



St Joseph's School Penshurst

2021 Annual Report to the School Community



Registered School Number: 409

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E NUMBER	E2019

Minimum Standards Attestation

I, Darren Lloyd, attest that St Joseph's School is non 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 2017 (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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

30/03/2022

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

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Our School Vision & Mission

Our School Vision

'St Joseph's Penshurst, as partners in Catholic education and with our school community, pursues fullness of life for all.'

Our Mission Statement

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.

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 Joseph's, 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 (which includes the Principal), a part-time chaplain, 1 part-time LSO 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. St Joseph's is a child safe school and we pride ourselves to promote this to our students, school and wider community.

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 Languages (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 Advisory Council. 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

The year that was 2021 has definitely been one to remember. My interim principal position has been so blessed with highlights and memories with a few little challenges thrown in. From the 27th January until now seems to have gone so quickly but has also been filled with so many events, not to mention a fair portion of home learning due to lockdowns.

Term 1 was such a positive start to 2021 with a new class structure and staff in different roles. Students settled in quickly and we welcomed four new foundation students, as well as two new students from other year levels. Our first SAC meeting was held in Week 3 of term 1 and was the last face-to-face meeting before this one. We were fortunate enough to have a successful working bee, which was well attended by the community. We also had plans to celebrate Shrove Tuesday and Ash Wednesday before being closed down for our first round of lockdown for the year.

In Terms 2 & 3, we focussed our attention on undertaking our School Review. We had several school closure days and staff meetings to review and analyse our data and reflect on our practices. This process was a fantastic opportunity to share with staff as I got an in-depth view of their reflection on all aspects of life at St. Joseph's. The panel spent two days working with different members of the community including staff, students and parents. Their feedback and validation of what we had put together in our school review was extremely positive.

During this time, our Prep - 2 teacher resigned effective as of the end of term 3 which required us to seek a new teacher to begin in Term 4. We had multiple candidates and were lucky enough to secure an experienced junior teacher in Tayla Gow, who was fortunate enough to be able to begin the term with her students on-site due to easing of restrictions. Also, during this time the ongoing position of Principal was advertised for 2022 and beyond which caused a little bit of uncertainty amongst staff and community. In the end, the process worked out and the school will benefit from the expertise of Darren Lloyd going forward.

With Term 4 upon us, we eased back to some normality and it is great to have all the students back on-site. Plans have been up in the air about restrictions and what we can and cannot do. Another obstacle is vaccination statuses when planning events. Luckily we are able to plan a couple of excursions and an end-of-year graduation ceremony that will give us some happy memories to finish off the year. Darren has made a few visits to the school and another couple before the end of the year, including Orientation Day and a Whole School Planning Day.

With all that has happened in 2021, on a personal note, making the decision to not reapply for the Principalship was difficult. I have got some very happy memories from this year that I will remember forever. The community of St. Joseph's has welcomed and supported me throughout the year and I have appreciated the opportunity immensely.

Firstly, the students have a spirit and attitude that many other schools would be jealous of. Their positive attitude and their support of each other was a privilege to witness. Having the opportunity to be a part of their lives this year has taught me so much and I will miss our time together. I will be back for a visit.

To our families: if ever a school and its families had to work together, it is this year. Although we didn't get to participate in a lot of community events, the support and communication through home learning has been amazing and one regret I have is not having the opportunity to engage in more events with such a supportive community.

To the staff: the unique circumstances the last two years have brought were probably made even more so by the introduction of a new Principal. I cannot thank all staff enough for the support, guidance, communication and attitudes you have shown throughout the year. It has been an

honour to work alongside you in navigating the year at St. Joseph's and I am sure that will continue with Darren next year. Special mention to Andrea who, without her support and guidance, would have made my job a lot more difficult.

To Fr Paddy: from the interview panel when I first met you to our weekly Zoom catch-ups, you have been nothing but positive and the way you communicate with reflection and common sense has been extremely helpful. The Penshurst community is very lucky to have you as a spiritual leader and the school appreciates the connection you have to our students and families.

To all the School Advisory Council members: it has been a challenging year for meetings and wading through DOBCEL policies. Each time we met, you all brought positivity and an eagerness to offer support for the school. It was an interesting year to navigate but hopefully 2022 brings a little more stability and I look forward to hearing about all the wonderful things the school achieves in the coming years.

I thank my wife Renae and my children Max, Jack and Lily for being a great support through my career and especially this year with me taking on this new challenge. I will remember this year for a very long time as one of fond memories and great opportunities. In 2021, the St. Joseph's school has left much more of an impact on me than I did on it. I look forward to staying connected in different ways and hearing about its continued success.

Thank you

Stephen Hogan

School Advisory Council Report

Thank you to everyone attending our St Joseph's School Board Annual General Meeting. This is my first School Board AGM as chair and it gives me great pleasure to present my report to you tonight.

We all thought that 2020 was the year from hell.

2021 proved to be somewhat different with its never-ending challenges of lockdowns, rule changes, border closures and continual interruptions to our everyday lives.

It is a commendation to the staff, parents and students who have pulled off this amazing juggling act of education which has seen us not complete a full term of school in our last eight terms. The teaching staff, in particular, who have often had to endure the incredible work load of composite classes, having to teach, home-school and parent all at the same time. I remember the frustration of my wife who, after being told at 4pm on a Friday we were going into another lockdown spending all weekend preparing work for the next week of remote learning only to have the lockdown lifted at 11am on Monday. Dealing with these unknowns must have been immensely frustrating for the staff. I'm sure we all thank them for their unerring commitment to the task of educating our children. This is the same situation for non-teaching staff also, as they are integral to the success of our school and the wellbeing of our students. A huge credit to all.

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. Hopefully now, as the DOBCEL system is up and running, Pat's health improves, visitors are allowed back onto the school premises and we will see more of you.

It's always sad to say goodbye to valued members of our school community. I would like to take this opportunity to thank Toyah for her dedication and commitment to her students and school over the last 12 years. Toyah was a team player who filled many roles in her time at St Joseph's and will be an asset to whichever school or opportunity she turns her hand to next.

I would also like to thank Mr H, for the last 12 months. He has been thrown in the deep end in a brand-new role as Principal in a review year. I was really shocked when he announced that he wasn't going to apply for the ongoing Principal's role as he was doing a wonderful job and it seemed like a natural progression. In saying this, I do understand the difficulties of young families and working away from home. I wish Mr H all the best in his future endeavours and thank him for all his hard work this year.

I would like to welcome Tayla Gow, as our new P-2 teacher. By all reports, she has hit the ground running and I have been informed by a good friend's child that she is sorely missed at OLHC.

It is also with great excitement that we welcome our new principal, Darren Loyd. He comes to us from St Patrick's Koroit where he held the Assistant Principal position. We look forward to his stewardship of our school for many years to come. Exciting times lie ahead I'm sure, with many fresh ideas and new methods for our children's education.

Finally, a big thank you to our greater parent community for their contribution to helping our school support our kids. We tried a working bee earlier in the year with great success (particularly for me as I was on a holiday at the time). Something that shares the workload is always preferable to leaving it to the same olds.

Once again the opportunity to fund-raise has been limited. Our Parents & Friends Group were ready and managed to squeeze in a few catering jobs. For such a small school, it is testament to the willingness of the parent body to pitch in and help for the common goal of improving the

educational outcomes of our students. We are so very lucky to have such great parental involvement and I thank you for your continued commitment to our school. Hopefully, Nicole and the rest of the P & F are ready and willing as the opportunities for catering and fund-raising begin again. I'm sure we all look forward to being able to gather in a social situation again.

We were very fortunate this year to have received a significant donation which has allowed us to resurface our basketball court/playground area. Mr Joseph Howard, a former student who passed away in the 1930s, had left a significant bequest to the school, which has been trickling through various projects over the years since, this being the final one, unfortunately. This resurfacing has made a huge improvement to our school facilities and an eye-catching feature within the grounds.

I wish this year's Grade 6s, Riley, Charlotte, Mason and Toryn, all the very best for the next chapter of their schooling lives, wherever that leads them.

I would like to thank our SAC members. I appreciate and commend them all for their continued support and value their ideas, opinions or concerns. I am grateful for their commitment and for supporting Stephen, Andrea and Fr Paddy in their roles in overseeing the running and direction of our school.

The novelty of Zoom meetings has worn off for me! I look forward (as I'm sure we all do) to face-to-face normality going forward in this job and everyday life.

Thanks again

Andrew Calvert

School Advisory Council Chairperson

Catholic School Culture

Goals & Intended Outcomes

Develop staff understanding of the theology underpinning ECSI in order to explicitly embed the Catholic identity of St Joseph's as a living faith community

Achievements

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. The school networks with St Mary's School Hamilton ensures students have a richer and broader program for their sacramental preparation.

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 all our students working towards promoting awareness of those in need, creating solutions and raising funds. This student-led and teacher-guided forum gave us many opportunities to highlight the inequalities around the world in which we raised awareness and funds along with giving the students an empathetic view of the world as well as being grateful for what we have in our lives.

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. This is particularly modelled through our preparation, planning and presenting of the Awakenings Curriculum.

Links between the school and parish remain an integral part of St Joseph's. We place an importance on celebrating school liturgies. 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.

VALUE ADDED

St Joseph's, Penshurst was involved in a number of activities and practices in 2020 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
- Continued classroom implementation of the Awakenings Document

Community Engagement

Goals & Intended Outcomes

To enhance parent partnership and children's learning

Achievements

St Joseph's has continually and 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. The learning, communication and engagement of the parents in their child's learning was a highlight due to parent contributions during remote learning and classroom relationships established in the classroom.

PARENT SATISFACTION

- In the 2018 Insight SRC survey, Parent satisfaction was in the top 25% of Victorian Primary
- Schools in all 18 out of the 18 areas were surveyed.
- In the 2018 Insight SRC survey, our Community Engagement Aggregate Index was 89.6. This is a significant improvement as in 2015 it was 74.2. The current mean for Catholic schools in this area is 76.

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 Stewardship 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 reviewed our Leadership Framework which allowed staff to understand their roles and responsibilities within the school. There is an emphasis on shared leadership which is creating a professional team environment. All staff have leadership roles which is allowing emerging leaders to also develop their skills. It is also a Social Style of leadership where staff are very supportive of each other and are able to raise issues formally and informally and understand each other's professional needs well. They provide each other with regular positive feedback through informal conversations.

Staff met weekly to continue to implement and journey through our Professional Learning Communities (PLC). This still took place via on-site and online model during remote learning. The implementation of the Professional Learning Community (PLC) model indicates the staff's commitment to developing their own capacity and improving student outcomes. This has been systematically introduced and is driving improvement in literacy and numeracy.

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. This has been developed in partnership with the principal and the school Compliance Officer (Elle Guthrie).

The leadership of all staff members was evident throughout the course of the year whilst we were in and out of remote learning. Their flexibility to re-use a concept such as remote learning was done succinctly and with the students wellbeing in mind. All staff showed resilience through adversity with all volunteering to work on-site when needed.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- Religious Education - Scripture, ECSI, Shared Christian Praxis, New Awakenings
- Leaders days - Literacy, Special Education and Religious Education
- Principal Induction Days
- Emergency Management Training

- First Aid Training
- Principal meetings - Zone, Network and Diocesan
- Reportable Conduct Briefings
- Mandatory Reporting Requirements
- OHS induction

Number of teachers who participated in PL in 2021	5
Average expenditure per teacher for PL	\$616

TEACHER SATISFACTION

In the 2018 Insight SRC survey (the school climate) our school was in the top 25% of Victorian schools in the areas of:

- Staff Wellbeing
- Empathy
- Clarity
- Engagement
- Outcomes
- Student Behaviour
- Team-Based Practices

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	98.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	5.0
Teaching Staff (FTE)	3.2
Non-Teaching Staff (Headcount)	4.0
Non-Teaching Staff (FTE)	1.9
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

- To engage students in their learning to ensure high learning growth for all by building teacher capacity
- To improve literacy and numeracy results
- To engage students through personalised learning

Achievements

As with previous years, 2021 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.

There is effective implementation of PLC, which is ensuring that students have access to a well-planned curriculum. Time is made for planning together as a team for teachers to discuss and plan the curriculum together. There is a culture of talking among staff which is deepening their understanding and ownership of the learning for themselves and for the students.

Staff have developed the whole school Essential Learnings for Literacy and Numeracy and these are used constantly to reflect on curriculum planning. There are clear assessment processes in place for English and Mathematics. The assessment outcomes are driving the next steps for learning and for differentiating the curriculum.

A process of engaging students in their own learning is through voice in the curriculum design. Teachers are using strategies to engage students through listening and encouraging feedback. The culture of talking is also promoted between teachers and students to encourage students to articulate their learning. Students are regularly engaged in goal setting which is followed up by teachers. Some students are able to clearly articulate their learning and the strategies the school uses to promote confident and reflective learners.

STUDENT LEARNING OUTCOMES

- 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.

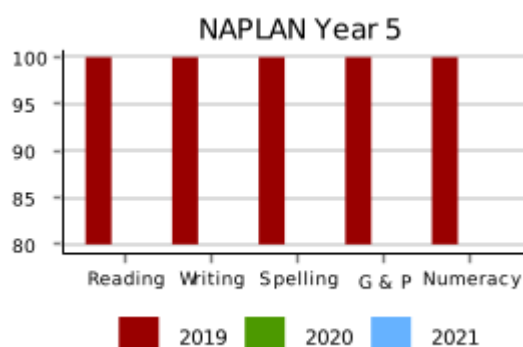
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	**	-	-	**	-
YR 03 Numeracy	**	-	-	**	-
YR 03 Reading	**	-	-	**	-
YR 03 Spelling	**	-	-	**	-
YR 03 Writing	**	-	-	**	-
YR 05 Grammar & Punctuation	100.0	-	-	**	-
YR 05 Numeracy	100.0	-	-	**	-
YR 05 Reading	100.0	-	-	**	-
YR 05 Spelling	100.0	-	-	**	-
YR 05 Writing	100.0	-	-	**	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.

[Image.NaplanYear3]



Wellbeing

Goals & Intended Outcomes

- Cultivate a culture of shared leadership and dialogue in order to meet the wellbeing needs of all
- To understand the social and emotional needs of our students, school and community

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. 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. We use this to build a shared understanding, and it is incorporated into such class activities such as Circle time and at assemblies where it effectively creates a sense of equality and community.

In 2021 the wellbeing of the students, staff and the families of our school communities were at the forefront of our decision-making in the midst of the global pandemic. We were able to successfully monitor students' and families' wellbeing through regular and consistent phone communication and via online modes as well. Our school's Pastoral Care Officer made contact with all families consistently through our remote learning stage and offered any support possible. Once students arrived back at school, the students' wellbeing was another consideration we took into account before slowly getting back to routine.

VALUE ADDED

- We continued our journey to implement a Wellbeing program by implementing 'Mindful Schools', which is a universal wellbeing program which brings mindfulness to children to build attention, self-regulation and empathy. It teaches social and emotional learning skills that are grounded in mindful awareness and neuroscience. This has been planned, prepared and presented by our Pastoral Care Officer and our Wellbeing Coordinator. We continued to implement this program whilst we were on-site and during remote learning.
- The school conducted a mid-semester review of the Mindful Schools program to identify the positives, negatives and how the Mindful Schools program could be integrated with families and wider community.

- A friendship survey was conducted with students to provide opportunity for feedback on the Mindful Schools program and gain direction for future teaching and learning.

STUDENT SATISFACTION

In 2018, the Insight SRC survey highlighted improvements in the areas of:

- Emotional Wellbeing (Student Morale, Student Distress, Connectedness to School)
- Teacher Relationships (Teacher Empathy, Purposeful Teaching)
- Engagement in Learning (Student Motivation)

STUDENT ATTENDANCE

- 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 considered '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 Schoolbag application. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.2%
Y02	81.4%
Y03	82.6%
Y04	88.8%
Y05	87.4%
Y06	85.2%
Overall average attendance	85.3%

Child Safe Standards

Goals & Intended Outcomes

In order to ensure a safe environment for all students, 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 a 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.
- Development of a Student Version Child Safe Policy.
- 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.
- Risk Assessments were undertaken from a child safe perspective and were undertaken by all staff prior to incursions and excursions.
- Our school chaplain met weekly with students in need.
- Staff and volunteers underwent 'Child Safe' refresher training, including a demonstration of the processes for reporting abuse or suspected abuse.
- A register of 'Working with Children Certificates' was maintained to help collate and monitor the validity of certificates.
- Assigned Child Safe Officer for the school (Mr Stephen Hogan)
- Information provided with the school community through the school newsletter and website.