the systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Focus on Mathematics

- PLT's focussed on Mathematics.
- Collaborative analysis of PAT and NAPLAN analysis to build teacher capacity.
- Case Management Meetings to support student growth.
- Over 80% student achieved growth in Mathematics.

Priority Key Improvements for Next Year

Focus on Mathematics.

- Collaborative analysis of data collected during PAT and NAPLAN.
- Develop teaching and learning strategies based on the learning progressions to promote student growth in Number Comprehension.
- Create Learning Intentions and Success Criteria aligned to the Learning Progressions in Mathematics K-6.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Parents and community continue to be involved with the school with the number of parents attending Parent Engagement Group Meetings when these have been able to run. High levels of satisfaction and positive responses to the shared partnerships established at St. Joseph's Gloucester have been reported by parents anecdotally at parent teacher meetings and discussions with parents.

Student satisfaction

During the year students completed Tell Them From Me surveys. Students reported general wellbeing and satisfaction with school and activities.

Teacher satisfaction

Staff view St Joseph's as being an authentic Catholic Community, with the Catholicity of the school being evident to the wider community. They believe that the school nurtures the spiritual and religious well-being of both students and staff. Staff and students engage in regular and meaningful Prayer, Liturgical and Eucharistic celebrations. Staff acknowledge that the school provides a quality learning environment and caters for the needs of all students. There are effective assessment policies and practices in place which provide relevant and timely feedback to students and parents regarding learning. Staff members are proud of the variety of extra-curricula activities that are provided for students, as well as the high level of quality pastoral care. The school offers a safe environment for all its members and student behaviour is well managed in a consistent manner. The school encourages parent participation and staff meetings and Professional Learning Community activities occur weekly at St. Joseph's.

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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$777,990
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$235,248
Fees and Private Income ⁴	\$27,394
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$142
Total Income	\$1,040,774

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$81,572
Salaries and Related Expenses ⁷	\$888,993
Non-Salary Expenses ⁸	\$161,180
Total Expenditure	\$1,131,745

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.

END OF 2021 REPORT