

# 2024

## ANNUAL SCHOOL REPORT



### **St Joseph's Catholic Primary School**

Adelaide Street, BLAYNEY 2799

Principal: Mrs Kerrie Basha

Web: <http://www.stjosephsblayney.catholic.edu.au>

## About this report

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St Joseph's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

## Message from key groups in our community

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### Principal's Message

St Joseph's Catholic Primary School Blayney is registered by the NSW Education Standards Authority (NESA) and is part of a recognised system of schools managed by Catholic Education Diocese of Bathurst. The following pages constitute a report on the various aspects of the school organisation, programs, policies and student performance for 2021. It complements and is supplementary to school newsletters and other forms of communication.

Your child is God's gift to you and depends on you for formation in a way of life which will lead to an eternal destiny with God. Correct social behaviour and a growth in secular knowledge and skills are not enough. Parents of our school realise this and so have chosen to enrol their child in our school. Staff will assist in continuing what parents have commenced at home. They will give instruction and work cooperatively with parents. In our task, we hope to complement the endeavours of parents as the prime educators of their children and always welcome parental involvement. We are most appreciative of the enormous foundation and support that the children of our school have from their homes.

### Parent Body Message

Our Committee is mindful of covering a variety of learning areas when setting goals, organising

funding, resources and supplies for the school. We also provide for all students and staff throughout the year.

Our goals were to upgrade and increase the number of learning resources due to the introductions of the new syllabus, continue to improve the outdoor area and provide fun events for students, staff and families.

With our new Kindergartens eagerly starting their school journey, we organised a "Survival Gift Pack" given to parents on their first day. This is to welcome them and assure them we are all here for each other for support.

The annual Easter raffle was a tremendous success with 22 prizes raising \$1934.00. We held a bulb fundraiser and made \$843.00. We then purchased two new large outdoor lunch tables.

Wellness Week treats were welcomed. We provided 'Zoooper Doopers', Hot Chocolates, Spring rolls and ice cream cups.

Our Mother's Day and Father's Day stall is definitely an event that the students get extremely excited about. The children put a lot of thought into making their choices for the special people in their lives.

Our pie drive made \$990.00 and this money was put towards purchasing new reading resources.

We were fortunate to receive a \$2000 grant from CRT Primary Schools Program and began our "Schoolyard Pantry".

This consisted of a Gardening kit for each stage (a bucket, shovels, watering can, spray bottle, mini green houses, potting mix) and a seasonal chart and seeds, and a large greenhouse for the school. We refilled gardens with organic rich soil, purchased two new chooks, a year supply of saw dust, chook feed and a poultry watering trough.

We purchased 25 library books and planted five fruit trees to initiate a mini orchard. We included a Buddy bench so the students could sit amongst the trees.

Our vision is for our Schoolyard Pantry to grow, extend and thrive.

We received a \$500 grant from Regis Resources - Investing in our Community initiative. This went towards purchasing new musical instruments.

Our disco was a great deal of fun. Halls were decorated, lighting installed, and each received glow sticks, drink and chips. The students had a fabulous time.

We have amazing staff and we acknowledging these people with a small gift and cards on Principal's Day, Receptionist Day, and Teachers Day.

Inclement weather altered our Christmas Fun Day but we were able to have Santa come in his fire truck with lolly pops for all the students. The Christmas excitement was still prevalent.

We are extremely fortunate to have such a wonderful school community. We look forward to a bright future working together and for each other, allowing our School to continue to thrive.

Jo Claypole  
P&F President

### **Student Body Message**

Student voice is extremely important at SJCPS Blayney. Students are always encouraged to speak up for what they think is right but always using the correct tone and manner. The SRC set up a new system for getting students ideas through to the leaders and staff with the 2021 introduction of class suggestion boxes. When the SRC meet, the leaders bring the suggestions to the meeting and all ideas were considered.

Student voice is particularly important because the school needs a student's point of view so the teachers know what the students think would be best for their wellbeing and the wellbeing of the school. This increases student's engagement in learning and activities. Encouraging

teamwork between students and teachers that creates a positive learning and teaching environment.

Our school has encouraged and effectively implemented student voice. Our Class Captains and House Captains have taken on many new roles and responsibilities including the SRC. School Captains have also been exposed to more opportunities which they then have to share all they learn about student voice to not only our school but the wider community. The students have been taught respect and responsibility which promotes how the school wants students to use their voice. Student voice is very important at our school and the staff encourage it in a positive and kind way.

We have also introduced Mission Leaders to our SRC. These students lead our Mini Vinnies group who use their student voice to inform, support and increase awareness of social justice issues.

## School Features

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St Joseph's Catholic Primary School is part of the Parish of St James' Blayney.

We are committed to: 'LOVE, CARE, RESPECT and JUSTICE, for each member of the School Community'.

St Joseph's CPS is located on Adelaide Street. It is a single-stream school for students from Kindergarten to Year 6.

At St Joseph's CPS we are committed to developing a Catholic School in which, with Jesus Christ as our model, we strive to educate the children acknowledging their uniqueness. We believe that students learn best when the curriculum is relevant, suitably challenging and practices support individual learning needs.

We place importance and value on the partnership between home, school and parish. We believe that this partnership assists the children to develop and grow so that they value and respect the importance of community.

St Joseph's CPS consists of seven general classrooms, a well resourced Library and multi-purpose learning area. We have modern technology in all classrooms, rooms for Performing Arts, Special Education, a spacious School Administration area, two school halls and numerous gardens.

We have a Transition to School program which consists of students who are eligible to attend school the following year. We have a strong Parents and Friends Association and a Student Representative Council. Our Senior Student Leadership Team comprises of School Captains, Mission Leaders, House Captains and Class Captains from Year 3 to Year 5, Mini-Vinnies Leaders and Peer Support Leaders.

## Student Profile

### Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Total Students
64	72	4	136

\* Language Background Other than English

### Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

### Student Attendance Rates

The average student attendance rate for the School in 2024 was 90.54%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
89.75	91.63	90.29	89.85	92.60	88.62	91.01

### 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
- 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
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.



## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	5
Number of non-teaching staff	7

### Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- 39 Conditional teachers
- 28 Provisional teachers
- 920 Proficient teachers
- 1 Highly Accomplished and Lead (HALT) Teacher
- 1 Lead Teacher
- 8 HALT Candidates

Additionally, there are 14 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 and 8 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community. SJCPS follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Pastoral Care refers to the climate of care which originates in the attitude of respect, acceptance, understanding, real interest and love which staff and members of the school community demonstrate to the students. This attitude is firmly based on the Gospel Values that are the base of the ethos of the school. Pastoral Care underpins all school policy and practice. It is the responsibility of everyone in the school.

Our school motto, "To strive for better things" assists us as we strive to grow in the peace and love of Christ, and to bring it to others in all aspects of our daily living. We aim to provide a strong foundation for the development of values, skills and attitudes that will enable the students of our school to make a positive contribution to the society and community in which we live.

Students in Years 6 in the Diocese of Bathurst annually undertake the Diocesan Religious Education (RE) Test. The test consists of fifty multiple-choice questions. Results are analysed by teachers and are used to inform teaching and learning in Religious Education.

## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel.

The school operates strong personalised Learning Support programs and individualised education to address the needs and goals of students. Such tier intervention ensures that children's learning occurs at their point of need and that assessments of learning and progress drive future learning plans. We celebrate growth in learning as opposed to just the highest score.

The school uses technology and a wide range of teacher pedagogy to enhance learning and teaching and to provide the widest possible learning styles for optimum learning. Technology is available in every classroom to every child and their skills and capabilities continue to both amaze and improve.

The School Strategic Improvement Plan and Annual School Improvement Plan, both highlight the school focus on Literacy and Numeracy learning and progress. As a staff, we are committed to providing well researched learning programs and opportunities in these areas.

During 2024 we successfully implemented the new English and Mathematics Syllabus. We were driven to form strong understandings of the new HSIE and PDHPE Syllabus. We also commenced work towards adopting the new Science and Technology Syllabus and we quickly became adept to the changes and resources allowing us as a staff to confidently approach 2025.

## Student Performance in Tests and Examinations

### 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 teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- 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 percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Joseph's Catholic Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	40%	54%
	Reading	80%	66%
	Writing	73%	77%
	Spelling	33%	61%
	Numeracy	53%	64%

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	56%	65%
	Reading	56%	71%
	Writing	69%	67%
	Spelling	50%	68%
	Numeracy	56%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework was revised in 2024 and is now titled Student Wellbeing Framework. The Framework can be accessed at [Student Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Student Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is

promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### **Anti-Bullying Policy**

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Student Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### **Complaints Handling Policy**

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. 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 our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the school website or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Code of Conduct and Whistle Blowers. All of these are available through the CEDB website and the school website.

## Community Satisfaction

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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 2024, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

Both Data and Comments from these School Improvement Surveys are summarised here.

### Parent satisfaction

Results from the School Improvement Survey indicates that as a whole, our parents are satisfied with the direction of our school. They see that our school has a clear identity as a catholic school within the community and that the school promotes and nurtures a culture of positive wellbeing for all.

The parent body noted the many school improvements and are pleased to witness the increased involvement, participation and presence of students and staff in the local community.

Whilst some parents expressed that they were not excited about our increase in enrolments, many were able to speak positively to our growth and the added experiences and opportunities this provides with more students being enrolled at our school. eg sporting teams

### Student satisfaction

Results from the School Improvement Survey indicates that, as for our parent body, the students see that our school has a clear identity as a catholic school within the community. The students have expressed that they are enjoying learning more of the Aboriginal culture and heritage.

Our students believe that we promote learning as important and they believe that our school has a good reputation in the local community. They expressed their gratitude for their teachers who assist with their learning and their genuine interest in student welfare and guidance if student's have any worries or concerns.



## **Teacher satisfaction**

Results from the School Improvement Survey indicates that our staff acknowledge the rich celebrations of prayer and liturgy throughout the school year. They support the student management policies, procedures and practices fostered amongst the staff.

Our staff recognised the school improvements in regards to student voice and leadership which contributed to appropriate student empowerment and strong sense of school pride.

Staff acknowledged the increase of enrolments has caused changes to be made with our school procedures. Staff appreciated the consultation process with this and the actions that have occurred in an effort to keep all staff and students safe and well informed.

## Financial Statement

School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2024 year is detailed here:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,079,375
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$536,134
Fees and Private Income <sup>4</sup>	\$279,870
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$43,359
<b>Total Income</b>	<b>\$2,938,738</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$19,248
Salaries and Related Expenses <sup>7</sup>	\$2,063,155
Non-Salary Expenses <sup>8</sup>	\$858,067
<b>Total Expenditure</b>	<b>\$2,940,470</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT