



## 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

## 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 Peshurst 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 Peshurst, 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 traveling 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 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

### 2024 Annual Report to the School Community

As another year passes, I am struck by how quickly time seems to fly. Reflecting on the successes and challenges of the year in this style reminds me how fortunate I am to lead St Joseph's Primary school. This great school embodies the best of rural education and Catholic values, with a rich history, vibrant culture, and supportive community. Our respectful, honest, and caring students are nurtured by dedicated families and guided by a staff committed to their growth. Together with our parish and community, we create a strong sense of belonging. It's a privilege to be part of this journey.

To our families, thank you for your unwavering support of the school, staff, and, most importantly, your children. Trust is a cornerstone of our school-family partnership, and we deeply value the confidence you place in us to nurture and guide your children. I believe wholeheartedly that our families trust St Joseph's to provide not only an excellent education but also a strong foundation for students to grow into respectful, thoughtful, and honest young citizens who will contribute meaningfully to our community.

Fr Paddy, your broad roles and responsibilities are complemented by your pastoral presence, which strengthens the vital connection between our school and Parish. With Fr Cay's evident willingness to engage in school life, your combined support has been invaluable. I'm grateful for the open, honest, and supportive relationship we share, which reinforces the positive bond you have with the St Joseph's Peshurst community. Thank you for your ongoing commitment and dedication to our shared mission.

This year also saw us audited by the Victorian Registration and Qualifications Authority (VRQA) along with an OHS audit. The work done behind the scenes by our compliance officer Elle Guthrie, our OHS Officer Brooke Mooney and Office Administrator Andrea Paige is to be commended which culminated in fantastic feedback from these standard audits.

I commend the School Advisory Council for your energy, commitment, and the example you set, especially for our children. Your support for me and the school has been invaluable. Having this group's continuity, knowledge, and expertise alongside me has been a true asset. As we conclude 2024, I hope 2025 brings opportunities to build with new leadership, fostering a school community that continues to grow and bring 'fullness of life' to all.

As we reflect on the remarkable achievements of this school year, we are grateful for the continued growth of our Catholic school culture as it celebrates 150 years as a school diocese. Our religious education units, focusing on Story and Identity, have provided our students with opportunities to explore faith and participate in Masses such as Ash Wednesday, and Holy Week celebrations. The Mary MacKillop Feast Day and the Assumption of Mary Liturgy were significant moments of prayer and community, alongside our involvement in Catholic Education Week and the recognition of Bishop Paul Bird's visit.

In leadership, we are excited to welcome Nicole Forbes to our school team. Her successful start has been complemented by our commitment to professional development in literacy and mathematics. Our ongoing work with consultants like Jacqui Gore and Teresa Hadden is ensuring we continue to provide the best early years learning programs. We also celebrated our participation in the DOBCEL MidWest Zone, with St Joseph's playing an integral role in the collaboration of 15 schools across our region.

Our students have strived for excellence in learning across multiple areas. The senior class engaged deeply with the themes of democracy, the recent referendum, and Indigenous voice. Their inquiry into Australian history, including the impact of the Victorian Gold Rush culminated in the Year 5/6 camp to Sovereign Hill. We also celebrated creative writing with a visit from author Rosa Angelone, and our investment in the Essential Assessment program has helped tailor individual learning pathways for each student.

Community engagement continues to thrive with involvement in the Peshurst Art Show, and student connections with international schools. We are proud of our students' participation in local initiatives, such as the Warrnambool and District Lawn Bowls competition, the Peshurst Pantomime and the Winter Appeal for Warrnambool Food Share.

Finally, our wellbeing initiatives, including SWPBS, have built a strong foundation for positive behaviour and safe school environments, with a renewed focus on child safety across all aspects of school life.

As Archie Adams, Hayden Ellis, and Karley Watson conclude their time at St Joseph's, I offer this heartfelt blessing in

tradition. Just as they planted graduation seedlings during their final days here, I hope that many years from now, they will look back with pride on their time at St Joseph's. I trust that the foundation of knowledge and values they have built here will continue to nurture them throughout their lives. As they grow into young adults, may they recognise how far they have come and the strength they have developed, becoming resilient and confident individuals. Just like the seedlings they planted, may they contribute to the growth and vibrancy of the community around them, always remembering the roots that helped them flourish. May their future be filled with success, joy, and a continued connection to the St Joseph's family.

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 2024 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. Celebration of the diocese 150th year of Catholic Education with schools of the Mackillop Cluster.
- 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 - 61%( 11 students) of students were at or above standard in Reading in October 2024/2023, a decrease of 32% on 2023 in comparison where 93% (14 students). with 7 students significantly below in reading this year. Reading will continue to be a priority in 2025 with the Sounds Write program supporting a Structured Literacy approach. Student results in Grades 1 and 2, in 2025 will continue to be a focus.

PAT M - 65% (11 students) of students were at or above standard in Mathematics in October 2023; 39% of students were below (7 students). Student results in Grades 1 and 2, in 2025 will continue to be a focus.

In 2024 St Joseph's had 2 students enrolled to sit the Year 3 and 1 student enrolled to sit the Year 5 NAPLAN assessments. The Year 3 NAPLAN school results were slightly below the state mean in areas of Reading, Writing, Spelling, Punctuation and Grammar. The Year 3 results in Numeracy were above the state mean. The Year 5 NAPLAN mean was at the state mean in the areas of Numeracy, Punctuation and Grammar. Areas of Writing, Spelling and Reading in Year 5 results were all above the state mean.

## 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 Penshurst 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>Year Level</b>	<b>Student Count</b>	<b>School Attendance</b>
Foundation	2	76.22%
Year 1	6	88.73%
Year 2	2	79.32%
Year 3	3	79.70%
Year 4	4	91.43%
Year 5	1	95.66%
Year 6	3	79.43%
<b>Averages</b>	<b>21</b>	<b>84.36%</b>

[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 Leadership and Stewardship, initiatives focus on empowering staff to engage in problem-solving and decision-making while prioritizing student needs and learning outcomes. A collaborative effort to refine our Leadership Framework clarified roles and strengthened a shared leadership ethos, fostering a cohesive team environment. This approach encourages every staff member to embrace leadership responsibilities and supports the development of emerging leaders. Rooted in a supportive Social Style of leadership, the school promotes open communication, enabling colleagues to address concerns and provide regular constructive feedback.

Weekly Professional Learning Community (PLC) meetings highlight our commitment to enhancing staff capacity and improving student outcomes. Through the systematic integration of PLCs, significant progress and preparation for future curriculum changes has been made in literacy, religious education, and mathematics, reinforcing a culture of continuous growth.

Although financial reports are no longer shared regularly with the School Advisory Council, they are thoroughly audited and included in the Annual Financial Statement. Compliance with DOBCEL and local policies, overseen by Elle Guthrie, ensures a safe and efficient school environment. The 2024 VRQA and OHS audits yielded excellent feedback, reflecting the dedicated efforts of Elle Guthrie, OHS Officer Brooke Mooney, and Office Administrator Andrea Paige. Staff leadership remained evident during absences, demonstrating adaptability and a steadfast focus on student well-being.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2024

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.

Leaders' days - Mathematics Curriculum changes, Structured Literacy training FUSE, Learning Diversity and Religious Education planning

Staff Training in SoundsWrite implementation.

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 STAFF Matrix, Minor and Major expectations. - Anne Ruddel.

School Closure day to construct a Student and Staff 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 2025 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

Staff training in supporting student needs in the classroom (Sue Larkey)

Constructing student Risk Assessments

Compliance meetings.

## Expenditure And Teacher Participation in Professional Learning

Emergency Management Training

Principal meetings - Zone, Network and Diocesan

Principal Induction Days

First Aid Training

Reportable Conduct Briefings

Mandatory Reporting Requirements

OHS induction,

## 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.

## 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 Teaching Staff (Headcount) 2.5 Teaching Staff

(FTE) 3.6 Non-Teaching Staff (Headcount) 3 Non-Teaching Staff (FTE) 1.6

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 Penshurst Breakfast, sporting lessons with Penshurst Bowls Club, support for the Penshurst Race Club, Penshurst Football/Netball Club, local business, the rebirth of the local CWA, Catholic Education Week, Mini Vinnies awareness groups and the annual Christmas Appeal to support Hamilton and surrounding families.

Continuing 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)