



# 2023

## Annual Report to the School Community



### St Joseph's School

11 Martin Street, PENSHURST 3289

Principal: Darren Lloyd

Web: [www.sjpenhurst.catholic.edu.au](http://www.sjpenhurst.catholic.edu.au)

Registration: 409, E Number: E2019

---

## Principal's Attestation

---

I, Darren Lloyd, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 07 May 2024

---

## About this report

---

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. 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 also be obtained from the [My School website](#).

---

## Governing Authority Report

---

The Diocese of Ballarat Catholic Education Limited (DOBCEL) governs 52 primary schools, one F – 8 school, and five secondary Colleges, educating around 13,500 students and employing more than 2,200 teachers and staff, from Mildura in the north, Portland in the south, and west to Edenhope and Nhill.

Now in its third year of operation, DOBCEL continues to work diligently to ensure all its schools flourish fully in their mission to provide high-quality, affordable, faith-based education opportunities for students and families in safe, supportive, and secure learning environments, that value diversity and promote cooperation, care, and respect for all.

During 2023, I was fortunate to visit all of our schools as the DOBCEL Board held meetings in different venues across the diocese. The spirit of harmony and sense of community, along with cultures of care for students and staff I experienced, was extremely encouraging. These school visits were also a reminder of the calibre of young people we have in our education system.

The role of school Principal continues to grow in complexity, demanding an increasingly diverse skillset and knowledge base. I am proud and deeply grateful for the exceptional dedication and professionalism of our 58 Principals, who, along with leadership colleagues and staff, work tirelessly to deliver education services for the families and communities they serve.

Enterprise Bargaining Agreement negotiations continued this year, involving staff from schools and human resources teams giving many hours and great effort to the process. Working with the inter-Diocesan bargaining group, DOBCEL continued to support efforts to finalise the Agreement with the Independent Education Union (IEU) as expediently as possible. DOBCEL continues to recognise the extraordinary work of staff in our schools and offices, and the substantial changes to the Agreement are intended to have a positive impact on staff and their workload.

As mandated by the Victorian Registration and Qualifications Authority (VRQA), the development of clear policy and procedural documents continued apace, with schools required to utilise DOBCEL foundational work, yet contextualise documents to suit the specific needs of each school. I express my gratitude to the team at Catholic Education Ballarat, who are both talented and conscientious in delivering this vital work.

During the year we saw the end of an era with the closure of St Brendan's Primary School, Dunnstown. Over 160 years of schooling was celebrated through speeches, laughter, and the sharing of many memories. Pleasingly, we also saw the refurbishment and opening of several new school buildings across the diocese this year.

I continue to be extremely grateful for the ongoing dedication, professionalism, and support of our personnel at Catholic Education Ballarat. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

---

## Vision and Mission

---

***Our School Vision:***

'St Joseph's Peshurst, 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 well-being 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 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 (which includes the Principal), a 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 Year Foundation/1/2 Class and a Year 3/4/5/6 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 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

---

To friends and family of St Joseph's Primary School,

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

We aim to provide a place for ALL children to grow spiritually, academically, socially and emotionally. St. Joseph's School has held a commitment to fostering a positive and inclusive learning environment for all. This has included the commendation of our student's wonderful behaviour, setting expectations for what positive behaviour is at our school and professionally growing as a staff to inclusively meet the needs of all children. Engaging with specialists to enhance understanding and support for students with Autism Spectrum Disorder (ASD) through online training has been a whole school commitment to inclusivity and catering to diverse learning needs.

It was a year for new sporting achievements, personal bests and exceptional coaching.

Lawn bowls was a schools first where fond community relationships were formed with great coaches with names such as Duck and Cooky. Our students cherished the preparation to compete in Warrnambool and did their school and local club proud. This is a community connection our school cherishes and a competition that we wish to make an annual event.

In the pool and on the track, our student representatives created new personal bests and qualified for competition beyond our district. How can we forget the epic basketball journey our Senior Hoop Time team is still taking us on as they progress to state finals.

The dedication to academic growth is evident in impressive student progress in both Mathematics and Literacy. The recent end-of-year assessments have highlighted significant advancements, indicating the effectiveness of the school's commitment to learning. These achievements reflect the dedication and hard work of both our students and teachers.

St. Joseph's continued its collaborative relationship with schools within the Mackillop cluster, fostering connections and shared experiences. We engaged in a meaningful Holy Week Liturgy in partnership with St. Mary's Hamilton, emphasising the spiritual and religious aspects of education. Trips to the Grampians and Melbourne with Trinity schools enriched the students' learning experiences beyond the classroom, providing exposure to diverse environments and learning opportunities, hopefully making friends in other schools.

Central to our mission is the spiritual growth of our students and staff. Through religious education programs, retreats, and community service initiatives, we've continued to instill strong values and a sense of purpose in our students. Our commitment to nurturing spiritual growth remains steadfast, fostering an inclusive and accepting environment for everyone.

We've placed significant emphasis on the social and emotional development of our students. Our School Wide Positive Behavior programs, and extracurricular activities have been pivotal in ensuring a supportive and inclusive community. Through various initiatives, we've promoted resilience, empathy, and a sense of belonging to the community among our students.

St. Joseph's School has been actively engaged with the community, organising events such as food drives and creating Christmas stockings for families supported by St Vincent de Paul. These initiatives have not only enriched our students' experiences but also strengthened our ties with the wider community, aligning with our vision of "Fulfillment of Life For All".

While celebrating our achievements, we acknowledge the challenges we've faced throughout the year and the growth that has been due to these challenges. I extend my heartfelt gratitude to our dedicated school team, supportive parents and the Board for their unwavering support and commitment.

They have been caring, compassionate and committed to their school and most of all the growth of every child. Looking ahead, we are committed to further enhancing our programs, leveraging technology, and exploring new ways to ensure the continued engagement, growth and success of our students.

My final blessing is for Raine Hoyt, Zoe Calvert, Hilton Mullins and Chuck Cameron as they have concluded their education at St Joseph's. Like the graduation seedlings these students will have planted in their final days as a continued tradition, I am hopeful that in many years into the future, they look back fondly on the education they received during their time at St. Joseph's and see that they too, have grown into tall, strong members of the garden that is our wider community.

Thank you.

Sincerely, Darren Lloyd

---

## Catholic Identity and Mission

---

### Goals & Intended Outcomes

Strengthen and develop mutually beneficial partnerships to better understand what it means to recontextualise the Catholic Faith with students and staff.

Making connections between scripture and post critical belief for students and staff.

Strengthen connections with CEO, other schools and each other to improve the learning of our students.

Strengthen connections with Parish and school to foster growth in the faith lives of students.

### Achievements

Our families acknowledge 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 considered what it means to belong to a family. They then reflected on their own understanding and experiences of belonging - at school and as members of a group or team.

Students have reflected on what it means to grow. They will consider the need of Catholic Christians to live in 'right relationship' and explore growth and reconciliation through the Parable of the Good Samaritan. When introduced to the concept of IDENTITY, our students reflected on their own identity, both personal and as part of a community. They were invited to consider the identity of Mary of Nazareth, known to Catholic Christians as the model disciple.

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. 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.

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 2023 that gave life to our ongoing culture of Catholic faith and enhanced our catholic identity within our school. These included:

- School Masses and liturgies making connections with the Parish Priest • Parish Masses including a weekday Mass once a term to invite parishioners
- Daily class prayer that connects the weekly Gospel and Student's lives.
- Catholic Education Week Celebration
- Share the importance of Catholic School Identity through the Feast of St. Joseph's Mass and Celebration
- Promoting RE concepts of Growth, Belonging, Identity, Wonder and Joy.
- Unpacking the meaning of 'Mission' - Why?
- Mini Vinnies activities within our school and the community of Hamilton
- Continued planning and professional development with CEO consultants.
- Continued classroom implementation of the Awakenings Document.

In 2023, the Insight SRC survey focusing on Catholic Culture highlighted that compassion of staff and parent groups, commitment of students, parents and staff to Social Justice action resulted in the top 25% of schools in the state. In the same survey, Parent importance of Catholic Culture was extremely low and Faith Engagement from parents and students is identified as an improvement area.

---

## Learning and Teaching

---

### Goals & Intended Outcomes

Further enhance the professional learning culture to increase teacher capability which engages all students resulting in improved learning outcomes.

- Improve student outcomes by analysing data to inform planning and teaching practices.

### Achievements

St Joseph's Primary School strategically plans 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.

Through this enhanced collaboration between staff and CEO education consultants, desired learning targets informed by achievement data have guided classroom action.

The analysis of Mathematics and Spelling data has helped inform practices that enable and extend students, whilst using academic vocabulary that is consistent with learning cycles and assessment have been two beneficial outcomes of goal setting.

The continued implementation of PLC, 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

### STUDENT LEARNING OUTCOMES

PAT R - 93% ( 14 students) of students were at or above standard in Reading in October 2023, an increase of 4% on 2021 with 5 % significantly below (1 student). Reading will continue to be a priority in 2024. Student results in Grades 1 and 2, in 2024 continue to a focus.

PAT M - 83% (10 students) of students were at or above standard in Mathematics in October 2023; 16% of students were below (2 students).

In 2023 St Joseph's had 5 students enrolled to sit the Year 3 and 3 students enrolled to sit the Year 5 NAPLAN assessments. The Year 3 NAPLAN mean was at the state mean in areas of . Reading, Writing, Numeracy. The Year 3 results in Spelling, Punctuation and Grammar was slightly below the state mean. The Year 5 NAPLAN mean was at the state mean in areas of Writing and Numeracy. The Year 5 results in Reading, Spelling, Punctuation and Grammar was slightly below the state mean.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	*	*
Numeracy	Year 3	*	*
	Year 5	*	*
Reading	Year 3	*	*
	Year 5	*	*
Spelling	Year 3	*	*
	Year 5	*	*
Writing	Year 3	*	*
	Year 5	*	*

\*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were

assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

---

## Student Wellbeing

---

### Goals & Intended Outcomes

Promote diversity to strengthen positive wellbeing and community engagement in all areas of the curriculum and in all aspects of schooling.

- Promote a positive school climate, and culture of student competence.

### 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 Peshurst is a close-knit student group.

St Joseph's journey to implement School Wide Positive Behaviour Support in conjunction with the RRRR curriculum supporting classroom learning has been welcomed with student and staff contribution. SWPBS has three supportive school values of Respect, Responsibility and Safety forming the school's positive behavioural expectations.

St Joseph's commitment to SWPBS has achieved:

Construction of a Student Behaviour Matrix in Term 1 to inform and acknowledge student actions throughout all aspects of school life.

Construction of Minor/ Major classifications for student misbehaviour and a supportive process for restorative action.

Training for staff to record student behaviour data and commendations for positive actions on SIMON.

Construction of process to reinforce positive student action throughout Term 3.

Evaluation of the SWPBS process to assist future planning into 2024 and beyond.

### Value Added

It is important to reinforce the outstanding contributions staff and students make to making St Joseph's Primary school an inclusive and safe environment.



"Our school vision talks of 'St Joseph's Peshurst, as partners in Catholic education and with our school community, pursuing fullness of life for all.'

We aim to provide a place for ALL children to grow spiritually, academically, socially and emotionally. St. Joseph's year has held a commitment to fostering a positive and inclusive learning environment for all. This has included the commendation of our student's wonderful behaviour, setting expectations for what positive behaviour is at our school and professionally growing as a staff to inclusively meet the needs of all children. Engaging with specialists to enhance understanding and support for students with Autism Spectrum Disorder (ASD) through online training has been a whole school commitment to inclusivity and catering to diverse learning needs." - Darren Lloyd (Principal's Report to the Community)

## **Student Satisfaction**

In 2023, the Insight SRC survey highlighted a need of improvement in the areas of:

Teacher Relationships (Stimulated Learning) and Engagement in Learning (Learning Confidence).

In 2023, the Insight SRC survey data recognises a growth in Emotional Wellbeing (student Distress and Connectedness to School) in relation to 2018 data.

## **Student Attendance**

### **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, or email.

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.

<b>Average Student Attendance Rate by Year Level</b>	
Y01	78.9%
Y02	79.6%
Y03	88.4%
Y04	88.6%
Y05	81.0%
Y06	88.9%
Overall average attendance	84.2%

---

## Leadership

---

### Goals & Intended Outcomes

Fostering a culture of shared leadership entails prioritizing continuous improvement for all stakeholders. This involves renewing staff's understanding of Professional Learning Communities (PLCs), nurturing a climate conducive to risk-taking and innovation through transparent processes, and enhancing leadership capabilities tailored to the unique dynamics of a small school setting. Central to this ethos is sustaining teacher effectiveness, fostering student engagement, facilitating team teaching, coaching collaborations, and fostering non-judgmental, constructive feedback mechanisms.

### Achievements

In the realm of Leadership and Stewardship, initiatives are geared towards empowering staff to engage in activities fostering problem-solving and decision-making. There's a steadfast commitment to ensuring that student needs and learning outcomes remain the foremost priority, serving as a guiding principle in all endeavours and interactions.

Through collaborative staff consultation, we refined our Leadership Framework, clarifying roles and fostering a shared leadership ethos. This approach cultivates a cohesive team environment where every staff member holds leadership responsibilities, nurturing the growth of emerging leaders. Rooted in a supportive Social Style of leadership, colleagues freely raise and address concerns, offering regular positive feedback to meet professional needs.

Staff convene weekly to advance their journey within our Professional Learning Communities (PLC). This steadfast commitment to the PLC model underscores our dedication to enhancing staff capacity and elevating student outcomes. Systematically integrated, PLCs are propelling improvements in literacy, religious education, and mathematics, fostering a culture of ongoing growth and development.

Financial reports and related school finance information are no longer mandated for regular sharing with the School Advisory Council during meetings; however, they are diligently prepared for the Annual Financial Statement. Throughout the year, the school's financial procedures and outcomes undergo thorough auditing.

Collaboratively, with the principal and the school Compliance Officer (Elle Guthrie), DOBCEL and local policies and procedures have been developed and enforced to ensure a safe and efficient school environment. Regular updates to documentation, guided by DOBCEL and Catholic Education Ballarat, are conducted in consultation with Ellie Guthrie, with all pertinent policies accessible to the public via the school's website.

The leadership of all staff members was evident throughout the course of the year whilst leadership were at offsite engagements or when staff were absent. Their flexibility to adapt, share roles and make decisions was done succinctly with the students wellbeing and learning in mind.

## Expenditure And Teacher Participation in Professional Learning

### List Professional Learning undertaken in 2023

Religious Education - Scripture, ECSI, Shared Christian Praxis, New Awakenings

Bernadette Luckmann continued work with staff on RE scope & sequence and planning units of work.

Develop an academic vocabulary to promote dialogue and making scripture and dialogue visual within our school - Bernadette Luckmann.

Attendance at Staff Retreat - Coming To the Well - Jim Waight.

Leaders' days - Mathematics, Literacy, Learning Diversity and Religious Education

Data protocol has been developed. Use developed data protocol to analyse assessment data in Mathematics and Spelling. - Teresa Hadden

Analysis of student data set in order to inform teaching in Numeracy & Reading - Teresa Hadden

Establishing SWPBS values, Positive Behaviour Matrix, Minor and Major expectations. - Anne Ruddel.

School Closure day to construct a Student Behaviour Matrix to inform and acknowledge student actions throughout all aspects of school life.

Construction of Minor/ Major classifications for student misbehaviour and a supportive process for restorative action.

Training for staff to record student behaviour data and commendations for positive actions on SIMON.

Construction of process to reinforce positive student action throughout Term 3.

Evaluation of the SWPBS process to assist future planning into 2024 and beyond.

CEO and LDL support for establishing safe and protective measures for student attendance.

Analysing School Team Structure - Alan Hutchison.

OLT Training modules - Understanding Autism

Constructing student Risk Assessments

Learning Diversity measures for support students - Dan Petro.

Compliance meetings.

<b>Expenditure And Teacher Participation in Professional Learning</b>	
Emergency Management Training	
Principal meetings - Zone, Network and Diocesan	
Principal Induction Days	
First Aid Training	
Reportable Conduct Briefings	
Mandatory Reporting Requirements	
OHS induction,	
Number of teachers who participated in PL in 2023	6
Average expenditure per teacher for PL	\$595.00

### **Teacher Satisfaction**

In the 2023 Insight SRC survey (the school climate) our school was in the top 25% of Victorian schools in the areas of:

- Individual Staff Moral.
- Student Behaviour both in the classroom and throughout the school.

Many facets of Teaching and Learning:

- Parent Partnerships, Teacher confidence, Engaging practice, Quality Teaching.

<b>Teacher Qualifications</b>	
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%

<b>Staff Composition</b>	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	5
Teaching Staff (FTE)	3.5
Non-Teaching Staff (Headcount)	5
Non-Teaching Staff (FTE)	2.6
Indigenous Teaching Staff (Headcount)	0

---

## Community Engagement

---

### Goals & Intended Outcomes

Strengthen connection with community to engage families and foster relationships with families and their child's education.

### Achievements

St. Joseph's School consistently nurtures and enhances community cohesion and involvement, particularly through students' active participation in local events and parish activities. Students take pride in their community membership and actively seek opportunities to make meaningful contributions. Despite being situated in a small rural setting, St. Joseph's excels in engaging with its community across various levels. Parental involvement is encouraged and warmly welcomed, resulting in overwhelmingly positive feedback from involved parents regarding the school's commitment to connecting students, parents, teachers, and the wider community with the local parish and community initiatives.

St. Joseph's serves as a busy community hub, extending a warm welcome to diverse individuals while actively encouraging students and families to engage in a mixture of social, justice-oriented, sporting, and parish activities. Collaborative discussions among leadership and educators have centered on enhancing student learning through strengthened community involvement, particularly through increased parent participation.

Examples of this in our school community are school masses, mother's and Father's Day, school sports carnivals, St Joseph's Feast Day, Kelly's Peshurst Breakfast, sporting lessons with Peshurst Bowls Club, Catholic Education Week, Mini Vinnies awareness groups and the annual Christmas Appeal to support Hamilton and surrounding families.

Introducing a three-way conference approach has been pivotal, fostering deeper understanding among students and parents regarding daily learning experiences. Notably, during remote learning, parent contributions were significant, highlighting their strong engagement in their child's learning journey and reinforcing the value of classroom relationships. Three way conferences invite this parent connection to continue in a student, parent and teacher relationship focused on the child's learning.



## Parent Satisfaction

In the 2023 Insight SRC survey, Parent satisfaction was in the top 25% of Victorian Primary Schools in 15 out of the 18 areas surveyed.

In the 2023 Insight SRC survey, our Community Engagement Aggregate Index was 88.1. This is a significant improvement as in 2015 it was 74.2. and in 2018 it was 82.6

The current mean for Catholic schools in this area is 76.

---

## Financial Performance

---

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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](http://www.acnc.gov.au).

For more detailed information regarding our school please visit our website at [www.sjpenhurst.catholic.edu.au](http://www.sjpenhurst.catholic.edu.au)