



St Joseph's Primary School

2024 Annual School Report



St Joseph's Primary School
94 Joseph Street
Kingswood 2747
0247264000
stjosephskwood@parra.catholic.edu.au
www.stjosephskingswood.catholic.edu.au

Introduction

About the Annual School Report

St Joseph's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

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

Key Messages

From the Principal Mrs. Jennifer Crowley

St Joseph's Primary School is dedicated to providing a comprehensive educational experience that prioritizes both academic excellence and the spiritual development of its students. Our 2024 Annual School Report highlights our commitment to fostering an environment where students can achieve their fullest potential. Through the refurbishment of learning spaces and playground spaces, we have ensured that our facilities support optimal learning outcomes for every child.

The school is guided by its motto, Learning Without Limits, which reflects our focus on personalized learning and meeting the individual needs of each student. We offer a robust and inclusive approach to teaching, with a particular emphasis on literacy, numeracy, and intervention programs designed to support vulnerable students.

Additionally, St Joseph's Primary School actively nurtures the development of our Catholic Identity as a community as well as the students' Catholic faith through Religious Education and liturgical celebrations whilst also acknowledging and celebrating our diversity. We provide a supportive and safe environment where students are encouraged to recognise and celebrate their unique gifts. Our Multi-Tiered System of Support ensures that students receive the necessary resources to thrive academically, socially, and emotionally.

The Wellbeing Hub further strengthens our commitment to student engagement and welfare by offering additional support for students with diverse needs, ensuring that every student has the opportunity to excel. With a strong focus on high expectations, wellbeing, and a whole-school approach to learning, we are proud to provide an environment where all students feel valued and empowered to achieve their best.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

From the Parents/Carers

Parents play a crucial role in the learning journey of our students. St Joseph's Primary School fosters a welcoming environment where parents are regarded as key partners in the planning and educational process. We actively encourage parents and carers to engage in various aspects of school life, including liturgies, excursions, parades, and celebrations. The school maintains open and effective communication, ensuring that parents are informed about both day-to-day matters and specific details regarding their child's learning progress. We value the opportunity for parents to reach out and discuss any concerns, and we are pleased to invite them to be an integral part of our school community. Our teachers are committed to providing exceptional care and

support, ensuring that each child receives the highest standard of education. Additionally, parents and carers participated in a formal, centrally administered survey, providing valuable feedback about their child's experience as well as their own. The insights gathered from this survey will guide us in identifying areas for continued improvement at the school.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

From the Students

Our Student Representative Council, with one student from each class elected by their peers to represent the student body, led various initiatives across the year on St Joseph's Feast Day, Harmony Day and Mother's & Father's Day celebrations. The SRC continued to explore ways to improve the school environment through our Gardening Club and lunchtime clubs. Additionally, a whole school focus on Positive Behaviour Support for Learning continued at our fortnightly assemblies, with our mascot, Joey, encouraging students to embody the school expectations of being safe, respectful, and engaged learners. Our 'Joey's Wellbeing Hub' supported those students who needed extra social and emotional skill building to support engagement with learning and higher levels of success on the playground. To further inform school improvement, students were formally surveyed through a centrally administered feedback system, providing valuable insights into their experiences and perspectives of school life.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

School Context

History of the school

The St Joseph's Primary School Kingswood was founded by the Sisters of St Joseph in 1963 as a second parish school for the parish of Penrith. The Kingswood community built a church/school which was used as classrooms during the week and as a church on Sundays. The community worked hard to raise funds to build the school. Fetes, car rallies, working bees, fashion parades, cake stalls, walkathons, dances, Chicken and Champagne nights, progressive dinners were the many events held to support the growing school. The School began with 225 students from Kindergarten to Year 5. There were 77 Kindergarten and Year 1 students in the first year's class. In 1970, St Joseph's Primary School became a parish in its own right. Enrolments were 269 students in Kindergarten to Year 4. Years 5 and 6 students went to either St Nicholas of Myra Primary School at Penrith or St Dominic's College at Kingswood. The newly appointed Parish Priest at the time was appalled at the state of the classrooms so began to work with the Catholic Building and Finance Commission to alter the situation. In 1972, four new classrooms were built which enabled the School to accommodate Years 5 and 6. At this stage the school had an enrolment of 314. The beginning of 1973 saw the opening of 10 new demountable classrooms, a staffroom and a school office. Total enrolments increased to 385. In 1976, the School was provided an additional grant for further additions in order to accommodate an enrolment of 400 students. In 1978, a three-roomed brick Kindergarten with toilets was constructed. By 1980, the student population was 652 students and a Years 5 and 6 building became the newest addition. The sisters of St Joseph continued to administer and teach in the school until 1981. In 1982 the first lay principal was appointed. Permanent buildings increasingly replaced demountables. The School has just completed extensive refurbishment including a new infants' playground and infants toilet block.

Location / Drawing Area

St Joseph's Primary School is located in Kingswood, which is between the large city centres of Penrith and St Marys. The School draws on students from an area bounded by Orchard Hills in the south, north to Berkshire Park, from Werrington and Claremont Meadows in the east, to Kingswood Park and Lemongrove in the west. Within this area are the suburbs of Cambridge Park, Werrington County, Werrington Downs, Llandilo, Jordan Springs, Kingswood and Kingswood South. As the Jordan Springs housing development continues to grow, more families are becoming established in the local area. We are a multicultural school community. St Joseph's Primary School Kingswood is an inclusive school and accommodates all applications where possible.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	48
Number of staff who identify as Aboriginal and Torres Strait Islander people	1
Number of full time teaching staff	21
Number of part time teaching staff	10
Number of non-teaching staff	17

Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Joseph's Primary School can be sourced directly from the school.

Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's 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.

Specific and focused Professional Learning for the staff of the school this year has included:

- Becoming more familiar with the new K-6 English and Maths Curriculum and collaboratively planning and programming as well as implementing a structured Phonics program K- 2.
- Using behaviour, attendance and learning data to improve classroom practices around differentiation, environmental, behavioural and instructional management.
- Impact Cycles in Numeracy and Literacy focusing on anticipation, monitoring and self assessment, and EAL/D pedagogy and ways to support reading development in comprehension.

Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

Social Justice

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Year 6 mission leaders collaborate with the Faith in Action Coordinator raising awareness and funds for communities in need, emphasising gospel value.
- Year 6 students participated in a retreat focused on supporting the Jesuit Refugee service.
- Students engaged in community outreach inspired by scripture and Catholic social teachings, partnering with organisations supporting the vulnerable.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

School, Home and Parish Partnerships

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

Religious Education

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's

teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

Professional Learning of Staff in Religious Education

Professional Learning in Religious Education offered to staff this year included:

- A full-day retreat focusing on Catholic anthropology, encountering grace through others, and deep spiritual reflection on teaching as a vocation.
- Staff analysed the school's Catholic Identity survey data to evaluate its implications and strengthen the school's understanding of its role.
- Professional learning which unpacked the characteristics of a Catholic Dialogue school, supported by research from Leuven University.

Learning and Teaching

National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	55%	66%
Writing	69%	77%
Spelling	46%	61%
Grammar and Punctuation	44%	54%
Numeracy	59%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	71%
Writing	63%	67%
Spelling	54%	68%
Grammar and Punctuation	54%	65%
Numeracy	63%	68%

Student Profile

Enrolment Policy

St Joseph's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
164	125
Total Enrolments: 289	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	89%	4	88%
1	88%	5	89%
2	91%	6	93%
3	88%	School Average: 89%	

Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

Characteristics of the student body

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

Student Body Characteristics	
Language background other than English (LBOTE)	136
Students with disabilities (SWD)	91
Aboriginal and Torres Strait Islander	31

Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Joseph's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Launched our Wellbeing Hub as a Tier 2 level wellbeing support. The Wellbeing Hub supports students who have poor attendance.
- Delivered Social Emotional Learning (SEL) lessons and two tier interventions in small groups.
- Breakfast club ran as an initiative that the school provides for students with a morning meal and builds connections within the community.

St Joseph's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

Actions promoting respect and responsibility

St Joseph's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Celebrated Reconciliation Week and Harmony Day

- Raised awareness for Caritas Australia through Project Compassion and other social justice outreach initiatives.
- Deepened appreciation and understanding of Indigenous culture, fostering respect and inclusivity.

Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Parents feel welcome when they visit the school.
- Parents feel well informed about school activities.
- Teachers have high expectations for my child to succeed and care about their wellbeing and needs.

Areas of strength from the student feedback include:

- Students demonstrate a strong sense of belonging within the school community.
- There is high engagement and participation in school sports and extracurricular clubs.
- Students report fostering positive relationships with both their peers and teachers.

Areas of strength from the staff feedback include:

- In teams staff safe and supported to take risks , ask questions and make mistakes.
- Staff feel they are provided with opportunities to collaborate and there is cooperation to get the job done.
- Staff feel they have access to the resources and systems they need to do their job effectively.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	K-2 To build phonological awareness and phonic knowledge to assist with early reading development. 3-6 To improve comprehension of students when reading.	Still Working Towards.
Priority 2	Accelerate growth for students who have demonstrated no growth or limited growth in the area of Place Value	Still Working Towards.

Projected School Priorities		
Priority 1	K-2 To build phonological awareness and phonic knowledge to assist with early reading development. 3-6 To improve comprehension of students when reading.	
Priority 2	Improve students' ability to interpret scripture and connect relevant meanings to their lives through open, authentic dialogue and inquiry to engage with the new Encountering Jesus syllabus.	

Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants ¹	\$4,494,279
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,184,379
Fees and Private Income ⁴	\$683,167
Other Capital Income ⁵	\$138,075
Total Income	\$6,499,900

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$271,773
Salaries and Related Expenses ⁷	\$5,217,269
Non-Salary Expenses ⁸	\$1,479,112
Total Expenditure	\$6,968,154

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

³ State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

⁴ Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

⁷ Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses