



# St Joseph's School Penshurst

## 2022 Annual Report to the School Community



Registered School Number: 409

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Vision and Mission .....4

School Overview .....5

Principal’s Report .....6

School Advisory Council Report .....8

Catholic Identity and Mission .....10

Learning and Teaching .....12

Student Wellbeing .....15

Child Safe Standards .....18

Leadership .....20

Community Engagement .....24

Future Directions .....26

## Contact Details

ADDRESS	11 Martin Street Penshurst VIC 3289
PRINCIPAL	Darren Lloyd
TELEPHONE	03 5576 5438
EMAIL	principal@sjpenshurst.catholic.edu.au
WEBSITE	www.sjpenshurst.catholic.edu.au
E NUMBER	E2019

## Minimum Standards Attestation

I, Darren Lloyd, attest that St Joseph's School 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 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Darren Lloyd

Darren Lloyd

Diocese of Ballarat Catholic Education Limited

## Vision and 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 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,

It has been a lively and engaging year with Mother's Day Photo Booths, Father's Day games, poetic morning teas, hilarious trivia night concerts, reverent liturgies and wonderful opportunities to show learning through parent student and teacher collaboration. The commitment to building awareness for others, the inclusion of friends and family, and striving to do your best, both in school and out in our community, embraced a learning environment that all stakeholders are very proud of: proud to be a member of Saint Joseph's Primary School.

I feel very fortunate that I am the Principal at St. Joseph's Primary School, Penshurst. A school which is a supportive and passionate School family; One which extends its commitment to those of the wider community. These outstanding attributes were evident in my very first visit and continue to be shown today.

To our students, I wish to say that you are an outstanding group of young individuals. You are compassionate, understanding and above all, caring, young people. You should be proud of your efforts, engagement and commitment this year in building upon your strength and confronting your challenges. Our staff are commended for their connection and guidance that build the family feel that St. Joseph's is so well renowned for. Due to their care and Rapport our students have the confidence to be inquisitive and passionate learners. Thank you dearly Tayla, Katie, Brendan, Wendy, Lisa, Maria, Tara, Andrea and Brooke.

I thank Father Paddy for his support of the school and myself with other fellow principals, providing a real and visible link between school and Parish, always demonstrating the presence of God in our school. A noticeable lift is evident in the school with your presence Father Paddy and future opportunity of shared school masses, liturgies and your classroom visits will provide the children and staff with a lived experience of Jesus.

This Advisory Council is a vital part of the life of St. Joseph's School. As school counsellors, you devote personal family time to support important decisions and management of our school. I wish to say thank you for your commitment, the confidence you give me in my role as Principal and the example that you set for others. To the School Advisory members who are finishing up their terms, I say thank you for your devoted contribution, always holding the school's best interest in your heart. I want to congratulate the generosity of our school families who contributed to our school's fundraising efforts via catering, and auction donations. Your contributions enable the general improvement of the school's educational program. It is not an easy task and I recognise the positivity, energy and new ideas that they bring to this school.

Parents, you are the invested ones our children look up to and aspire to be, you are the role models and most brightest beacon of light that the children follow. St Joseph's are very grateful for the positive, influential role you play in the partnership of our school, the way you support your children , their education and our future.

Thank you to the intuitive families that have supported the development of our residential hens, who will forever be known as characters of the Wizard of Oz after their home was recently swept off in cyclonic winds. For the donation, incubation, candling, lengthy nurturing and weekend caring roles the school is very grateful. Your assistance to school enabled St Joseph's to follow a life cycle of learning that many other schools cannot and have provided a learning opportunity that few will forget.. Who knew something so small could bring such joy, responsibility and learning into our children's lives.

My final blessing is for Madison Pye, Sam Mooney, Clancy Mullins and Elliott McGregor as they have concluded their education at St Joseph's. Like the graduation seedlings these students will have planted in their final days, 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.



## School Advisory Council Report

Thank you to everyone attending our St Joseph's School Board Annual General Meeting. This is my 1st 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 indifferent 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, homeschool 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 well being 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, Pats health improves and visitors are allowed back onto the school premises. 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 lay 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 still 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 fundraising 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 1930's had left a significant bequest to the school which has been trickling through various projects over the years since, this being the final unfortunately. This has made a huge improvement to our school facilities and an eye catching feature within the grounds.

I wish this year's Grade 6's 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 board 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 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.

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 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 making connections with the Parish Priest
- Parish Masses including a weekday mass once a term to invite parishioners
- Daily class prayer
- 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 Belonging, Partnerships, Commitment and Heritage.
- Unpacking the meaning of 'Mission'
- 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

## 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

- Renew staff knowledge and professional development about being a PLC school.
- Create a culture of risk-taking and innovation through clear processes.
- Continue to develop leadership skills in all staff.
- Classroom observations, team teaching, coaching partnerships, constructive feedback processes.

### Achievements

St Joseph's Primary 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.

With the change of some teaching staff and leadership it has been important to renew staff knowledge through CEOB professional development about being a PLC school.

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

PAT R - 89% ( 17 students) of students were at or above standard in Reading in October 2022, an increase of 19% on 2021 with 5 % significantly below (1 student). Reading will

continue to be a priority in 2023. Student results in Grades 1 and 2, in 2021 are of the most concern.

PAT M - 79% of students were at or above standard in Mathematics in October 2021; 21% of students were below (4 students).

In 2022 St Joseph's had 1 student enrolled to sit the Year 3 and 4 students enrolled to sit the Year 5 NAPLAN assessments. The Year 3 NAPLAN mean was marginally above the state mean in areas of Reading, Writing, Spelling, Punctuation and Grammar. The Year 3 results in Numeracy was slightly below the state mean. The Year 5 NAPLAN mean was marginally above the state mean in areas of Reading, Spelling, Numeracy, whilst equaling the state in Writing. The Year 5 results in Punctuation and Grammar was slightly below the state mean.



PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	**	-	**	**
YR 03 Numeracy	-	**	-	**	**
YR 03 Reading	-	**	-	**	**
YR 03 Spelling	-	**	-	**	**
YR 03 Writing	-	**	-	**	**
YR 05 Grammar & Punctuation	-	**	-	**	**
YR 05 Numeracy	-	**	-	**	**
YR 05 Reading	-	**	-	**	**
YR 05 Spelling	-	**	-	**	**
YR 05 Writing	-	**	-	**	**

\* 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.

## 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.

### 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 Panshurst 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 2022 the wellbeing of the students, staff and the families of our school communities were at the forefront of our decision-making in the return to school life from the global pandemic.

### VALUE ADDED

During Semester One 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.

Our school's Pastoral Care Officer Lisa Gonnet resigned from her role during mid-year, placing the 'Mindful Schools' program under review. 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.

School Wide Positive Behaviour Support was initiated with the RRRR curriculum supporting classroom learning. SWPBS has three supportive school values of Respect, Responsibility and Safety forming the school's positive behavioural expectations.

## 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, 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	80.9%
Y02	81.5%
Y03	84.3%
Y04	79.8%
Y05	85.7%
Y06	83.9%
Overall average attendance	82.7%

## Child Safe Standards

### Goals & Intended Outcomes

St Joseph's Primary School is committed to providing a safe environment for all students and young people and takes active steps to protect them against abuse. After the introduction of Ministerial Order 1359 a Child Safety Action Plan was developed with other network schools, with implementation to take place over the coming months.

### Achievements

St Joseph's Primary School has developed and actively enforces Child Safety Policies and Procedures to ensure that any person involved in 'child connected work' is aware of their obligations & responsibilities for ensuring the safety of all children under their care.

Darren Lloyd is the Child Safety Officer. Teachers Katie Calvert (REL), Brendan Clifford and Darren Lloyd (Principal) make up the Child Safety Team.

All DOBCEL policies related to Ministerial Order 870 displayed to the public via the school website. These were also shared with the School Advisory Council and parent community as required. As new standards were introduced in July 2022, in line with MO 1359, policies and procedures were required to be updated. A Child Safety Action Plan was developed, with Elle Guthrie, to assist with compliance of the new standards. It was used to designate a time frame and people who are responsible for implementing the new standards.

All staff participated in online modules for Mandatory Reporting, OHS, Camps & Excursions and SALT compliance modules as required.

All staff, contractors and volunteers have signed a Code of Conduct defining workplace expectations including professional boundaries, ethical behaviours and acceptable & unacceptable relationships. New Codes of Conduct were signed in relation to MO 1359 and new standards.

We have a sign in system that requests that all visitors enter their WWCC number and acknowledge that they have read the Code of Conduct.

A display of Child friendly posters are in the school foyer and the School Leaders present on Child Safety at a school assembly.

Processes for the recruitment, support, training & supervision of staff members, clergy, casual relief staff, volunteers, and contractors who participate in 'Child Connected Work' are conducted.

Procedures for responding to and reporting suspected Child Abuse are in place. Failure to Report documentation has been presented to teachers, and they are aware of their responsibility to report any concerns about a child's safety.

Practices for Inclusion & Empowerment of all students & young people in the establishment of Child Safety strategies have been developed. School Positive Behaviour Support, Restorative Practices and Circle Time are embedded in all classrooms. Strategies have been implemented to promote the inclusion of Indigenous children, children with disabilities and those from culturally and/or linguistically diverse backgrounds.

Child Safety and Wellbeing is a standard item on the weekly newsletter and staff agendas. Child Safety is a standing item on the School Advisory Council agenda.

Risk management assessments have been developed to minimise opportunities for child abuse at a range of internal and external events.

Updates to documentation as provided by DOBCEL and Catholic Education Ballarat are regularly made. All relevant policies are available to the public on the school's website.



## Leadership

### Goals & Intended Outcomes

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

- Renew staff knowledge and professional development about being a PLC school.
- Create a culture of risk-taking and innovation through clear processes.
- Continue to develop leadership skills in all staff that connect with the context of a small school.
- Maintaining classroom observations, team teaching, coaching partnerships, constructive feedback processes remain a vital part of leadership communication and collaboration.

### 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 meet weekly to continue to implement and journey through our Professional Learning Communities (PLC). 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.

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.

DOBCEL and local policies along with 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). Updates to documentation as provided by DOBCEL and Catholic Education Ballarat are regularly made in consultation with Ellie Guthrie. All relevant policies are available to the public on 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**

Description of Professional Learning undertaken in 2022

- - Religious Education - Scripture, ECSI, Shared Christian Praxis, New Awakenings
  - Christine Bulger and Bernadette Luckmann continued work with staff on RE scope & sequence and planning units of work.
  - Prayer and ECSI - Bernadette Luckmann
  - Leaders days - Literacy, Special Education and Religious Education
  - Review and revisit PLC in schools - Teresa Hadden
  - Review of Writing Essential Learnings / writing moderation -Teresa Hadden
  - Analysis of student data set in order to inform teaching in Numeracy & Reading - Teresa Hadden
  - Establishing SWPBS values, Positiive Behaviour Matrix, Minor and Major expectations. - Anne Ruddel.
  - Formulation of a community engagement plan - Tony Dalton
  - Compliance meetings.
  - 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 2022

5

Average expenditure per teacher for PL

\$600

**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	89.5%
--------------------------------	-------

**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.7%
----------------------	-------

**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)	5.0
Non-Teaching Staff (FTE)	1.9
Indigenous Teaching Staff (Headcount)	0.0

## 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 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.

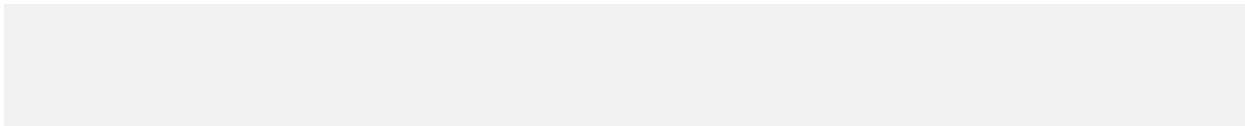
Discussions with leadership and teachers explored ways of strengthening student learning through closer community engagement, particularly in terms of parent participation. The school has developed a three-way conference approach to ensure students and parents develop a deeper understanding of the learning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





## Future Directions

Strengthen and develop mutually beneficial partnerships to better understand what it means to recontextualise the Catholic Faith with students and staff. Making connections between our school and St Mary's Primary school to engage in scripture and post critical belief together.

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.

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 through the vision os School Wide Positive Behavior support and the RRRR curriculum.