

Annual School Report 2022 School Year

St Joseph's Primary School, West Tamworth



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Principal
Maree Holland

About this report

St Joseph's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements, and is supplementary to, school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2023 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6765 4079 or by visiting the school's [website](#).



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Joseph's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Joseph's Primary School is a professional learning community underpinned by a strong foundation in Catholic faith. Students attending St Joseph's come from a variety of backgrounds and we celebrate diversity and promote inclusion. During the 2022 school year, there were many opportunities for students to demonstrate their vast array of talents academically, culturally and in the sporting arena.

Throughout the year, the school and parish came together to celebrate masses, sacramental programs and retreats which fostered and developed the spiritual life of the school. St Joseph's is a school where strong ties with families have been forged to create a partnership in the ongoing growth and development of each and every student.

Maree Holland
Principal

1.2 A Parent Message

Both the School Advisory Council and the P & F Association are important and highly valued parent bodies within the St Joseph's School community. Parents and friends were engaged in volunteering to help with school social and fundraising occasions. The P & F Association was involved in organising a variety of activities in particular, Mother's Day and Father's Day events and a very successful Pie Drive. These events strengthened links with the wider community. Parents, staff and students worked together as a team to continue the tradition of St Joseph's Primary School by providing excellent educational opportunities for all.

Felicity Sawtell
Chairperson
School Advisory Council

2.0 This Catholic School

2.1 The School Community

St Joseph's Primary School is located in West Tamworth and is part of the St Patrick's Parish which serves the communities of Tamworth, from which the school families are drawn.

Last year the school celebrated 104 years of Catholic education.

The parish priest, Father Anthony Koppman, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Joseph's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

The school week begins with a whole school assembly for prayer, the national anthem and student awards. Recognition of students' birthdays or events of special significance are an important part of



each morning assembly. Daily prayer is part of the school routine. Staff meetings and other gatherings began with an acknowledgement of faith and a prayer.

Sacramental programmes of reconciliation and first holy Communion were planned and presented at key times during the year through daily RE lessons. Parent nights were offered with the parish priest giving key information about each sacrament.

Each class prepares for Mass doing the readings, Prayers of intercession and offertory. Classes have the opportunity to attend reconciliation each term.

Staff attended twilight retreat and prayer opportunities and had one Pupil Free Day designated to RE during the year. A Lenten Programme was offered for all staff and parents to attend in the parish. The staff regularly attend weekend Mass, participating in the liturgical life of the parish through reading and assisting at parish events.

The Catholic Schools Office provided opportunities to all staff to attend Religious Education professional development for curriculum and personal prayer life. These were well attended by all staff. The school follows the Diocesan Charitable Works Policy with the students fundraising for events throughout the year. The various seasons of the church year were acknowledged and celebrated with students actively participating in fundraising for Caritas and the Children's Mission.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 30)	
Year 6	24

2.3 School Enrolment

St Joseph's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2022	TOTAL 2021
Male	8	4	9	10	12	12	4	59	102
Female	7	7	10	8	6	7	9	54	77
Totals	15	11	19	18	18	19	13	113	179

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care, monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the Principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged



periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2022 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	91.0%	92.0%	90.0%	92.0%	89.0%	93.0%	93.0%	91.4%

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.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- 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.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/ carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non-attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	1
2.	Those teachers at the NESA Teacher Accreditation Proficient level.	15



Teacher Qualifications / Staff Profile	Number of Teachers
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	13
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	7

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- Embedding of the Living Well, Learning Well Student Support Framework as a platform to promote the expectations of:
 - I am safe
 - I am valued, respected and cared for
 - I am a learner
- The student leaders, consisting of the School Captains, Vice Captains, Sports Captains and Year 6 student leaders were exemplary role models for younger students and accepted responsibility for tasks around the school and represented the school in the wider community
- All school functions such as parent association meetings, School Assemblies and School Advisory Council meetings began with an Acknowledgment of Country and prayer
- The school contributed to the Tamworth community through participation in the Anzac Day and Remembrance Day ceremonies

2.7 Parent, Student and Teacher 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 used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

Parent Satisfaction

The school is valued for the spirit of generosity and genuine love for the students. The family feeling of the close knit community permeates the school and is important to families. Parents report that their children are well supported in their learning through the wide range of strategies used to engage and motivate the children.



The social atmosphere of the school, where all children interact in play, sporting opportunities and throughout their learning each day, is seen as a positive aspect of the school.

The staff are seen as being professional, compassionate and fair; they are approachable to discuss children's progress and concerns. Children are encouraged in their individual pursuits and acknowledged on their individual improvements and achievements.

The leadership skills shown by the older students and willingness of students to 'step up' and take pride in their school is noted. The paraprofessionals in the school are acknowledged by parents for their dedication.

Student Satisfaction

Students report they like the school because it is a good place to learn and the teachers care about them as individuals. The classrooms and library facilities are valued as places for learning and fun. The availability of technological devices for learning is noted as a plus by many students.

The students report appreciation of their teachers in the ongoing learning and teaching initiatives implemented in the school and the friendly, caring attitude of staff towards each other and the students. Staff are seen to be willing to listen and take time to help students in academic and social situations.

The students appreciate the friendly, small school environment and the fact that they can get to know everyone in the school K--6. Opportunity for participation in sporting activities that allow for leadership skills to be developed are appreciated, with students organising events that include the whole student body.

Staff Satisfaction

Staff enjoy working with the children and work together to build a strong community with a positive atmosphere. Staff display a genuine concern for the welfare of their peers, the students in their care and the parents and families of the school.

Staff reported they feel supported, valued and encouraged both personally and professionally. Staff believe the school is well resourced with whole staff consultation in purchase of resources and implementation of school initiatives.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the 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. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Joseph's Primary School is committed to providing a quality education that meets the needs of all students.

The staff at St Joseph's are well qualified and present learning opportunities to suit the various learning styles of the students. Staff are lifelong learners participating in professional development and further training to maintain proficient teacher standards as outlined in the Australian Professional Standards for Teachers. School improvements for student learning were trialled and implemented.

The Leadership Team drive and support the implementation of specific programs and teaching strategies outlined in the school's Annual Improvement Plan. These initiatives enhanced teaching and



learning for all students. Staff worked in collaborative teams to facilitate co-teaching and -learning opportunities and to develop assessments for future learning programs. Data was a significant driver throughout the year with steady growth of all students being monitored and challenged.

The Best Start program for Kindergarten students informs learning practices. The MiniLit program targets specific students in Literacy and was a successful addition to student learning activities. Significant student data collected and analysed by all staff was used to plan and implement specific learning targets across all stages. Extra teaching staff were engaged to allow for smaller learning and teaching groups and to allow for specialist targeted teaching opportunities.

Years 3 and 5 students participated in NAPLAN and Year 6 students completed the Year 6 Religious Education test. Further whole school assessments and ACER online assessments were utilised to identify student skills and knowledge with data being used for future whole school planning. Professionals from the education arena, as well as Catholic Schools Office staff, collaborate with school personnel to assist in planning and implementing teaching programs. Professional Development continued throughout the year to reinforce the key messages and content of the curriculum.

Extra teaching staff and paraprofessionals provide ongoing support to students and assist teachers in curriculum access for all students. Social programs are implemented to assist students in their school life, to promote independent learning and to maximise opportunities for learning. ICT was used K-6 to support student learning.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 27 students presented for the tests while in Year 5 there were 18 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Joseph's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of St Joseph's Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	17.5	15.0	21.0	15.0	19.4	22.0	11.6	30.0	8.4	7.0	2.7	0.0
Writing	19.5	19.0	35.0	35.0	23.8	35.0	10.1	4.0	4.8	4.0	1.7	0.0
Spelling	17.9	19.0	23.0	26.0	19.7	15.0	13.0	7.0	6.9	11.0	6.0	7.0
Grammar and Punctuation	16.8	15.0	20.1	26.0	19.8	15.0	13.1	26.0	6.9	4.0	4.0	0.0
Numeracy	11.4	4.0	20.4	30.0	26.2	37.0	20.2	11.0	10.5	15.0	3.3	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	12.8	12.0	26.9	29.0	27.2	41.0	17.4	12.0	7.2	6.0	3.4	0.0
Writing	9.2	0.0	18.7	6.0	30.5	56.0	24.5	28.0	9.7	6.0	3.4	6.0
Spelling	14.1	12.0	25.0	47.0	26.8	24.0	18.0	12.0	8.0	6.0	2.9	0.0
Grammar and Punctuation	10.4	12.0	20.1	12.0	26.5	35.0	23.2	29.0	10.1	12.0	3.0	0.0
Numeracy	8.4	6.0	18.9	6.0	27.9	41.0	26.3	35.0	11.5	12.0	3.0	0.0

The school is celebrating the NAPLAN spelling assessment scores achieved by the students; 59% of Year 3 students and 56% of Year 5 students achieved results in the top 2 bands (or above) within their assessments.



Teachers work alongside the leadership team in stage based Professional Learning Teams to analyse data and plan learning sequences. A whole school agreed English Block, including 'Big Write and VCOP', and the MaST (Mathematics) Initiative, provide teachers with clarity around best practice. Teachers plan quality lessons and provide differentiated, small group instruction according to student needs. Teachers strive to ensure all students reach their individual goals in literacy and numeracy.

3.3 Teacher 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 Armidale. 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.

Whole staff development day professional learning activities in 2022 were:

Staff Professional Learning Activity	Date	Presenter
School and System Registration and Compliance	28/01/2022	Catholic Schools Office, Maree Holland and Greg O'Toole
The Great Mathematics Learning Sequence	31/01/2022	Trish Mitchell
Data Ecosystem Training	22/03/2022	Elise Baird
Twilight Maths PD	03/05/2022	Trish Mitchell
Twilight Maths PD	17/05/2022	Trish Mitchell
New K-2 English Syllabus	01/07/2022	Kerrie Priddis
Twilight: New K-2 Mathematics Syllabus	02/08/2022	Trish Mitchell
Twilight: New K-2 Mathematics Syllabus	30/08/2022	Trish Mitchell
Religious Education Retreat	23/09/2022	Carol Wheaton

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).



4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Joseph's Primary School. Christ's teachings, therefore, should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Joseph's Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the school's 'Pastoral Care Policy' may be accessed on the school's [website](#) or at the administration office.

4.3 Student Discipline Policy

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons or non-school persons, including parents, to enforce discipline in the school.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the school's 'Student Discipline Policy' may be accessed on the school's [website](#) or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese of Armidale. 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 Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's [website](#), the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.



5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.

Key Goals Achieved and Implemented in 2022	Key Goals for 2023
<ul style="list-style-type: none">• Introduced the Living Well, Learning Well Framework aligned to Catholic Principles and Values.• Provided professional development on the new K-2 English and Mathematics Syllabus documents.• Continued building of strong, effective leadership and teaching teams.	<ul style="list-style-type: none">• To sustain a Christ-centred inclusive learning community aligned with the Living Well, Learning Well Framework and Catholic Principles and Values.• Continue to embed a school-wide, self-reflective culture focused on improved pedagogy.• Revisit and refine the school's co-teaching framework to further enhance strong teams.

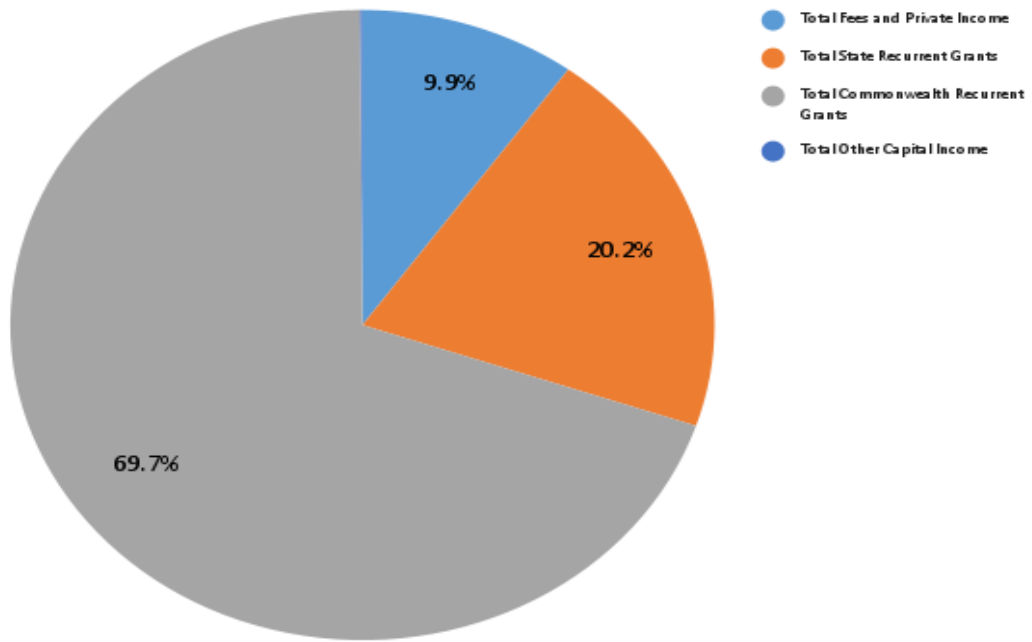
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2022 is presented below:



2022 Income - St Joseph's Primary School, West Tamworth



2022 Expenditure - St Joseph's Primary School, West Tamworth

