About the Annual School Report
Saint Joseph’s Primary School, East Maitland, is registered by the Board of Studies as a member of the Catholic system in the Dioceses of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2013 and gives information about 2014 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Messages from Key School Bodies

Principal
Saint Joseph’s Primary School, East Maitland is located in the Hunter Valley, NSW. The school serves the area around east Maitland, catering for both urban and rural communities nearby. The school has a rich heritage, steeped in Catholic tradition, dating back to the colonial era. The school aims to provide students with an excellent environment for learning and growing in faith. The school boasts excellent facilities and services which include:

- A dedicated team of teachers and support staff who are committed to providing quality learning experiences for all children.
- Well-appointed air-conditioned classrooms with Interactive whiteboard technology
- An excellent library with ample computer facilities
- Attractive school grounds and playing fields with abundant covered playing areas;
- Access to a parish hall;
- A well-supported special education unit leading to improved learning outcomes;
- Varied sports programs for all students
- A strong pastoral care program.

The school encourages and supports a strong partnership between the school, the home and the Parish. At the beginning of 2013 I was appointed as the new Principal to the school. This Report reflects the efforts made by the school to achieve its stated purpose. I commend the report to you.

Anthony Weir (Principal)

Parent Body
In 2013, the St Joseph’s Parents and Friends (P&F) Association had a very active and fruitful year serving the parents and students of our school.

The P&F introduced some new initiatives, such as St Joseph’s Day Prayer Cards, Gifts for World Teachers’ Day, an Outdoor Movie Night, and an email address for the P&F. Regular events such as: the Kinder & New Families Welcome BBQ, our hugely successful Father’s Day Breakfast, the wonderful Mother’s Day Stall, and a Father’s Day stall were all warmly received and supported by our school community.

Our major fundraiser this year was a Trivia Night with over 250 trivia buffs testing their brains against each other, all the while having a great time and raising money for the school!

In 2013, our fundraising efforts and the P&F levy have supported the upgrade of the IT environment in our school. Our contributions have assisted the school in meeting the ever increasing demand for more mobile access to technology. We have partially funded the installation of a wireless network and the upgrading of our laptop fleet to access the network.

At the beginning of this year, our aim was to raise the profile of the P&F within the school community. With the encouragement of our new Principal, Anthony Weir, his staff and the help of many volunteers I believe we made our goal a reality. I would like to take this opportunity to thank each and every one of my Executive Committee for their support and help during 2013.

Alison Wooden (President, St Joseph’s P&F Association)
**Student Body**

2013 started in a rush with the School Swimming Carnival taking place on the fifth day of school. All primary students participated, and the newly elected student leaders assisted with the organisation of the day.

Year Six students continued the tradition of Buddies, and looked after the Kindergarten students for the first three weeks of term. Representatives from each class from Year One to Six were elected to the Student Council early in the Year. New representatives were elected each term. With the guidance of Captains and Prefects, the Student Council organised the Easter Raffle, Clean-up Australia Day, Out of uniform days, improvements to the school grounds, and The Annual Talent Quest.

A large number of students represented the school at ANZAC Day marches in East Maitland and Morpeth. School leaders took part in each of the ceremonies by reading or presenting books and wreaths.

During Term Three the Student Council sought the support of the P&F to organise and supervise a Student Disco. Excellent support by families, and the enjoyment shown by the students, hopefully means that the disco will become an annual event.

During Term Four a ‘mini-fete’ was organised by Year Six. Trash n Treasure, Water Balloons, Second Hand Books, Coca-Cola Spiders and Milkshakes helped to raise over $3000.00 which was split between St Vincent de Paul and St Joseph’s Mission effort.

2013 was enjoyed by the students of St Josephs. Almost all 2013 Year 5 students nominated themselves for leadership in 2014, in the hope of being the leaders of an excellent school.

Noah Steinerts & Lauren Davies
(2014 School Leaders)

**Who We Are**

**History of the School**

St Joseph’s School has existed as an entity in the local area for over one hundred years. Established by the Catholic Church, the school now belongs to the Maitland Newcastle Diocese system of schools. In 2002 the school became a K-6 school following the amalgamation of nearby St Vincent’s Infants School. In 2011 the school was refurbished using the funds provided through the BER program.

**Location/Drawing Area**

The school is located in the Hunter Valley, adjacent to the New England Highway. The school is located in the Chisholm Catholic Pastoral Region. The students come from predominantly Catholic families who are seeking a Catholic education. Students predominantly come from the surrounding suburbs of East Maitland, Morpeth, Tenambit, Metford, Ashtonfield, Raworth, Thornton, Louth Park, Lorn, Bolwarra, Gillieston Heights, Largs, Seaham and Hinton.

The majority of students graduating from Saint Joseph’s East Maitland will enrol at St Peter’s Catholic College at Maitland.

**Characteristics of the Student Body**

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>12</td>
<td>8</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

**Religious Dimension and Culture of School Life**

**Catholic Identity**

St Joseph’s Catholic identity is visibly evident across all areas of the school. The school was established by the Mercy Religious Order of Sisters. The school crest which includes part of the Mercy Insignia is on display on the student badges, in our school banner, our letter head and on signs hung on our school buildings.
Our students are encouraged to use our school motto Together With Christ and the school mantra Learning With Care and Respect as a benchmark for their behaviour. Our school mantra is displayed in our COLA areas.

Located in the Chisholm Pastoral Region, the school has increased the awareness of families of their belonging to a wider church community. St Joseph’s Catholic identity is celebrated with liturgies and masses. Liturgy and prayer are an integral part of each classroom and of the whole school.

We begin each day as a school and class using prayer, both formal and spontaneous. Each Monday morning we begin our school week with the acknowledgement of the traditional owners of the land. Our school prayer is prayed each morning at our school assembly. Each classroom has a sacred space or prayer table as a focus for quiet reflection and prayer.

The school marks the Church year and important school events with liturgy and prayer. Through our liturgical celebrations we are able to connect our school community with our local Parish, the Diocese, the Nation and our global Church celebrations.

In 2013 liturgical events included a school Mass on the first Tuesday of each month in our parish church with various classes attending. The school community also took part in regular liturgical celebrations including our opening school liturgy where we welcomed our new students, staff and families. Other celebration included liturgies for Catholic Schools week, Stations of the Cross, Mission Week, Anzac Day and Prayers in the Cola for Mother’s Day and Father’s Day. We concluded the year with our liturgy of thanksgiving and Farewell to our Year 6 students and departing staff and families.

The School as part of Parish and Diocesan Life
The school actively participates in the parishes of East Maitland and Morpeth. We have staff who worship within the parishes and a number of teachers are members of the Parish Sacramental Team supporting both parents and children in the program. The 2014 kindergarten children and their families were welcomed by the parish community at a parish mass during December.

The school actively promoted the parish ACTiv8 Youth Group which also used our schools grounds for a number of their activities. We also promoted ‘Kids Mass’ held on the first Sunday of each month. The school guitar group played the music at the Sacramental ceremonies and Kids Masses.

The school supports the parish through the sharing of resources. Our local St Vincent De Paul group meets regularly in our rooms and use one of our rooms for storage. A number of other parish groups also use our school facilities for meetings.

Our school with all other Diocesan primary schools participated together on different occasions. These include Catholic Schools Week, Mission Week and Special Needs Mass. We also supported Diocesan sponsored charities such as Project Compassion, Catholic Missions and Caritas Australia.

Teaching of Religion
The teaching of Religion is aligned with the diocesan programming policy. The teachers, in their role as Religious Educators, are supported by the Diocesan K-12 Religion Syllabus and the Resource Units which have local and Australian based content. Units of work form a scope and sequence across the whole school and many resources are located in the Resource Room. Each class has a daily structured lesson that develops the students’ knowledge and understandings of Catholic Faith. The Religious Education Coordinator is available to assist with the development of programs and liturgies.

The REC attended meetings outlining the new Diocesan K-6 Scope and Sequence and units of work. The REC then introduced the Stage 3 units to all teachers and the implementation of these new units occurred in the Year 5 and 6 classrooms. Planning for the new Stage 2 units continues and hopefully they will be introduced to the classrooms in 2014.

In 2013 Year 6 were involved in the Religious Education Test and achieved excellent results.

Retreats and Faith Development Programs
Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. Several opportunities for Staff faith Development were provided during 2013. The ‘Mercy Charism’ was the focus of reflection at a number of our staff meetings. A staff development day led by CSO Religious Education Advisors Sue Hutchins and Mark Spencer took place in Term 4.
A Peer Support Program with a focus on values was conducted during Term Two. This involved students from each class coming together in multi-age groupings with a Yr. 6 facilitator.

The Chisholm Region sacramental program continued this year with many children receiving the sacraments of Eucharist and Confirmation. The Chisholm region works together with meetings being held across the various parishes allowing families the opportunity for faith development.

**Values and initiatives to promote respect and responsibility**

St Joseph’s School maintains an effective Pastoral Care and Discipline Policy. The Policy, and procedures which flow from it, are founded on the teachings of Jesus: love of God, love of neighbour and love of self.

Each classroom displays the Rights and Responsibilities which the community hold as critical for all members to participate fully. These are displayed along with the Values for Australian Schooling.

The individual rights to respect, love, safety, happiness, justice and a clean and safe environment are balanced by the responsibilities shared by all to maintain these elements within the community.

St. Joseph’s is a very generous school community where both students and staff are keenly aware of the needs of all. The schools’ religious education units help develop an awareness of social justice issues within our world.

During 2013 the Year 6 students and teachers organised a Mission Fundraising Day to raise money and the children's awareness of those less fortunate than themselves. The school continued fund raising activities for Caritas Australia through Project Compassion and Catholic Mission. The school is always responsive with their generosity and delighted to be able give to such worthy causes. School representatives attended the Diocesan Mission Mass.

Throughout the year each primary class visited a local nursing home to entertain the residents and to spend valuable time in conversation with senior citizen members of our community.

Every week a student from each class is recognised with a Courtesy Award to reinforce the values central to the school’s Mission Statement. Each morning members of the St. Vincent de Paul Society operated a breakfast club for the children. The school reciprocated this support by supporting the annual St. Vincent de Paul Christmas appeal with food and presents for the needy.

**Policies**

**Enrolment Policy**

Saint Joseph’s School, East Maitland follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

**Student Welfare**

An atmosphere of mutual respect, care and understanding is a feature of St. Joseph’s school life and, student welfare is a high priority at the School.

St Joseph’s Pastoral Care worker provides excellent support for students, teachers and families. The students themselves have relished the Pastoral Care worker’s presence.
The most popular student welfare programs offered were:

- Kindergarten and Year Six Buddy program;
- A Peer Support Program with a focus on ‘Relationships-keeping friends’ was conducted during Term Two;
- Student Council-based on a Civics and Citizenship model, the school leaders and representatives from each class meet weekly to assist in decision making in the areas of environment, fund-raising and sport;
- Year Six camp - offering opportunity for personal challenges, group work, leadership skills as well as outdoor fitness activities;
- Pastoral Care Worker – open door policy, supporting all students, families and staff;
- Seasons for Growth Program – an outline of the program was presented to parents, prior to completion of the program by a number of students;
- The Dolphin-It program which supports the school strong approach to Anti-Bullying

All children were encouraged to participate in school activities. The school supported all programs to ensure no child is excluded due to socio-economic or physical constraints.

St Joseph’s Student Welfare Policy has been maintained during 2013. No changes have been made to this policy during 2013. The Policy is available from the school office.

**Discipline**

St Joseph’s school continues to work toward its goal of developing self-discipline and responsible behaviour in each child. The school policy reflects and draws on the principles of the CSO Pastoral Care Policy.

Recognition of student achievement, through weekly class awards, courtesy awards, announcements at school assemblies and in the school newsletter all encourage good citizenship. The school also acknowledges birthdays of all students and staff at the morning assembly.

St Joseph’s Pastoral Care and Discipline Policy records clear descriptors of behaviour, response and repair. A critical component is the Responsible Thinking Room where time and space is provided for teachers to mentor children. Restorative Justice principles are employed. Communication with parents remains critical.

The policy provides clear guidelines for teachers and students and supports them and parents toward positive outcomes.

On enrolment, all new families receive a copy of The Pastoral Care and Discipline Policy. Key elements of the policy are discussed at Orientation. Evaluation of the policy is completed annually, by the Policy Development Team, and to ensure parents are kept up to date, any changes to the policy are reported via the school newsletter.

St Joseph’s Pastoral Care & Discipline Policy has been maintained during 2013. No changes have been made to this policy during 2013. The Policy is available from the school office.

**Anti-Bullying Policy**

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. Saint Joseph’s School, East Maitland’s *Anti-Bullying Policy* is reviewed regularly and is available on the school website.

**Complaints and Grievances**

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy 2013, developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, School organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website. The policy and associated support material was updated in 2013.
Student Achievements

Academic Achievements
St Joseph’s participated in the University of New South Wales Computer Skills, Mathematics, Writing, English, Spelling and Science Competitions, with students gaining High Distinctions, Distinctions and Credits in their results. Senior students participated in the Newcastle Permanent Primary Mathematics Competition in Term 3 and were awarded High Distinctions, Distinctions and Credits. A number of participants gained a Distinction or High Distinction Award, including a student achieving the highest score in the Maitland District. A team of students from Year 6 entered the Regional Debating and Regional Science and Engineering Challenge. The school also entered the Newcastle Herald Writing competition. Two students from each stage also attended to the Regional Public Speaking.

A number of students participated in the All Saints Region Gifted and Enrichment days, working across diverse sections of the curriculum. The Special Education Unit continued special extension group work in both English and Mathematics with a strong emphasis on reading. A review of the NAPLAN results indicates satisfactory progression from Years 3 to 5 in both English and Mathematics.

The school also continued the ELIM writing project which was commenced in conjunction with Auckland University and the University of Newcastle. The collection of data and the calculation of effect size have resulted in noticeable improvements in writing skills.

Annual School Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Management and Effectiveness</td>
<td>Explored strategies for centralizing storage of existing data and access to it. Met with groups of teachers to share findings of existing data and plan interventions accordingly. Shared Best Start data with wider staff and discussed implications.</td>
</tr>
<tr>
<td>“Writing Assessment Task” - WAT</td>
<td>5 snapshots (on recount). Used as specific basis for program content, addressing identified areas of weakness. Followed up and continued after end of term planning and future planning. Meetings with teachers and ongoing record-keeping and tracking.</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Examined the current approaches to learning intervention: LST support, parent groups, process, Lexia; teacher differentiation. Developed a plan of action to centralize and share information in each of these areas. LST Met with teachers to ensure legislative requirements were being met.</td>
</tr>
<tr>
<td>Referral processes</td>
<td>Developed and refined referral procedures to ensure effective communication within school prior to external referral</td>
</tr>
<tr>
<td>Standardised Assessments</td>
<td>Improved the quality of Unit Assessments: ongoing formal and standardised class-based assessments. Introduced PAT Maths and PAT Comprehension</td>
</tr>
<tr>
<td>Transition Procedures</td>
<td>Developed a shared understanding of effective transition processes and developed a planned approach for Term 4 Transition Meetings and record-keeping; Reviewed and refined the Kindergarten transition Program</td>
</tr>
</tbody>
</table>

Performance in National Testing

National Assessment Program - Literacy and Numeracy (NAPLAN) 2013
Students in Year 3 and Year 5 across Australia participated in National Assessment Program - Literacy and Numeracy (NAPLAN) in May 2013. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and aspects of Numeracy. The test provides a measure of the students’ 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. Band 2 is the minimum standard for Year 3 and band 4 is the minimum standard for Year 5. Student performance in NAPLAN in our school is compared to these
standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

The results from the NAPLAN tests are analysed by the school. If a student’s results are at, or below the National Minimum standard, the Principal, Learning Support Team and the classroom teachers analyse the results carefully and review the targeted intervention programs that are being delivered. This year there was some disparity between the results for boys and girls and the growth that was expected in writing skills from Year 3 to Year 5 was lower than expected. Overall however, the results for the school were quite good.

<table>
<thead>
<tr>
<th>NAPLAN Program 2013 - Year 3</th>
<th>Percentage In Skill Band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>Band 6 and Above</td>
<td>St Joseph's Primary School East Maitland</td>
</tr>
<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 5</td>
<td>St Joseph's Primary School East Maitland</td>
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<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 4</td>
<td>St Joseph's Primary School East Maitland</td>
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<tr>
<td></td>
<td>National Performance</td>
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<tr>
<td>Band 3</td>
<td>St Joseph's Primary School East Maitland</td>
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<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 2</td>
<td>St Joseph's Primary School East Maitland</td>
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<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 1</td>
<td>St Joseph's Primary School East Maitland</td>
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<tr>
<td></td>
<td>National Performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN Program 2013 - Year 5</th>
<th>Percentage In Skill Band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td>Band 8 and Above</td>
<td>St Joseph's Primary School East Maitland</td>
</tr>
<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 7</td>
<td>St Joseph's Primary School East Maitland</td>
</tr>
<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 6</td>
<td>St Joseph's Primary School East Maitland</td>
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<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 5</td>
<td>St Joseph's Primary School East Maitland</td>
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<td></td>
<td>National Performance</td>
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<tr>
<td>Band 4</td>
<td>St Joseph's Primary School East Maitland</td>
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<tr>
<td></td>
<td>National Performance</td>
</tr>
<tr>
<td>Band 3</td>
<td>St Joseph's Primary School East Maitland</td>
</tr>
<tr>
<td></td>
<td>National Performance</td>
</tr>
</tbody>
</table>

### Cultural Achievements

One hundred and thirty two students (fifty nine acts) entered the annual student Talent Quest organised and conducted by the Student Council. Representatives from all grades were successful in progressing to the finale. For the first time in the history of the Talent Quest a magician was adjudged the most entertaining. A performance by a staff ensemble during the final, was thoroughly enjoyed by the audience. Audience support and participation are clear indicators of the value this event offers to the school community.

Despite losing a considerable number of senior members at the close of 2012, younger members of the St Joseph’s School Band continued to develop and display their musical skills during 2013. Band recital each Monday morning, followed by individual and group lessons was attended with enthusiasm. Sections of the orchestra again led the school in the National Anthem on a number of occasions during the year at the school assembly. The band presented its collection of pieces to family members in a concert format each term, and again provided a thoroughly enjoyed musical interlude during the formal prize giving in December.

All students were provided the opportunity to experience and enjoy elements of Aboriginal and Torres Strait Islander culture during Term Three. The Beattie Clan performed for class groups in the parish hall.

The Year Six students were again involved in the Diocesan Debating competition once again performing admirably amid serious competition.
Representatives from St Josephs participated in the Regional Public Speaking competition early in Term Four. The number of students nominating for the competition increased by 20 per cent in some grades.

An enthusiastic group of children from the primary grades continued to meet each week for guitar lessons under the tutelage of a willing parent. The guitarists, and instrumentalists from the school band, formed quite an 'ensemble' when providing musical support for school liturgies and parish celebrations.

The annual social dance evenings drew the Stage Two and Stage Three years to a close. The hours spent learning the Barn Dance, Pride of Erin and other social dances culminated in two successful and enjoyable evenings.

**Sporting Achievements**
The sporting achievements of 2013 are built upon the development of gross motor, movement and ball skills introduced and reinforced during daily sport and P.E lessons.

St. Joseph’s has once again continued its fine tradition with a number of sporting achievements in 2013. Highlights include:

- A successful swimming carnival for primary children conducted in February.
- All grades from K-6 participated in the schools athletics carnival held in Term 2.
- Individual students gaining selection in Tennis, Cricket, Swimming, Netball, Rugby League, Athletics, Football and Cross Country with excellent results at Regional, Diocesan, Inter-Diocesan and State Level;
- High participation and successful results in Regional Netball and Soccer Gala Days.
- Notable success in local Rugby League, Soccer and Cricket inter school competitions, including winning the final of the Reg Kelly Cricket Competition.
- Participation in ‘After School Hours’ (ASA) sporting activities (Terms 1 and 2) for both Infant and Primary students exposed students to a variety of sports including soccer and bicycle education.
- Paid sports opportunities were provided in the areas of Gymnastics, Sports Skills, Golf and Water Safety (Swim & Survive).

**Other Highlights for 2013**
During 2013 the school website was updated and the Newsletter became digital. The school installed Wireless Access Points to enable mobile access to the Internet. The school reviewed its current approach to the use of technology to assist learning and, with the support of the P&F purchased replacement equipment accordingly. This will be an ongoing issue to be addressed in the next three years.

**Staff**

**Staff Qualifications**

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>23</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(a) 0</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td>(b) 0</td>
</tr>
</tbody>
</table>

**Workforce composition**

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
<td>23</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
<td>15</td>
</tr>
<tr>
<td>Grand total</td>
<td>38</td>
</tr>
</tbody>
</table>
**Percentage of teachers who are Indigenous**

0

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**Professional Learning Undertaken**

Teachers and support staff undertook numerous inservices provided by the Catholic Schools Office. Significant professional learning opportunities which focussed on the new English syllabus were provided at the school. Staff Meetings focussed on curriculum were facilitated by Education Officers from the CSO as well as from teachers within the school. During 2013 Staff Development Day focusses were: English Syllabus, Teaching English, Spiritual Formation and Compliance.

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**Teacher Attendance**

The average teacher attendance rate for this school in 2013 was 96%.

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**Teacher Retention**

The teacher retention rate from 2012 to 2013 was 94%.

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**Enrolments**

**Actual Enrolments 2013**

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINDERGARTEN</td>
<td>60</td>
</tr>
<tr>
<td>YEAR 1</td>
<td>60</td>
</tr>
<tr>
<td>YEAR 2</td>
<td>59</td>
</tr>
<tr>
<td>YEAR 3</td>
<td>60</td>
</tr>
<tr>
<td>YEAR 4</td>
<td>58</td>
</tr>
<tr>
<td>YEAR 5</td>
<td>60</td>
</tr>
<tr>
<td>YEAR 6</td>
<td>57</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>414</strong></td>
</tr>
</tbody>
</table>

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**Student Attendance**

Percentage of student attendance by Year level and school average for 2013:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.9</td>
<td>95.23</td>
<td>94.69</td>
<td>94.94</td>
<td>95.52</td>
<td>94.88</td>
<td>94.71</td>
<td>95.18</td>
</tr>
</tbody>
</table>

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**Managing non-attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6 to 17 Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of non-attendance. While parents should be reminded of their legal obligations under the Education Act (1990) the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school - based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

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**Annual School Priorities**

The Annual Plan for 2013 focussed on three main priority areas. The introduction of new Religious Education units, preparing for the implementation of the new English Syllabus, raising student achievement and work on the AITSL standards. Preparing for the introduction of the new English Syllabus took the majority of time and dominated our professional conversations. Hand in hand with syllabus development was the consideration of raising student outcomes.
Achievement of School Priorities
The new Religious Education units for Stage 3 classes were introduced successfully. The teachers found the units to be an excellent resource. Preparation for the implementation of the new English Syllabus was a key curriculum focus. With a school review taking place in 2014 a thorough check of compliance and Strategic Planning processes was also conducted in readiness for the review.

Facilities
The school is well-maintained and offers a range of facilities for student learning across a number of academic, sporting and creative fields.

Community Satisfaction
During the course of the year parents were provided with a number of formal and informal opportunities to visit the school. During these visits the school reinforced the importance of the partnership between home and school. Through the new and improved school website parents have access to a range of details about the school including how to contact someone and raise any issues. Overall, parents have given very positive feedback about the school. There were a very small number of complaints raised and these have been addressed promptly. Parents are encouraged to contact the teacher when issues concern the classroom, or the school’s Leadership Team when the issues affect the overall operation of the school.

Parents were encouraged throughout 2013 to participate in the school’s Self Evaluation and Development process in 2014. This will provide the school with more data about how parents perceive the relative strengths of the school as well as areas that could be further developed.

Financial Information
The following graphs represent the income and expenditure for St Joseph’s Primary School, East Maitland for the school year ending 31 January 2014 as aggregated from the annual school returns to the Australian Government’s Department of Education, Science and Training.

Recurrent & Capital Income

- Commonwealth, 56%
- State, 20%
- Fees & Private, 19%
- Government Capital, 1%
- Other Capital, 4%
Concluding Statement
This Annual School Report has been complied with the assistance of a number of school community members. The Report is intended to describe the key aspects of the school’s operations.

The students, staff and parents of the school are very proud of what the school achieves. There is a genuine partnership between home, school and Parish. There is also, always room for further improvement. The support of the Catholic Schools Office is also vital in enabling the school to perform well.

I commend this Report to you.

Report Access and Publication
This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

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For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au