



St Joseph's Primary School

2024 Annual School Report



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Catholic Schools
Parramatta Diocese

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 Lesley Studans

I am proud to present to you the 2024 Annual School Report for St Joseph's Primary School, Schofields.

At St Joseph's Primary School, we promote educational and personal excellence in our students, attending to their spiritual, intellectual, physical, social and emotional development.

We believe that quality education, in a supportive and Christ-centred community, enriches and empowers the individual.

We support the right of each child to learn about our Catholic heritage, our faith tradition and our God.

Parents, staff, our pastor and students work together as a community, valuing and celebrating all contributions because together we can truly achieve great things.

At St Joseph's Primary School we have refurbished all of the learning spaces to ensure the best possible learning outcomes can be achieved for each child. Instructional leaders support staff to reflect on and improve their teaching practice continually. Positive Behaviour Support for Learning (PBS4L) and high expectations ensure a safe, caring, friendly environment in which students feel valued and can identify the gifts they bring to the school community.

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

St Joseph's Primary School promotes strong parent involvement in many levels of school life. This year many new ways of working with parents have been forged. The Schools annual term commencement picnic is a popular socialisation opportunity that is provided. These events bring staff and parents together informally to share a meal and engage community wellbeing.

The Parent Representative Group meets once a term supporting by running the community facebook page.

The Parents engage with individual teachers through the See Saw app. Teachers use this app to communicate with parents and share positive news about individual children and the class.

Parents were encouraged to engage with fundraising events including the Mothers Day and Fathers day stall, cookie dough and Christmas merchandise. Parents run the second hand uniform shop that also raises money for the school.

In 2024 the generosity of our community was seen clearly in the "walk for water" fundraising initiative for Caritas Project Compassion and our Olympathon which raised money for the outdoor big screen television to enhance outdoor events

The community highlight is the annual Christmas concert on our basketball court.

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 leaders were elected by their peers and teachers to have a specific role at St Joseph's Primary School. Their leadership responsibilities included organising and running the assemblies, flag raising, being special ambassadors to important events and taking on various tasks as requested by the principal.

Our Stage 3 students also had a special role in showing leadership, good example and responsibility to the rest of the student population.

In 2024, students were given a great deal of responsibility in helping to organise a sports day for the Infants in Term 4, open day school tours for enrolments. At the end of the year they wrote special letters of gratitude to the teachers and staff.

Our students have wonderful facilities, playing spaces, learning spaces and technological resources to assist them with their learning and leisure at St Joseph's Primary School. Much effort is given to ensuring a variety of activities are available for the students. In 2024 lunchtime clubs for painting, technology, dance, prayer, social justice and library were provided throughout the year. Sport, School band for Years 4 and 5 and gardening lessons are also notable extras .

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

From the moment of its inception, the community enthusiastically welcomed the idea of a second school for the Mary Immaculate Quakers Hill and Schofields Parish. By September of 1997, our hopes and dreams were realised as we moved the pioneer 70 children and staff to 78 Alex Avenue, Schofields, directly behind St John Paul II Catholic College. From that point, enrolments grew from 70 to 100 by the end of the year. The School continues to expand today. In 2022, the 23rd Anniversary of the founding of the School, 520 students were enrolled. All our new learning spaces became available in 2022. We waved goodbye to all our demountables! Over the course of 2022 the third stage of our building program was completed. This included an expansion of the administration offices and staffroom and the landscaping of the entrances to the School. We also refurbished our hall, library cottage and the constructed of an undercover basketball court/ assembly area and playground ready for all our students to use in 2023. In 2022 we had an official opening of the new school buildings attended by a representative of the bishop, the director of Parramatta diocesan schools and the state government local member. Mary MacKillop shares pride of place with St Joseph as guardians of our school and both feasts are celebrated with due reverence in March and August.

Location / Drawing Area

St Joseph's Primary School is developing with a highly motivated staff, committed to bringing the community vision alive. Located in Schofields, Western Sydney, it draws its students from Schofields, Tallawong, Elantra estate, Quakers Hill, The Ponds and surrounding areas. It is one of three schools (along with another primary school) in the parish of Mary Immaculate, Quakers Hill/Schofields. Mary Immaculate Primary School and St John Paul II Catholic College are also in the parish and the three principals work closely together with the Parish Priest, to provide a quality education for the children of the parish. In recent years, residential development has continued to populate the landscape around Alex Avenue, Schofields. Many new enrolments have been welcomed from the new estates.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	72
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	30
Number of part time teaching staff	23
Number of non-teaching staff	19

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:

- In 2024 the school continued to engage with Dr Michael McDowell to work with the staff on developing effective and powerful explicit teaching strategies.
- Positive behaviour systems for learning, creating strong behavioural foundations for learning in the classroom.
- Leading excellence in mathematics (LEM). Training teacher leaders in a team approach to lifting achievement levels in mathematics.

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:

- Formation of the volunteer Faith in Action team who meet weekly to plan and implement social justice activities.
- A highlight of the year was our "walk for water" fundraising activity for Caritas Project Compassion where the school raised over \$10000.00.
- Staff and children contributed towards hampers for St Vincent de Paul's Christmas Appeal. Some hampers were bought with money raised from recycling.

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:

- Staff participated in a Staff Reflection Day at the end of Term 3 where the new Religious Education curriculum was introduced.
- The Religious Education Coordinator gave targeted support for all staff across each term as they programmed religious education units .
- The Principal was part of a Parramatta Diocesan study tour to the theology faculty of the Catholic University in Leuven, Belgium.

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	72%	66%
Writing	84%	77%
Spelling	62%	61%
Grammar and Punctuation	57%	54%
Numeracy	64%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	75%	71%
Writing	79%	67%
Spelling	64%	68%
Grammar and Punctuation	70%	65%
Numeracy	76%	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
359	315
Total Enrolments: 674	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	91%
1	92%	5	91%
2	92%	6	89%
3	91%	School Average: 92%	

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)	479
Students with disabilities (SWD)	140
Aboriginal and Torres Strait Islander	9

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:

- The Grow Your Minds program was introduced across the school, supported by a scope and sequence, renewing our wellbeing practices.
- Parents were introduced to our wellbeing focused through a parent meeting.
- School TV for parent education on wellbeing was attached to our website and topics promoted through the Newsletter.

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:

- In 2024 St Joseph's encouraged student engagement and learning through the whole school reward system based on PBS4L.

- Focused activities aligned to PBS4L identifying respectful learners. Activities determined by the PBS4L committee from data given by teachers.
- Buddy system developing leadership and respect between Year Five and Kindergarten students.

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:

- The school overtly encourages Positive Behaviour. Parents recognise that good behaviour is rewarded and affirm the positive tone of the school.
- Parents feel welcome and comment positively on the communication of the teachers.
- Parents recognise that children are encouraged by the teachers to meet learning challenges.

Areas of strength from the student feedback include:

- Students feel connected to their community. Students have at least one person that they connect to and feel proud of the school.
- Students feel supported by the staff. When their teacher is away or when on the playground students are able to connect with a familiar adult.
- Students enjoy the learning opportunities that are provided. This affirms the care and precision taken by the teachers when designing the activities.

Areas of strength from the staff feedback include:

- Staff enjoy working in teams. Teams of teachers are released for 2 hours a week to give time to work together, guided by the team's agreed practices.
- Staff expressed high relational trust with their leaders. Leaders are encouraged to work alongside their designated teams.
- Staff felt safe in expressing the desire to engage in further leadership development and learning. This will be taken into account for 2025 staffing.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	To improve student performance with an emphasis on high-achieving, low-growth students in English. Specifically, for all students to make expected growth in reading comprehension as measured by top bands in PAT-R and NAPLAN assessments.	Still Working Towards.
Priority 2	To improve student performance with an emphasis on high-achieving, low-growth students in Mathematics. To improve teacher/leaders mathematical content knowledge and pedagogical content knowledge with a specific focus on mathematical language.	Still Working Towards.

Projected School Priorities	
Priority 1	Improving literacy and numeracy outcomes for K-6 students
Priority 2	Improve students' understanding of the Catholic approach to scripture through developing investigative and critically reflective skills.

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	\$8,380,132
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$2,196,176
Fees and Private Income ⁴	\$1,890,119
Other Capital Income ⁵	\$382,786
Total Income	\$12,849,213

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$788,634
Salaries and Related Expenses ⁷	\$8,745,172
Non-Salary Expenses ⁸	\$4,534,143
Total Expenditure	\$14,067,949

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