2014 Annual School Report
St Joseph’s Primary School, East Maitland

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EAST MAITLAND NSW 2323
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About the Annual School Report

St 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 2014 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. In 2014 the school underwent a process of self-evaluation and development known as SEVDEV. This process enabled all members of the school to reflect on the progress of the school and to assist with the planning for future improvement. This Report reflects the efforts made by the school to achieve its stated purpose. I commend the report to you.

Parent Body

In 2014, the Parents & Friends (P&F) Association achieved a great deal not only in terms of raising funds over and above the annual P&F levy Program to purchase additional IT resources to benefit our children through such initiatives as the Adidas School Fun Run, Athlete’s Foot and Rebel Sport School Rewards Programs and the Newcastle Permanent “Introducer” Program, but also in fostering a true sense of community with parents and the school.

This was accomplished through a variety of events organised by the P&F celebrating the importance of families in the lives of students contributing to their ultimate success at school. Regular events such as the Father’s and Mother’s Day breakfast and gift stalls, welcome BBQ for new Kindergarten families, school disco, recognition of staff on International Teacher’s Day, the presentation of gifts to departing teachers and Bibles to departing Year 6 students, were once again well supported and appreciated by the school community.

The P&F Association also implemented and participated in some exciting new initiatives which benefited our school in terms of better communication of information with families and improvements to future strategic planning. These included the introduction of new technology in the form of the “Skoolbag” Communication App for Android and iPhone platforms, participation in the SEVDEV (Self Evaluation and Development) Review Program and Principal/Deputy Principal Performance Reviews.
This year we were also fortunate to have several keynote speakers at P&F Association meetings to discuss important issues relevant to parents such as Chris Quinn (Assistant Director CEO) regarding Outside School Hours Care (OOSH) and Lisa Little (Education Officer CSO) regarding SEVDEV results. These initiatives were included in a profile on the P&F Association in the “Spot Light On” Article in the Term 3 P&F Federation Newsletter.

These positive outcomes were achieved due to the dedication and commitment of many individuals working collaboratively as a team including our Principal Mr Anthony Weir, his staff, the many parent and family volunteers and of course the wonderful members of the P&F Executive Committee.

Peter Pala
(P&F President)

**Student Body**

We began the year, 2014 with the annual School Swimming Carnival which was held on the second week of Term 1. The newly elected sport leaders assisted on the day with all primary students and some Year 2 students participating.

The tradition of Kindergarten Buddies continued this year. Traditionally the Year 6 students are paired with a Kindergarten buddy but this year we needed the assistance of some Year 5 students to buddy with the St Aloysius Kinder class. The Year 6 and 5 students helped settle their Kindergarten buddies into school routines for the first five weeks of term.

Representatives from each class from Years One to Six were elected to the Student Council early in the Year. New representatives were elected from Years 1-2 each term and Years 3-6 were elected for each semester. With the guidance of the Captains and Prefects, the Student Council organised the Stockland Star Competition, Easter Raffle, Clean-up Australia Day, Green Day, Environmental Week activities 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 2 a selection of students attended the Maitland City Council Environmental Forum at Walka Water Works. Following this day the Student Council applied to Maitland City Council for a compost bin to be used at school. Additionally we had a guest speaker talk to the students about how we can better manage waste in our school.

During Term Three the Student Council sought the support of the P&F to organise and supervise a Student Disco. This is now developing into an annual event which is well supported by families and enjoyed by the students.

Year Six once again organised and held a ‘mini-fete’ during Term Four. Trash n Treasure, Water Balloons, Sponge Toss, Footy Kicking, Nerf Archery, 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.

The Captains and Prefects 2014 showed their leadership skills each day at morning assemblies and mid-week during award and class presentation assemblies. Almost all 2014 Year 5 students nominated themselves for leadership in 2015, in the hope of being the leaders of an excellent school next year.

Noah Steinerts & Lauren Davies
(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 the nearby St Vincent’s, and St Mary’s Infants Schools. Extensive building works and site development were completed. 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.

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>10</td>
<td>9</td>
<td>13</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 bench mark for their behaviour. Our school mantra is displayed in our assembly 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.

During 2014 the school introduced elements of the ‘Making Jesus Real’ program.

In 2014 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. School resources are used for monthly film nights and prayer groups.
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 and has supported the teachers with the implementation of these new units.

In 2014 Year 6 were again 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 and reflection were provided during 2014.

A Peer Support Program with a focus on recognising Jesus in our lives 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.

Elements of the ‘Making Jesus Real’ program were introduced.

**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.

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 2014 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.

During 2104 St Joseph’s School became a Kidsmatter school, by forming a team who will launch Kidsmatter fully in 2015.
Policies

Enrolment Policy
St Joseph’s 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 Program, following similar procedure to Peer Support, with a focus on ‘Making Jesus Real’ was conducted during Term Two;
- Student Council-based on a Civics and Citizenship model, the school leaders and representatives from each class meet fortnightly 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;
- Year Five camp - offering opportunity for personal challenges, group work, leadership skills as well as outdoor fitness activities; (This camp was initiated in 2014 to allow the Year 5 students the opportunity to travel to Canberra in Year Six)
- 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 2014. 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 2014. No changes have been made to this policy during 2014. However the manner of student tracking has been refined and improved. 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. St Joseph’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 and reviewed during preparation for 2014 SEVDEV.

**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, with two being invited to attend the Maths Camp hosted by competition organisers. 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 participated/competed in 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 Learning Support 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 WAT 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.
School Academic Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Management and Effective Use as a tool to inform learning</td>
<td>Continued to Explore strategies for centralizing storage of existing data and access to it. Extended data to include Pat Maths, Pat Comprehension, NAPLAN and Best Start Stage Groups met to explore data and plan interventions accordingly. Shared Best Start data with wider staff and discussed implications. Created process and tools to embed data into class transition at end of year</td>
</tr>
<tr>
<td>Launching and maintaining School Improvement Program—‘Counting on Improved Maths Outcomes’</td>
<td>Professional Development for all staff in new Maths Syllabus (Dr Catherine Attard) Creation of updated curriculum map and Scope and Sequence Staff mentoring program to implement Balanced Numeracy Block across stages.</td>
</tr>
<tr>
<td>Continued development of the school’s English Scope and Sequence and associated teaching strategies to fully implement the English K-10 syllabus.</td>
<td>On-going PD to staff. Allocation of time to allow collaborative planning across grades/stages. Timely collaboration with CSO Education Officer. On-going review and communication among staff.</td>
</tr>
</tbody>
</table>

School Improvement Project

This year the school were given funds as a means to improve student outcomes. The school decided that Mathematics was an important focus with the implementation of the new syllabus in 2015. A lead teacher was appointed and a number of goals were made for the project. There were 4 goals for the project which include improved pedagogical practices, improved outcomes for students, sustainable intervention strategies and improved parent involvement. Some progress has been made in the six months of the project including the following;

- Contemporary and consistent pedagogy across Years 2 to 4 and then across the whole school
- Hands on approach to mathematics
- Teachers using a variety of teaching strategies in mathematics.
- Students are using problem solving strategies as a part of their everyday Maths block.
- Small Professional Learning Communities have been formed per grade with Lead teacher to cooperatively plan refinements to Maths lessons.
- Counting drills using maths packs allow for all learners to participate in drills each day or varying nature (not just table recall)

A whole staff meeting at the end of the project allowed all staff to hear the positive impact the project made on their teaching practice, the engagement of students in their learning and the improvements in learning outcomes and attitudes for students.
Performance in National Testing
National Assessment Program - Literacy and Numeracy (NAPLAN) 2014

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs. The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The school results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

The School Improvement Project was designed to improve the effectiveness of Maths Planning and teaching. Part of the project also looked at monitoring and analysing the Numeracy outcomes for students.

### NAPLAN Program 2014 - Year 3

<table>
<thead>
<tr>
<th>Percentage in Skill Band</th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph's Primary School East Maitland</td>
<td>28.6%</td>
<td>25.0%</td>
<td>35.7%</td>
<td>7.1%</td>
<td>14.3%</td>
</tr>
<tr>
<td>National Performance</td>
<td>24.5%</td>
<td>21.1%</td>
<td>27.4%</td>
<td>11.4%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Band 5</td>
<td>St Joseph's Primary School East Maitland</td>
<td>26.6%</td>
<td>35.7%</td>
<td>17.9%</td>
<td>35.7%</td>
</tr>
<tr>
<td>National Performance</td>
<td>21.7%</td>
<td>22.6%</td>
<td>22.5%</td>
<td>27.7%</td>
<td>21.6%</td>
</tr>
<tr>
<td>Band 4</td>
<td>St Joseph's Primary School East Maitland</td>
<td>23.2%</td>
<td>14.3%</td>
<td>28.6%</td>
<td>21.4%</td>
</tr>
<tr>
<td>National Performance</td>
<td>22.5%</td>
<td>23.2%</td>
<td>21.6%</td>
<td>29.8%</td>
<td>27.2%</td>
</tr>
<tr>
<td>Band 3</td>
<td>St Joseph's Primary School East Maitland</td>
<td>12.5%</td>
<td>10.7%</td>
<td>5.4%</td>
<td>28.6%</td>
</tr>
<tr>
<td>National Performance</td>
<td>16.2%</td>
<td>16.2%</td>
<td>14.6%</td>
<td>17.9%</td>
<td>21.2%</td>
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<tr>
<td>Band 2</td>
<td>St Joseph's Primary School East Maitland</td>
<td>5.4%</td>
<td>12.5%</td>
<td>6.9%</td>
<td>3.6%</td>
</tr>
<tr>
<td>National Performance</td>
<td>8.6%</td>
<td>9.5%</td>
<td>7.5%</td>
<td>7.0%</td>
<td>10.0%</td>
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<tr>
<td>Band 1</td>
<td>St Joseph's Primary School East Maitland</td>
<td>3.6%</td>
<td>1.8%</td>
<td>3.6%</td>
<td>3.6%</td>
</tr>
<tr>
<td>National Performance</td>
<td>4.5%</td>
<td>5.0%</td>
<td>4.4%</td>
<td>4.2%</td>
<td>3.4%</td>
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### NAPLAN Program 2014 - Year 5

<table>
<thead>
<tr>
<th>Percentage in Skill Band</th>
<th>Reading</th>
<th>Spelling</th>
<th>Grammar &amp; Punctuation</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Joseph's Primary School East Maitland</td>
<td>21.4%</td>
<td>5.4%</td>
<td>23.2%</td>
<td>0.0%</td>
<td>7.1%</td>
</tr>
<tr>
<td>National Performance</td>
<td>14.6%</td>
<td>12.0%</td>
<td>16.4%</td>
<td>3.6%</td>
<td>8.8%</td>
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<tr>
<td>Band 7</td>
<td>St Joseph's Primary School East Maitland</td>
<td>17.9%</td>
<td>32.1%</td>
<td>19.6%</td>
<td>5.4%</td>
</tr>
<tr>
<td>National Performance</td>
<td>19.9%</td>
<td>21.6%</td>
<td>20.2%</td>
<td>11.9%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Band 6</td>
<td>St Joseph's Primary School East Maitland</td>
<td>35.7%</td>
<td>41.1%</td>
<td>41.1%</td>
<td>25.0%</td>
</tr>
<tr>
<td>National Performance</td>
<td>26.0%</td>
<td>27.2%</td>
<td>25.1%</td>
<td>30.0%</td>
<td>27.7%</td>
</tr>
<tr>
<td>Band 5</td>
<td>St Joseph's Primary School East Maitland</td>
<td>17.9%</td>
<td>8.9%</td>
<td>8.9%</td>
<td>58.9%</td>
</tr>
<tr>
<td>National Performance</td>
<td>21.3%</td>
<td>20.8%</td>
<td>20.1%</td>
<td>31.1%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Band 4</td>
<td>St Joseph's Primary School East Maitland</td>
<td>3.6%</td>
<td>7.1%</td>
<td>7.1%</td>
<td>7.1%</td>
</tr>
<tr>
<td>National Performance</td>
<td>11.2%</td>
<td>11.1%</td>
<td>10.9%</td>
<td>13.7%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Band 3</td>
<td>St Joseph's Primary School East Maitland</td>
<td>3.6%</td>
<td>5.4%</td>
<td>0.0%</td>
<td>3.6%</td>
</tr>
<tr>
<td>National Performance</td>
<td>5.1%</td>
<td>5.3%</td>
<td>5.2%</td>
<td>7.7%</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

Cultural Achievements

One hundred and twenty four two students (fifty three acts) entered the annual student Talent Quest organised and conducted by the Student Council. Despite an increasing number of boys participating in the heats, and subsequently progressing to the final the winning acts for 2014 were dominated by girls. The staff ensemble’ performance thoroughly amused the audience. Audience support and participation are clear indicators of the value this event offers to the school community.

The noticeably young members of St Joseph’s School Band continued to develop and display their musical skills during 2014. 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.
Stage One students and teachers attended a live performance of *Wombat Stew* at the Civic theatre. Stage Two and Three were entertained and challenged by the performers in *Pass the Poetry Please*, an incursion which communicated to the audience in verse.

Year Six students were again involved in the All Saints Cluster Debating competition and once again performing admirably amid serious competition.

Representatives from St Joseph’s participated in the Regional Public Speaking competition early in Term Four. Qualification speeches in Stages One Two and Three showed significant improvement in preparation and presentation skills. The number of students nominating for the competition continued to increase across all 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. Student enthusiasm and parent support

**Sporting Achievements**

The sporting achievements of 2014 are built upon the development of gross motor, fundamental 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 2014. Highlights include:

- A successful swimming carnival for primary children conducted in February.
- Grades 2-6 participated in Cross-Country during March.
- 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. This year 5 students were recipients of a medal for achieving State Level in their respective sports.
- Notable success in local Cricket inter-school competitions, which included playing in the final of the Reg Kelly Cricket Competition.
- Paid sports opportunities were provided in the areas of Sports Skills and Water Safety (Swim & Survive).

**Other Highlights for 2014**

This year as a part of peer support the school participated in Making Jesus Real. This allowed the students from kindergarten to year five to be led by year six students for a half hour session each week. The lessons focussed on making our Catholic Identity more evident within the school. The aim of Making Jesus Real is it helps students identify personal and community values and helps to build positive relationships with staff, students and community members. We can all Make Jesus Real by getting switched on to the good in ourselves and others. This will without a doubt build more positive relationships within the school community. The peer support program focused on teaching ways of being Jesus in the playground, classroom and home with examples like being a bucket filler, having a positive attitude, being a WEST person. That is Welcoming, Encouraging, Say Sorry and give Thanks.

The students were all taught expressions such as be a winner and a grinner, not a moaner and a groaner, treat others as you want to be treated, be a giver not a taker, Be resilient and build a bridge. These sayings are being introduced across other settings within the school and are starting to make our Catholic identity more visible. Posters and displays have also been placed throughout the school with sections in the newsletter informing parents of the focus of the week.

Making Jesus Real was a good initiative at St Joseph’s this year, however more work is needed for it to be sustainable within our school community.
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</td>
<td>24</td>
</tr>
<tr>
<td>recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td></td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as</td>
<td>0</td>
</tr>
<tr>
<td>recognised by NOOSR but lacking formal teaching qualifications</td>
<td></td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant</td>
<td>(a) 0</td>
</tr>
<tr>
<td>successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(b) 0</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td></td>
</tr>
</tbody>
</table>

**Workforce composition**

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous | 0 |

**Professional Learning Undertaken**

Teachers and support staff undertook a variety of internal and external inservice courses during 2014. Inservices at school focussed on KidsMatter and the new English Syllabus as well as a Disability Discrimination Act online training module. Key staff attended external inservices on the teaching of Science, Learning Support and Work Health and Safety.

**Teacher Attendance**

The average teacher attendance rate for this school is 96%.

**Teacher Retention**

The teacher retention rate from 2013 to 2014 was 100%.
ANNUAL SCHOOL REPORT 2014

Enrolments

**Actual Enrolments 2014**

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>72</td>
</tr>
<tr>
<td>Year 1</td>
<td>59</td>
</tr>
<tr>
<td>Year 2</td>
<td>60</td>
</tr>
<tr>
<td>Year 3</td>
<td>56</td>
</tr>
<tr>
<td>Year 4</td>
<td>59</td>
</tr>
<tr>
<td>Year 5</td>
<td>57</td>
</tr>
<tr>
<td>Year 6</td>
<td>58</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>421</strong></td>
</tr>
</tbody>
</table>

(This represents a slight and temporary increase for 2014. A number of students are planning to move to a new Catholic School opening in 2015 at Thornton North.)

**Student Attendance**

Percentage of student attendance by Year level and school average for 2014:

<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>
</table>

**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.
### Annual School Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
</table>
| 1. SEVDEV – To ensure the school undergoes a thorough process of self-evaluation, review and planning. | All stakeholders were engaged in the process.  
Survey instruments and other data was collated and analysed effectively  
The school submitted a comprehensive analysis of its own performance and areas for development  
A visiting Validation panel was highly affirming of the school’s current position, its processes and it plans for future development. |
| 2. New Syllabus – To fully implement the new English Syllabus and ensure the new Maths Syllabus was ready for full implementation in 2015. | Professional learning opportunities provided  
Team planning to develop quality units of work  
Scope and Sequence finalised to reflect current syllabus expectations  
School Improvement Project contributed to shared understanding of contemporary pedagogy and deeper understanding of new syllabus content. |
Staff Training (Component One) was completed  
Community Surveys undertaken  
Snapshot of current wellbeing strategies was completed. |

### Community Satisfaction

In 2014, the school underwent a process known as SEVDEV. This included a Parent survey which indicates that most parents consider the school to be successful in its mission to be a quality Catholic learning environment. The strongest agreement is in the area of Catholic Identity with Leadership, Community and Partnerships and Strategic Resourcing coming next highest. Although not “low” the area of teaching and learning rated fifth strongest in the five key areas of the survey. The rate of survey returns was very good with around a 40% return rate.

Comments about the positive “intent” of the school appear in both the parent and staff comments. This sentiment is echoed in the student results. The Catholic values, the sense of community, the staff investment in the children’s pastoral care, the school’s organisation and its resources are all included in the positive commentary.

In the areas for development the parents and staff want us to examine how we meet the needs of our diverse range of learners. The area of Special Needs and Gifted Education are highlighted in the parent and staff comments. An examination into how we balance the sporting and academic needs of our students and how they are acknowledged is also an area that requires investigation. Parents are keen to learn more about what we do in the area of teaching and learning. Parents are interested in finding out what we do to cater for the diverse needs of students and how the A-E reports reflect student learning. Some parents would like more information about how complaints are managed.

All of the surveys indicate a high level of agreement that St Joseph’s School is distinctly Catholic, offers quality learning experiences, is well led, is well resourced and engages parents effectively in the life of the school. The areas for development will now be included in our strategic planning cycle.

### 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 2015 as aggregated from the annual returns to the Australian Government’s Department of Education, Science and Training.
Recurrent & Capital Income

- Commonwealth, 57%
- State, 22%
- Fees & Private, 19%
- Govt. Capital, 0%
- Other Capital, 2%

Recurrent & Capital Expenditure

- Salaries, 78%
- Non-salary, 20%
- Capital, 2%
**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.

Once again, 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:

**Mr Anthony Weir**  
Principal  
St Joseph’s Primary School  
57 King Street  
EAST MAITLAND NSW 2323  
Phone: (02) 49335536

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