



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST JOSEPH'S PRIMARY SCHOOL
PENSHURST**

2017

REGISTERED SCHOOL NUMBER: 0409



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E NUMBER	E2019
FEDERAL DET NUMBER	1089

Minimum Standards Attestation

I, Matthew Uzkuraitis attest that St Joseph's School, Penshurst is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

23rd May 2018

Our School Vision

“St Joseph’s School Penshurst is a place for children to grow spiritually, academically, socially and emotionally within a framework of Leadership and Christianity, with a respect for individuality and a sense of belonging. We will embrace the many varied talents of our children, teachers and staff and we will utilise all resources available to ensure our children are able to meet the challenges presented in modern society.”

Our School Mission

The mission of St Joseph’s school is that our community will work together to provide our children with the necessary skills to go forward into life with confidence, respect and wisdom, underpinned by the Christian values of love and a sense of belonging. We will work together to support our children in their academic, social, sporting, artistic and varied talents. We will support our teachers in further education so that new skills can be implemented to support our community and children. In partnership, our children can grow and go confidently into society.

All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Our Motto

Our motto **Faith and Justice** reminds us of our daily commitment to follow in the steps of Jesus as he sought to protect the rights of the poor and outcast. Just as Jesus did, we hope that justice for all is not a dream, but a reality.



School Overview

St Joseph's Primary School, Penshurst opened in 1874 and is situated in the Western District of Victoria, in the shadow of Mt Rouse. Whilst for many years Catholic laity taught students at St Josephs, there was a time between 1944 and 1976 when the Sisters of Mercy of the Ballarat congregation assumed responsibility for the school's activities. In 1956 the existing brick built school was established and remains to this day.

Whilst the population of Penshurst is small the community has remained close-knit and supportive. Of the student population in the school, a high percentage live within the township of Penshurst with the remaining other families living on farms surrounding the township. Many school families have both parents working full-time or part-time within the town with a small percentage travelling to Hamilton for work.

St Joseph's school has 3.6 full-time teachers, a part time chaplain, 1 part-time aide and an administration officer. The children are placed in multi-age classes aligned to the Victorian Curriculum and currently consist of a Grade Prep/1/2 Class, a Gr 3/4 class and a Grade 5/6 class.

St Joseph's is a faith community that makes a significant contribution to the faith lives of its students and builds relationships based on respect, harmony and honesty. A sense of wonder of God, of the world and of each other is fostered as the students are supported to grow in understanding of God as a loving and integral part of their lives. St Joseph's is a safe place for students. They feel safe and secure within the framework of established boundaries and routines. These boundaries and routines create a peaceful and just atmosphere for the students to be in. The students are supported in developing an awareness of their rights and responsibilities and the consequences of their actions to themselves and others.

There is an enthusiasm for learning and discovery within St Joseph's School. The educational programs are stimulating and progressive. The curriculum is strong and comprehensive, covering all educational learning areas. There is a comprehensive, school-based Religious Education program, which is based on the Awakenings Document. The teaching and learning of Religious Education permeates the fibre of all learning at St Joseph's in a contemporary, comprehensive curriculum. Within the confines of that curriculum there is a strong commitment to children being skilled in Literacy & Numeracy. Physical Education, Performing Arts and LOTE (Indonesian) have a particular emphasis with specialist staff dedicated to each of these areas.

The school is well resourced due mainly to the efforts of a highly committed and active team of parents. The parents are an integral part of the school, involving themselves with policy formulation through the School board. They have a strong sense of the school they wish for their children and work diligently to maintain it.

St Joseph's is a small rural school with a great capacity for assisting students to be empowered to grow strong and independent within a warm, loving environment, as they prepare to be members of the society of the 21st century.

Principal's Report

It's hard to believe that 12 months has come and gone. I would like to take this opportunity to thank you for embracing a new face into your community and to personally thank you and tell you of my appreciation to you all for the numerous and varied ways in which you have dedicated many hours to improving the educational life of our children.

A feel very fortunate that I'm principal at St. Joseph's Primary Penshurst, a school which has a wonderful culture of caring, helping and supporting each other.

To the families of our school, the work you do, the way in which you do it and your motivation for doing it are a valuable lesson to your children.

To the students, you make coming to work enjoyable. Your kindness and inclusiveness was the first thing that struck me when I arrived and that has had a major impact on me and will be a continuing driving motivator to continue to set the level of expectation high here at St Joseph's.

To the staff, I express my gratitude to the entire staff for their professionalism in all elements of their teaching practice. Throughout 2017 staff have challenged each other in order to bring about positive learning outcomes for all children. I thank the way staff approach their work with enthusiasm and dedication.

To Fr Paddy, your roles and responsibilities are so broad, however your pastoral role in the school nurtures that special link between school and Parish. Your support and faith in my decisions and leadership are a great source of encouragement and I thoroughly appreciate your guidance.

I would like to thank the members of the School Advisory Council. We had three new members join this year and I commend all the members for your energy and commitment and for the the example that you set for others and most importantly for your children.

To our Parents and Friends, the 'can do' attitude of this group is remarkable and is something that all member of the St Joseph's staff and community appreciate. Through the catering and our major fundraiser 'The Trivia Night', along with the raffles and Super 66 lotto, this group was able to raise in excess of \$6000 for the year. A tremendous effort which goes along way to helping and supporting the education needs of our children. The challenge now is how do we continue to generate, invigorate and ignite ideas and activities that aid this group in enriching the life and vibrancy of our school.

On a staffing front we said goodbye to Colleen and Toyah for the 2018 year as both requested 12 months leave. Although we lose some classroom experience, this is a great opportunity for others to step up and fill the void that these two leave.

I hope that in 2018 we can build on the foundation that has been put in place and continue to succeed as a school community that brings about 'fullness of life' for all.

Yours in Partnership,

Matthew Uzkuraitis

School Advisory Council/Board Report

2017 SCHOOL ADVISORY COUNCIL REPORT

2017 saw the beginning of a new chapter for St Joseph's School. Our former Principal of 12 years Ben Van de Camp left big shoes to fill, but new Principal Matt Uzkuraitis took the challenge head on and has certainly made his mark on our school. I would like to thank the Catholic Education Office for supporting him and establishing a 'support crew' to guide him through his first year as Principal. I would like to thank the greater school community for welcoming him, his wife Katie and son Vincent with open arms.

On behalf of the School Advisory Council and school families, I would like to thank Fr Paddy Mugavin for his continued support of our community, school and its children and his supporting role in guiding Matt in his new role.

This year marks my 11th year on the School Board, but my first year as Chair. We welcomed new board members of Andrew Calvert, Scott Mullins, Daryl Pye and welcomed back David Page and Parents and Friends Rep Paula Cook. I commend them all for their continued support of our School Advisory Council and appreciate their ideas, opinions or concerns and commitment in attending meetings and for assisting Matt and Fr Paddy in overseeing the running and direction of our school.

I thank all of our dedicated staff for not only their support to Matt in his first year of Principalship, but for their continued support of our children in achieving their educational goals. They go above and beyond to work together to provide our children with the necessary skills to go forward in life with confidence, respect and wisdom with Christian values of love and a strong sense of belonging.

This year we farewelled Ms Toyah Allen after 5 years at St Joseph's. We wish her every happiness as she joins her husband in Adelaide and wish her well for whatever the future holds. We also said Goodbye (but hopefully not farewell) to Ms Colleen Page who has been at St Joseph's for the past 3 years. We wish her every success in her future endeavours. Our students have been so lucky to have had such amazing teachers as part of their educational journey.

This year we have farewelled the Seymour family and wish them all the best at their new schools in Warrnambool and hope the next chapter in their educational journey brings good things.

We were fortunate to have our funding continued to welcome back Ms Lisa Gonnet to the role of School Pastoral Care worker. Lisa puts so much time working on programs directed at the well being of our students. The wellbeing 'movement' is very evident in many schools now, and we are so very lucky to have Lisa's skills and expertise. Lisa's availability to the greater school community is invaluable and I hope the Catholic Education Office can see and appreciate the huge benefits our children get from the work she does and hope that the funding continues to keep her within our school system.

Finally, a big thank you to our greater parent community for their contribution to helping our school support our kids. Be it mowing the grass, doing cleaning duty, helping with fundraising opportunities, walking children to the pool for swimming lessons or attending working bees. This year our amazing

Parents & Friends Group raised in excess of \$6,000 to put towards resources for the children. This is an amazing achievement for a school of our size and is testament to the dedication of our parent body and their commitment to seeing our children receiving the best education in the best facilities serviced with the best resources. We are so very lucky to have such great parental involvement and I thank you for your commitment to our school.

I look forward to continuing on my role as Chair of the School Advisory Committee in the coming 2018 school year. I hope all families have a safe and happy year within our wonderful school.

Bronwyne Page

School Advisory Council Chairperson



ST JOSEPH'S PRIMARY SCHOOL PENSHURST

Catholic School Culture

Goals & Intended Outcomes

- *To understand and enhance our catholic identity within our school.*

Achievements

Throughout 2017 we were afforded many opportunities that allowed us to affirm that there was a deep appreciation of the importance of the school's Catholic identity. Our families value the importance of the school's capacity to educate children to know, understand and value the teaching of the Gospels, and how these teachings can be transposed into their own lives.

Our students are able to articulate the importance of faith in their lives and share their learning about the life of Jesus and the connections that they have made in terms of the way they can live their lives and of the importance of living life with compassion, respect, tolerance and care for others.

At St Joseph's we believe that social justice is a priority within our school; it is reflected in the rules of the school as well as a developing understanding of the needs and differences of other people. Students recognise their commitment to serving people in need and are able to link these practices to their faith. The Social Justice beliefs are actioned through Mini Vinnies, which throughout the year, comprises of all our students working towards promoting awareness of those in need, creating solutions raising funds.

The school continues to work hard to develop the staff understanding of the Enhancing Catholic School Identity (ECSI) project and the theology that underpins it. Our school has indicated this as one of our priorities in the School Improvement Framework.

Links between the school and parish remains an integral part of St Joseph's. We place an importance of celebrating school liturgies and our school mass is held twice a term with some families attending these celebrations. Students find attending mass to be a very special, spiritual time as it also allows them to be part of the mass whether it be saying a reading or presenting the gifts. Prayer has become a significant component of life at St Joseph's through daily class prayer, whole school prayer and participation in parish liturgical celebrations. Prayer is also a feature of school assemblies and reflections are placed in school newsletters.

In 2017 we had five students who made their sacraments of Reconciliation, Confirmation and First Eucharist. These celebrations also occurred at the St Joseph's Church in Penshurst and was supported by the St Mary's Parish.



VALUE ADDED

St Joseph's, Penshurst was involved in a number of activities and practices in 2017 that gave life to our ongoing culture of Catholic faith and enhanced our catholic identity within our school.

These included:

- School masses and liturgies
- Parish masses
- Easter Liturgy
- Daily class prayer
- Catholic Education Week Celebration
- Mini Vinnies activities within our school
- Caritas – 'Leaders Day' for students
- Shared Christian Praxis Professional Development – Jim Waight CEOB
- 'Sow and Grow' Professional Development day



Community Engagement

Goals & Intended Outcomes

- *To enhance parent partnership and children's learning*

Achievements

St Joseph's has continually successfully fostered community growth and participation, particularly in relation to student involvement in community and parish events and activities. Students are proud members of their community and actively seek ways to contribute to the lives of other people in the community.

Given the small rural community that surrounds St Joseph's, we are proud of our capacity to engage with our community on a number of levels. From a parent perspective it is very clear that the school welcomes its community and encourages parent participation. The parents who do choose to become involved in the life of the school are overwhelmingly positive about the school's capacity to engage students, parents and teachers with the local parish and community. In many ways St Joseph's is a community hub that allows for many people to be welcomed into the school community whilst encouraging pupils and families to engage with the local and wider community in social events, social justice, sporting and parish based activities.

Discussions with leadership and teachers explored ways of strengthening student learning through closer community involvement, particularly in terms of parent participation. The school has developed a three-way conference approach to ensure students and parents develop a deeper understanding of the learning that the children engage in on a daily basis.

PARENT SATISFACTION

In the 2017 Insight SRC survey, Parent satisfaction was in the top 25% of Victorian Primary Schools in 17 out of the 18 areas surveyed.



Leadership & Stewardship

Goals & Intended Outcomes

- *To create a culture of shared leadership that has a focus on continuous improvement for all.*

Achievements

Work in the area of Leadership and Management has involved putting strategies in place to enable staff to be involved in activities which encourage problem solving and decision making skills. The constant focus is to keep reminding each other that the needs and learning of the students is always the prime consideration.

With staff consultation we designed a Leadership Framework which allowed staff to understand their roles and responsibilities within the school. Where possible we saw it fit to place two staff members per leadership position to generate collaboration and to not work in isolation.

The School Advisory Council continued to be a strong and effective group who provide our Parish Priest and Principal with sound advice and thoughts. We had three new members in 2017 and like all our members of the SAC, they are generous in their commitment to our school and the continued improvement sought in all aspects.

Staff met weekly to continue to implement and journey through our Professional Learning Communities (PLC). The team collaboratively worked towards developing and achieving the work of the school's Annual Action Plan and priorities.

Staff developed Professional Learning Plan for themselves in order to align with our Annual Action Plan and Priorities along with developing themselves as an educator, to build teacher capacity all for the main goal of enhancing the learning of our students. The staff worked with personnel from the Catholic Education Office to refine teaching practice and focus deeply on student learning outcomes.

Annual Review Meetings were held with all teaching staff and learning support officers during term 4. The staff also had opportunities to participate in a variety of professional and personal development activities.

The school met the requirements of the Catholic Education Office and compliance measures relating to budgets and accounting. Tasks related to reporting financial information were completed as required. Financial reports and other information relating to school finances were provided to the School Advisory Council at each meeting and prepared for the Annual Financial Statement. The school's procedures and accounting results were audited during the year.

Appropriate local policies and procedures have been developed and implemented to ensure a safe and effective school environment.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

- Professional Learning Communities (PLC)
- New Awakenings
- Change2
- Religious Education – Scripture, ECSI, Shared Christian Praxis
- Leaders days – Literacy, Numeracy, Special Education and Religious Education
- Literacy and Numeracy PLTs
- Principal Induction Days
- Leadership Colloquium
- Learning Support Officers professional learning days
- Emergency Management Training
- First Aid Training
- Principal meetings – Zone, Network and Diocesan
- Graduate Teacher days

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**5****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$640.70****TEACHER SATISFACTION**

In the 2017 Insight SRC survey (the school climate) our school was in the top 25% of Victorian schools in the areas of:

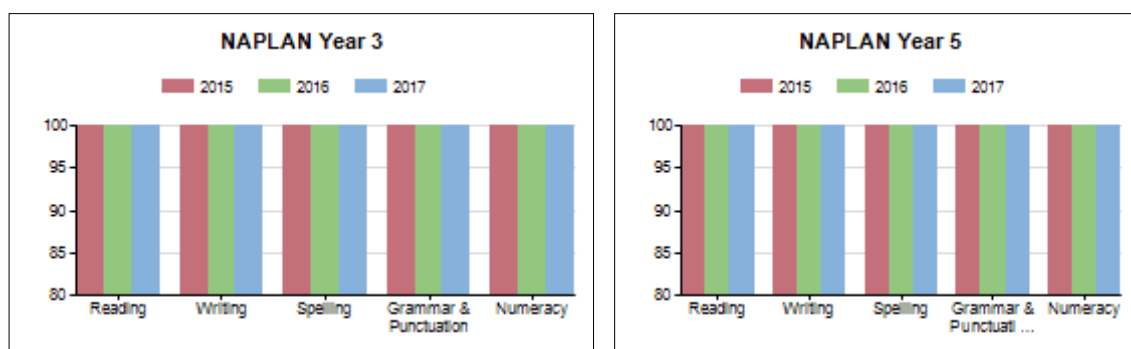
- **Staff Well-Being**
 - **Empathy**
 - **Clarity**
- **Engagement**
- **Outcomes**
- **Student Behaviour**
- **Team Based Practices**

Learning & Teaching

Goals & Intended Outcomes

- *To improve literacy and numeracy results.*
- *To engage students through personalised learning.*

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



Achievements

As with previous years, 2017 has seen our school strategically plan for improved learning outcomes for each student. Through the continued implementation of Professional Learning Communities, we have begun the journey towards achieving high standards for all children through enhanced collaboration, data analysis and feedback.

In 2017, a key focus as part of our PLC experience was on mathematics and to include what our staff viewed as essential.

Differentiation has been enhanced through grouping students based on pre-testing and using goal setting whilst pedagogy has improved through effective PLTs, formal discussion and whole staff professional learning.

Similar approaches are used to improve literacy and other key learning areas for all students.

STUDENT LEARNING OUTCOMES

- Teachers have analysed the NAPLAN data in conjunction with other sources of data to set goals to work towards improvement in learning outcomes in all areas.
- Students who are considered to be at risk or of concern for teaching staff have been identified and strategies implemented to provide targeted teaching in order to cater for their learning needs.
- When the performance of a student is of concern teachers refer the student for screening and intervention by school and CEO staff where required.
- Staff have considered the learning needs of students who are performing above the expected standard and provided meaningful learning opportunities for them.

Wellbeing

Goals & Intended Outcomes

- *To improve student connectedness to peers.*
- *To engage students in their learning.*

Achievements

Student wellbeing at St Joseph's is built upon caring and supportive relationships between students, their peers and their teachers.

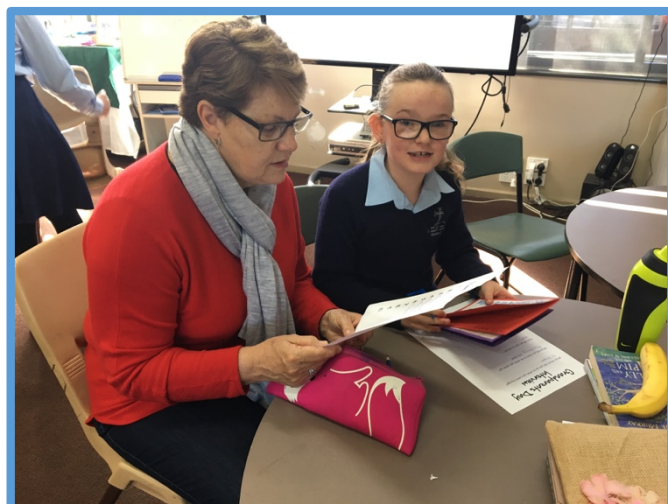
We are constantly aware of the strong bonds between students and their peers, which is evident in classroom interactions, the playground and through the strong sense of 'family' that exists within the school. Older students care for and share with younger students and student leadership experiences and opportunities ensure that St Joseph's Penshurst is a close-knit student group.

St Joseph's has adopted a strategic approach to developing a culture of respectful and caring relationships. Key to the school's success has been the development of a restorative justice approach to mending broken relationships and building a sense of personal responsibility for behaviour amongst all children. There are clear expectations for student behaviour, which is shared and understood by all students and consistently managed by classroom teachers and school leaders. Parents are fully aware of the school's expectations and approaches to building positive relationships between students, their peers and their teachers. Our school has ensured that all members of the community share a common understanding about Restorative Justice and all teachers have participated in professional learning, which has been used to build a shared understanding and Circle time is used in classrooms to effectively create a sense of equality and community.

Monitoring students' wellbeing is a whole school responsibility and there is clearly a sense of shared responsibility for student wellbeing across the school. Social and emotional learning is integrated into the student learning program and is providing students with skills and understandings to take responsibility for their learning, build resilience and manage relationships with others, particularly in terms of conflict resolution and the prevention of bullying.

Students with special learning requirements are very well catered for and their learning and personal development are planned for and monitored.

In 2017 we set off on a journey to implement a 'Well Being' program. This staff led approach, students, teachers and parents all had input into what were the needs for our students in regards to Well Being. This journey led us to concentrate on the term 'Growth Mindset' and to implement this in three ways; through literature, physical activity and continued staff professional development.



- Classroom teachers twice daily will record attendance, and late arrivals, in the mornings and afternoons; including those days when the class may be off site.
- A student is present for a half day when the student has attended at least two hours of instruction.
- Daily attendance is monitored using the classroom roll which then is put into the software – SIMON, and a tally of days absent and late arrivals is included on the student's semester reports
- Parents are expected to provide an explanation for students who are absent. This can be done in writing or by phone, text, email or using the Skoolbag app. In instances where the parent has not provided an explanation in writing administration staff will note in their diaries the phone / text conversation. This must be provided by 10 am on the day the student is absent. Parents will be reminded in newsletters and Parent Handbook.
- If a child is absent and no communication has been received from the parent, a phone call will be made by the administration officer.
- Long term and / or unexplained absences will be followed up by the principal and parents informed, in writing, if the principal deems that they have not met their obligations under the *Education and Training Reform Act 2006*.
- All records of contact and attempted contact with families regarding student absences will be recorded and the records kept.

VALUE ADDED

- Development and review of school policy documents
- Staff participation in professional development programs and activities
- Involvement with local education providers
- Regular school and community newsletters
- Involvement in local Parish celebrations
- School camps and excursions
- Transition days
- Involvement in local community events
- Improved understanding of restorative practices
- Positive staff – student relationships

STUDENT SATISFACTION

In the 2017 Insight SRC survey highlighted improvements in the areas of:

- **Emotional Well-Being**
- **Teacher Relationships**
- **Engagement in Learning**

Child Safe Standards

Goals and Intended Outcomes

In order to ensure a safe environment for all student's policies and procedures have been developed in line with government and VRQA compliance requirements. The school has satisfied the directives of Ministerial Order 380 and is active in working to maintain and strengthen practices which ensure the safety of all children. All students enrolled, and any child visiting, have a right to feel safe and be safe. The wellbeing of children in our care will always be our first priority and we have zero tolerance to child abuse. We aim to create a child safe and child friendly environment where children feel safe and are free to enjoy life to the full without any concern for their safety.

Achievements

St Joseph's Primary School endorses Catholic beliefs and practices and is committed to the protection of children in our care. As a faith community, we nurture and watch over each person in keeping with the gospel values lived by Jesus Christ. The school has achieved compliance with the Child Safe Standards in the following ways:

- *The development and implementation of a Child Safe Policy which outlines the school's commitment and practices towards ensuring a safe environment.*
- *Identification of ways that students can identify concerns and a clear procedure for staff to report child abuse.*
- *Professional development and induction for staff, volunteers, casual relief teachers and visitors relating to expectations for them to comply with school policies and procedures.*
- *Consultation with the School Advisory Council regarding the writing of policies and procedures and the purpose of each Child Safe Standard.*
- *Information provided with the school community through the school newsletter and website.*



VRQA Compliance Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	86.83
Y2	86.63
Y3	94.07
Y4	85.48
Y5	86.97
Y6	88.38
Overall average attendance	88.06

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	99.6%

STAFF RETENTION RATE	
Staff Retention Rate	66.67%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%

Graduate	0.00%
Certificate Graduate	33.33%
Degree Bachelor	100.00%
Diploma Advanced	0.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	9
FTE Teaching Staff	4.346
Non-Teaching Staff (Head Count)	4
FTE Non-Teaching Staff	2.554
Indigenous Teaching Staff	0

NOTE:

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au