



St Joseph's School Red Cliffs

2022 Annual Report to the School Community



Registered School Number: 1373

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Minimum Standards Attestation

I, Naomi Kennedy, 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.

02/03/2023

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

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.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and Mission

Our School Vision

As partners collaboratively educating our students to ensure they learn at high levels, we are inspired by Christ and our Catholic Faith & Tradition as we pursue fullness of life for all.

Our School Mission

Therefore, inspired by the Gospels we will:

- Be a community inspired by Catholic faith and its traditions through the active living of the Gospel and by teaching for, and witnessing to justice, peace and ecological conversion.

(Catholic School Culture)

- Work in close partnership with families, parish and the wider community to enhance faith, student learning and wellbeing.

(Community Engagement)

- Be educators who effectively collaborate and work collegially to deliver high-quality outcomes for all students and to build a positive culture with a clear sense of purpose and direction aligned with policies and protocols.

(Leadership and Stewardship)

- Be educators who work collaboratively and reflectively to educate the whole child to a high standard inspiring ALL to achieve as successful, life-long learners in an ever-changing world.

(Learning and Teaching)

- Sustain a safe, respectful, inclusive and positive educational environment that celebrates achievement and promotes dignity and self-responsibility for all.

(Wellbeing)

School Overview

School Overview

St Joseph's Primary School Red Cliffs was founded 88 years ago by the St. Joseph's Parish and staffed by Sisters of Mercy. When the school first commenced, Red Cliffs was a fast-growing, newly established horticultural district for returned soldiers from World War 1.

Since opening in 1933, sisters, priests, lay teachers, parents, students, and members of the St Joseph's Red Cliffs parish have worked tirelessly to develop the four acres of land that the school is located on into an inspiring environment that celebrates faith, learning and life.

Over the past two years, St Joseph's has experienced a period of growth with a current enrolment of 103 students with a projected enrolment of 108 students in 2023. We have five multi-age classroom groupings. Our student population is drawn from a wide range of multicultural and faith backgrounds, providing us with a rich experience of culture and tradition.

The school is very well-resourced in regard to staffing with 22 people being employed in a mix of part-time and full-time work. Many staff contribute specialised skills in a part-time capacity. St Joseph's is able to employ a number of specialised staff to meet the needs of the students and the community due to additional funding due to our low Index of Community Socio-Educational Advantage score (ICSEA) of 951 where the average school score is 1000. We also have 53% of our families in the bottom quarter of the Social-Educational Advantage Distribution (SEA) compared to the national average of 25%.

Our school maintains a high percentage of children who meet the definition of disability under the Disability Discrimination Act and are therefore entitled to funding under the Nationally Consistent Collection of Data program. Below is a list of some relevant statistics relating to our demographics:

- 16% of our students are from a non-English speaking family which is a significant increase from previous years;
- 11% of our students are of indigenous heritage;
- 34% of our total school population is classified as having a disability under the Disability Discrimination Act and are included in the Nationally Consistent Collection of Data (NCCD).

Of the students included in the NCCD, a majority require Supplementary (mild) adjustments and supports with only a few requiring Substantial levels of adjustments;

- 44% of families are eligible for financial assistance from the Camps, Sports, Excursions Fund (CSEF).

St Joseph's school participates in rich prayer and liturgical experiences that name and celebrate our faith and tradition. We celebrate regular whole-school school masses, a positive experience for students and families. Our community, and in particular our students develop a sense of social justice through their participation in parish fundraising for Project Compassion and Catholic Mission along with contributing to other social justice events such as Footy Colours and Do it for Dolly Day. We provide regular opportunities for students to learn about and witness to ecological conversion through the Resource Smart Schools Sustainability program. At St Joseph's we are using the Awakenings Religious Education program as our curriculum, which adopts the Shared Christian Praxis pedagogy (critically adapted and used

hermeneutically). This method sees all human beings as being made in the 'image of God'. St Joseph's is accepting of all world views and encourages students and families to express these in the true spirit of dialogue and community. Amongst a diversity of views and attitudes, we hope that students can discover for themselves and interpret topics and life issues in a process of dialogue. Beginning with the child's own experience of the world, the Catholic faith and its traditions are introduced through stories, discussion and worship to be interpreted and reinterpreted by the students.

Our experienced and caring teachers and support staff are committed to developing innovative teaching practices that develop skills within students to better prepare them for life and work in a contemporary world. Students are encouraged to develop self-regulation in regard to their learning and behaviour. The aim is to inspire them to become lifelong learners who seize any opportunity to make new discoveries about themselves as learners and about the world in which they live.

St Joseph's is a Professional Learning Community. Professional Learning Communities (PLCs) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.

St Joseph's also engages the students in evidence-based and research-validated teaching and interventions in Literacy and Numeracy. We have adopted a Structured Literacy approach to teaching Reading and have moved away from the Whole Language approach. We engage in explicit instruction and believe that skills and knowledge are taught and not caught. While we have a strong focus on Literacy, Numeracy and Social Emotional Learning we also teach all other areas of the curriculum with specialist lessons in the Performing Arts, Physical Education and Languages Other Than English (LOTE), and Italian. Science, History and Geography are taught through the Inquisitive curriculum which provides a wide range of relevant, engaging resources based on the Victorian Curriculum. Inquisitive lessons use differentiation and student choice ensuring students learn with purpose, engagement and depth.

St Joseph's has a highly qualified and experienced Wellbeing team. Maintaining student, staff and community well-being is a key part of our mission. At any point in time, we are implementing a wide range of whole school, small group and individual preventative interventions. Our staff has a shared commitment to the general care of our students. Social and Emotional Learning (SEL) is regarded as an essential component of the education of the whole child in our school. The school has adopted the Play is the Way methodology, uses trauma-informed practices through implementing the ReLATE model (Reframing the Learning and Teaching Environment) and explicitly teaches Resilience, Rights and Respectful Relationships through teaching the RRRR curriculum. We employ a Pastoral Care Worker, Wellbeing Leader, Occupational Therapist and Speech Therapist who work with students at their point of need. At St Joseph's we abide by the philosophy that parents and carers are the first and lifelong educators of their children. By working together, we know we can provide the compassionate, supportive and safe environment crucial to nurturing creative and successful young adults that results in the fullness of life for all.

Principal's Report

Principal's Report

After two interrupted years of lockdowns and restrictions we have almost returned to a preCOVID normal. We have been able to resume almost all of our preCOVID activities and the students have flourished. Particular highlights from this year include the Beginning of Year School Picnic, Trivia Night, our Mother's and Father's Day Breakfasts, Grandparent's Day, School Sports days and the Energy Breakthrough fundraising Footy Colours Day. The community participation and involvement in these events has been outstanding.

Congratulations to our students, who are of course the most important people in our school community. They have bounced back and are engaging well in the curriculum. They are also displaying our school values of good manners, friendliness, courage, resilience, acceptance and compassion in their engagement with students and staff alike.

I would like to acknowledge and thank the St Joseph's staff including our Teachers, Learning Support Officers and Administration Staff. We are blessed to have such a dedicated, enthusiastic and talented group, who bring a multitude of gifts and expertise to their work at St Joseph's. Having the students at school each day has meant that teachers have been able to focus on building relationships but also providing a high-quality teaching of the curriculum. Our teachers have used this year to consolidate and enhance their skills using the Structured Literacy approach, so much so that our school is now a 'lighthouse' school, showcasing best practice for schools across the Ballarat Diocese.

Thank you to our School Captains Harriett Southwell and Danita Yan, Student Leaders and Student Representative Council who have led our students with friendship, compassion and concern for all in the school community.

While this year has been a vast improvement over the previous two, it has not been all smooth sailing. Throughout the first half of the year, we were plagued with absences from both staff and students. I would like to thank our parents who kept their children home when they were unwell in order to stop the spread of COVID-19 in our school. I would also like to acknowledge our staff, who for much of the first semester were giving up their release, doing extra duties and teaching combined classes to ensure that our students were learning.

I would like to thank our Leadership Team, Janice Divola, Nadine Williams and Holly Southwell, the School Advisory Council and Fr Matthew Thomas for their continued advice and support throughout 2022.

During the year Breeana Wade was offered and accepted a full-time position at Catholic Education Ballarat as an Education Officer. Bree has made an amazing contribution to St Joseph's throughout her four years at the school, displaying an amazing work ethic and an unsurpassed passion for education and community. She will continue to be sorely missed. Mid-year Amy Jones resigned from her position at St Joseph's taking up a full-time teaching position at St Paul's PS in Mildura. New staff to SJRC in 2022 included Mr Ben Avery, who has been our PE teacher and Leader, Jodie Richmond, Learning Tutor and LSO and Rebecca Thurman who has been a Structured Literacy Coach and Leader.

To our graduating year 6 students, we wish you all the very best in your future endeavours and thank you for your time at St Joseph's. We pray that God's spirit goes with you and guides you in all you do.

Finally, a big thank you to our school community. It is our parents, students, staff and parish who make St Joseph's such a wonderful place to grow and learn. I look forward to working with you all again in 2023.

Kind regards,
Naomi Kennedy
Principal

Parish Priest's Report

St Joseph's Catholic Church, Red Cliffs

Dear St Joseph's School Community,

I am writing on behalf of Fr Shaiju and myself who have been able to celebrate masses and visits to the school over the year.

I thank Mrs. Naomi Kennedy and the Staff for all their work and dedication to the students and for the school families, I know that the staff has enjoyed having all the students back at school and getting back to some sort of normality.

2023 will be a new year and bring us new and exciting educational ways of teaching and offering support for the students to enhance their learning and some new faces in prep and throughout the school.

I wish all the Grade 6's all the best for secondary school and hope that 2023 is a great year for them all. They have been great leaders in the school and have shown the way of bringing God into our lives by the way they conduct themselves and represent the school.

I hope Christmas and the New Year start well and are a great time to spend with family and friends and that we are all refreshed and ready for a new school year in 2023.

God Bless

Fr Matthew Thomas

School Advisory Council Report

Each year, as the days get warmer and longer, and we approach the summer holiday and Christmas season, there is always some extra excitement and energy in schools. Whether from the challenge of a school concert, the stepping up to another grade, our graduating students or simply the anticipation of year end and a recharge over the summer, this time of year always has significance.

This year, more than most, there has been a sense of positiveness to be moving forward and away from what has been one of the most unusual and uncertain two years in recent history. This year brought new potential, new opportunities and in many ways, we all hoped for a nice new clean sheet of paper to help restore and resume a more normal way of life.

With that new year optimism, also comes time to reflect, acknowledge and share an appreciation for the ongoing efforts and contributions of everyone involved in achieving such a great overall pathway throughout the year. Our school has been remarkably lucky to be able to transition through 2022 with minimal disruption to educational aspects, retaining solid educational and confident connections with students and parents while also maintaining a safe and healthy school community. Congratulations and a communal thank you to everyone who has contributed to this outcome.

To the students themselves, well done on picking up where you left off after all the uncertainty COVID gave us all. To our parents and the wider school community, be sure that we also appreciate the efforts you made. Congratulations, good luck and goodbye to our graduating students and families. Your years at St Joseph's have prepared you well for secondary school.

To our school Leadership Team, and our Teaching and Support staff, thank you for the quality, consistency and dedication of your roles. Unquestionably you have all sought to achieve the best possible outcomes for our students, something of which, as a school and as parents we are all truly proud and appreciative of. This year may have been the most demanding, but it also allowed our finest opportunity to deliver when and how it really mattered.

And to our Admin staff, our Grounds staff and my fellow members of the advisory council, who work tirelessly year-round in the background to ensure our school provides it's own "personal best" to our students and the wider community, I thank you.

On behalf of the Advisory Council, we hope everyone can enjoy a happy, safe and positive summer break, recharge and prepare for what will no doubt be a bigger and better 2023.

Best Wishes
Peter Manno,
Advisory Council Chair.

Catholic Identity and Mission

Goals & Intended Outcomes

Enhancing and strengthening St Joseph's Catholic School Identity by building staff knowledge and confidence using ECSI data, delivering the Awakenings curriculum and linking Social Justice activities to scripture.

Achievements

St Joseph's school participates in rich prayer and liturgical experiences that name and celebrate our faith and tradition. We celebrate regular school masses that are a positive experience for students and families.

We use the Awakenings Religious Education curriculum, which adopts the Shared Christian Praxis pedagogy. This method sees all human beings as being made in the 'image of God'. It starts with the student's experience of the world, takes them to the Catholic Faith and Tradition, and then gets them to reflect back on their life, considering how they can respond to this in order to live out the Christian Story and Vision. We accept and value a diversity of world views and attitudes and aim that students can discover and interpret for themselves topics and life issues in a process of dialogue.

Our teachers have embraced the 'new' Religious Education Awakenings curriculum and are teaching it with greater clarity and enthusiasm. Throughout the year, with the support of Janice Divola, our Religious Education Leader, we have placed an emphasis on supporting our teachers to develop their pedagogical approaches and confidence in planning and delivering the Awakenings curriculum. We have also been provided with four professional learning sessions this year on Prayer by Kim Hawkes and participated in three sessions, including a pupil-free day with Jim Waight on Catholic Formation for Mission.

St Joseph's has a close connection to the Parish with our parish church only metres away from the school. This enables the whole school to participate in weekday Masses, providing the students with the opportunity to further explore the traditions of the church. Our whole school celebrates the Eucharist together for special events such as the beginning of the school year, Grandparent's Day, Ash Wednesday, Holy Week and Grade 6 Graduation. We aim that the students develop a sense of social justice through their participation in fundraising for Project Compassion and Catholic Mission along with contributing to a number of other social justice activities.

Environmental sustainability and environmental awareness are an integral part of our Catholic faith, curriculum and strategic priority. We continue to unlock the Pope's Encyclical *Laudato si'* (On Care For Our Common Home.) Pope Francis says that caring for Our Common Home is an essential part of our faith. St Joseph's aims to reduce our footprint through being resource smart by recycling our waste, being Waterwise, eating nude food, growing a vegetable garden and caring for our four hens. Pope Francis calls us to a spirituality of love and respect for all

creation in the one community of life on earth. Most of all he is full of hope that we can meet this urgent challenge to the future of 'Our Common Home'. Thank you to Tamara Leamon for her ResoureSmart leadership and work in this area throughout 2022.

Our Parish Priest Fr Matthew Thomas and Assistant Priest, Fr Shaiju Mathew have both been a great pastoral support, supporting our wellbeing and encouraging us to celebrate our faith. Fr Matthew in particular has continued to be a valuable pastoral, religious and spiritual support for our school. Although our Parish Priest is no longer our administrator with the shift in governance to the Diocese of Ballarat Catholic Education Limited (DOBCEL), we are still a parish school and maintain strong ties with the Red Cliffs Parish and its priests and we plan to continue and strengthen this connection into the future.

VALUE ADDED

The school is dedicated to its Catholic heritage and traditions and works closely with the Parish Priest and parish to ensure that all members of the community feel connected to and involved in parish life. The school's Religious Education curriculum documentation is based on the Awakenings curriculum. Teachers use Shared Christian Praxis in their planning to bring faith to life and then life back to faith. Students can articulate how they are learning to put their Religious Education learning into practice and explain how their Catholic identity is reflected in the school's values. Parent feedback endorses the school's Catholic identity, even though only 36% of families are of a Catholic background. From a Social Action and Justice perspective children are encouraged to take action for justice and this is evident in the many social justice and action initiatives that occur throughout the year. Our achievements this year have included:

- Providing support to our teaching staff to build their confidence in planning and delivering the Religious Education Awakenings units.
- Providing professional development for staff on Prayer and Catholic Faith Formation for Mission.

Learning and Teaching

Goals & Intended Outcomes

Building staff capability to develop a positive, safe and engaging learning environment with a focus on Literacy as the basis for all learning within a culture of continuous improvement and achievement.

Achievements

St Joseph's staff commenced their journey towards working as a Professional Learning Community (PLC) in 2016. PLC sees a major shift in focus for our school with a new and improved focus on learning and improved results through a collaborative culture.

As a school we are providing weekly opportunities for collaborative times through Professional Learning Team (PLT) meetings. As a school we have ensured we are providing significant opportunities for collaboration through Data and Professional Learning Team meetings. We are placing a targeted emphasis on improving teacher's curriculum knowledge, adopting best practice pedagogical approaches with consistency across the school and ensuring opportunities are available to use the shared wisdom of our teams to improve teacher practice and student outcomes. There is now consistency across the school with planning documentation and approaches to instructional practice. There is greater staff cohesion, improved collaborative planning, greater curriculum knowledge and awareness, higher self-awareness of areas for improvement in their own pedagogical practice, and an improved sense of collective responsibility for all students.

In 2020, St Josephs moved from a Whole Language Reading approach to a Systematic Synthetic Phonics one, using the No Nonsense Phonics program from Phonics International as a guide. The school has built on this in 2021 to include high levels of professional learning in Structured Literacy. The key elements of Structured Literacy include: Phonology, Sound-Symbol Association, Syllable Instruction, Morphology and Syntax and Semantics. In 2021 we also began our professional learning journey on the Writing Revolution which continued into 2022. The Writing Revolution (TWR) provides a clear method of instruction based on the Hochman Method. It focuses on specific techniques and providing students with targeted feedback. The Six Principles of The Hochman Method include:

- Students need explicit instruction in writing, beginning in the early elementary grades.
- Sentences are the building blocks of all writing.
- When embedded in the content of the curriculum, writing instruction is a powerful teaching tool.
- The content of the curriculum drives the rigour of the writing activities.
- Grammar is best taught in the context of student writing.
- The two most important phases of the writing process are planning and revising.

STUDENT LEARNING OUTCOMES

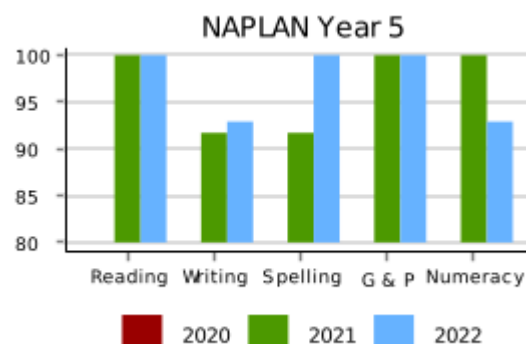
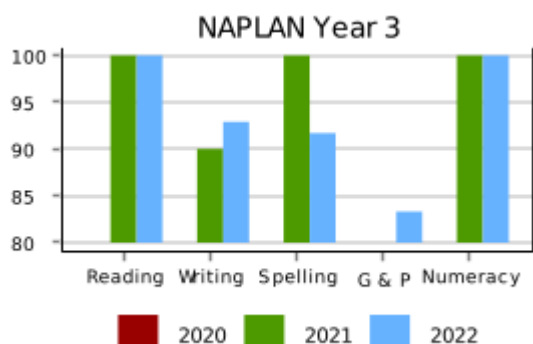
Despite having an ICSEA score of 951 (well below the average 1000), recent analysis of NAPLAN and PAT data shows that we have high levels of student growth. Our 2022 PAT data has indicated a significant growth for our students in the areas of Numeracy, Spelling, Grammar and Punctuation and Reading due to strategic teaching in these areas.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	80.0	-	83.3	3.3
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	91.7	-8.3
YR 03 Writing	-	90.0	-	92.9	2.9
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	92.9	-7.1
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	91.7	-	100.0	8.3
YR 05 Writing	-	91.7	-	92.9	1.2

* 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

Develop effective practices to promote, monitor and enhance staff and student well-being in order to build learning resilience, self-management and self-reflective capabilities in our students.

Achievements

In order to help create a more coordinated approach we have our Learning Diversity Leader, Janice Divola working in conjunction with our Learning Support Officers, Pastoral Care Worker (Felicity Rix), Speech Pathologist (Sophie Bell) and Occupational Therapist (Letecia Ellis) teachers and families to offer additional support and a wide variety of preventative, early and critical interventions to address the social/emotional needs of students. These people work closely with students and teachers to implement manageable interventions in regards to sensory integration, emotional regulation, and/or social skills.

The Nationally Consistent Collection of Data on School Students with a Disability identifies that 34% of our students meet the criteria under the Commonwealth Disability Discrimination Act 1992 and the Disability Standards for Education 2005. These students receive adjustments so that they can access and participate in education on the same basis as their peers. The level of support varies from differentiated teaching practice, through to supplementary, then substantial and finally extensive. As a school, we have dedicated significant time to develop processes to ensure that the adjustments are being made for any student who requires support but particularly those with a disability. Significant human resourcing has gone into ensuring that our students who have been identified as having the greatest need in regard to behaviour and wellbeing, have specific support plans that include intervention programs and management strategies.

Since our last review, we have also had a much bigger focus on building stronger partnerships between home and school to build wellbeing practices. Part of this has been fostering a positive partnership with parents in creating, evaluating and revising learning and behaviour plans.

To help teach children how to manage emotions, promote care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively, social/emotional learning should also be part of the curriculum. As a school in 2020, we adopted Play is the Way (PITW) as a methodology for teaching social and emotional skills using guided play, classroom activities and empowering language. PITW is an approach that gives primary schools a way to develop, improve and entrench the personal and social capabilities of students. These skills include recognising and managing our emotions, developing caring concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively. This approach, led by myself, is certainly assisting in providing a consistent approach to social/emotional learning, behaviour and student self-management at St Joseph's.

The wellbeing, and particularly the mental health, of every student and member of staff has been the highest priority. In 2022 we have added three additional programs to support our practices in the area of wellbeing. Staff have been trained in the ReLATE model in Reframing the Learning and Teaching to ensure support for students with a trauma background. Additionally, we are implementing the RRRR, Resilience, Rights and Respectful Relationships curriculum that aims to develop students' social, emotional and positive relationship skills. To monitor our staff and student wellbeing we have implemented the EI Pulse. EI Pulse surveys staff and students every week regarding their mental health, wellbeing and the school culture so the school can provide immediate targeted support for those in need and collect data over time to plan for strategic improvement.

In 2022 St Joseph's prioritized the safety and well-being of the students, by implementing the 11 Child Safety standards, including MO 870 and MO 1359. To ensure a safe and secure learning environment, we have established policies and procedures that align with these standards, we regularly train staff and students on best practices for child safety, and consistently monitor and assess the effectiveness of these safety measures. By prioritizing the implementation of these standards, we aim to prevent child abuse, neglect, and other forms of harm, and provide a supportive environment where students can learn and thrive.

VALUE ADDED

VALUE ADDED Initiatives have been implemented including Breakfast Club, Seesaw, Play is the Way, Restorative Practices, Sporting Schools, Pastoral Care Worker, Speech Pathologist, Occupational Therapist, Students with Disability program, Assembly Awards, SIMON Everywhere for ease of communication between home and school, Play is The Way and our RRRR lessons. We feel that these programs and initiatives have directly impacted on the improvement in student wellbeing at our school.

STUDENT SATISFACTION

Insight SRC data that was collected in 2019 from students saw a decrease in the Student Wellbeing Aggregate Index with our 2019 score decreasing from a score 84.5% to 71.9%, this trend has continued in 2022 with our aggregate falling to 67.5.

This year's scores do however indicate some improvements including student morale from 60-65, connectedness to school from 68-71, student safety from 67 to 78, and student behaviour from 33 to 38.

In 2021 St Joseph's began using EI Pulse, a weekly survey of staff and students, to monitor wellbeing.

We have noticed significant increases in student wellbeing with above-average scores in all areas and an overall increase from 2021 to 2022 of 8%. Specific strengths include: Connectedness to Adults at School, Feeling Valued, Health, Food, Home Climate, Access to Necessities, Nutrition, Perseverance, Learning Practices, Connectedness to Adults at Home, Friendship, Motivation to Achieve Goals, Organised Activities, and School Belonging. Staff data indicate strengths in Enjoyment at work, Support at work, Life and work satisfaction, Resilience, Parent issues, Supervisor support, Social support, and Absorption. Staff overall wellbeing has had a 27% increase in 2022.

STUDENT ATTENDANCE

The school monitors the every-day attendance of students including contacting the parents of those absent via a text message. The role is marked at two-time points in the day, with all attendance being recorded on SIMON. Parents are asked to notify the school of any absences. Students who are late to school must check in at administration to have a late to school pass and role mark on SIMON. Consecutive or regular poor attendance is followed up by the teacher. When poor attendance continues this is followed up by the Leadership Team. In 2022 our average attendance was impacted by the significant number of students contracting COVID 19 and the requirement for them to isolate.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	82.2%
Y02	83.0%
Y03	81.7%
Y04	83.9%
Y05	84.5%
Y06	79.7%
Overall average attendance	82.5%

Child Safe Standards

Goals & Intended Outcomes

Goal: Develop effective practices to promote, monitor and enhance staff and student wellbeing in order to build learning resilience, self-management and self-reflective capabilities in our students. Implementing the 11 Child Safety Standards.

In 2022 St Joseph's prioritized the safety and well-being of the students, by implementing the 11 Child Safety standards, including MO 870 and MO 1359. To ensure a safe and secure learning environment, we have established policies and procedures that align with these standards, we regularly train staff and students on best practices for child safety, and consistently monitor and assess the effectiveness of these safety measures. By prioritizing the implementation of these standards, we aim to prevent child abuse, neglect, and other forms of harm, and provide a supportive environment where students can learn and thrive.

Achievements

- The new Child Safety Standards have been workshopped on a number of occasions with school staff and the School Advisory Council
- The school has written and implemented an action plan to ensure the Child Safety standards are embedded in everyday practice
- The school website has contextualised policies and statements regarding child safety
- Teaching Indigenous History and perspectives
- Aboriginal and Torres Straits Islander flag displayed
- Local Indigenous art work displayed in the foyer
- Our indigenous students' art work (totems) is displayed in the foyer
- Acknowledgement of Country at beginning of each staff meeting, events and assemblies
- Commitment statement has been provided to staff and provided to the school community via the Newsletter, is on the school website and is displayed in the school foyer
- Whole of Staff Child Safety Induction completed 19/12/2022, including Child Safety and Wellbeing Policy & Code of Conduct.
- Workshop with staff on 19/12/2022 on Standard 1 & Standard
- Child Safe Induction provided to SJPS SAC on 14/3/23, including Child Safety and Wellbeing Policy & Code of Conduct and other relevant new Child Safe policies
- Position Descriptions include requirements around Child Safety and mandatory reporting training
- Child Safety Risk Register reviewed to meet all 11 Child Safe Standards, includes actions for implementation. The Child Safety Risk Register has been endorsed by the SAC
- Resilience, Rights and Respectful Relationships (RRRR) is delivered in classrooms which covers eight topics of Social and Emotional Learning across all levels

- All staff signed the Code of Conduct annually and or on appointment. The Code of Conduct is maintained through Passtab
- Child-friendly versions of the Child Safety Policy has been made with the students and made publicly available
- Require that staff disclose any potential conflict of interest, and manage relationships and situations to reduce risks arising from conflict of interest
- Commitment to child safety is signed at the entry to the school
- Child Safety Risk Register reviewed to meet all 11 Child Safe Standards, includes actions for implementation
- The Child Safety Risk Register has been endorsed by the SAC
- All Child Safety policies are available on the school website
- Record Keeping and Privacy is included in the annual Staff Induction completed each year
- Mandatory Reporting Training is completed by all staff annually. Evidence of completion is provided to the School Leadership.
- School Principal, Risk & Compliance Officer and the Child Safety Officer review and monitor the risks related to Child Safety and Wellbeing on a regular basis each term.
- Volunteers, Contractors and CRT are inducted on Child Safety, privacy and recordkeeping responsibilities annual through Passtab and on commencement of employment.
- Leaders, staff and volunteers are supported, guided and trained to understand, respect and value Aboriginal culture and to understand the importance of this to the wellbeing and safety of Aboriginal children.
- Building school-wide knowledge of Aboriginal histories, cultures, perspectives, values, skills and attitudes
- The Pastoral Care Worker provides support to students and families.
- Child safety matters are raised regularly with parents and caregivers (and the broader school community) via school newsletters, website and other appropriate communication tools
- Diversity and Equity Policy implemented
- The school develops Individual Learning Plans and regularly schedules Parent Support Group (PSG) meetings.
- The school links other cultures through Religious Education
- The school implements the RRRR and PITW programs.
- Staff have participated in the RELATE Program
- The school has a designated Pastoral Care & Wellbeing worker to support students with regards to sexuality and gender queries etc
- Staff participated in a training on 19/12/2022 in relation to Standard 5.

- SAC have Child Safety as a standard agenda item. All new policies are provided to the SAC for comment and review.
- Handover document for teaching staff and a second document for emergency teachers that outlines the diverse circumstances circumstance and individual supports required.

Leadership

Goals & Intended Outcomes

To build the shared leadership capabilities of all staff in order to enact St Joseph's Vision and Mission.

Achievements

At the end of 2021 Miss. Breeana Wade was seconded to the Catholic Education Ballarat. Breeana had been at St Joseph's for four years and held the position of Assistant to Principal. Throughout this time Breeana coordinated and led Curriculum, Staff Performance, Daily Organisation, Assessment, Reporting and Technology. The school executive leadership team made the decision not to replace Breeana based on financial considerations. This has meant that our Unit Leaders are now responsible for overseeing the implementation of the school curriculum and the Principal has absorbed the remainder of Bree's responsibilities.

In 2022 St Joseph's replaced the Guiding Coalitions and streamlined key priorities to come under the responsibility of the Leadership Team. The leadership team consisted of the Principal, REL, Learning Diversity Leader and Unit Leaders. This team has met fortnightly to discuss the implementation of key priorities and consult with the Principal on a wide range of school-based issues. This has ensured that decisions made are reflective of the whole school rather than just the executive team.

Our new approaches encourage empowerment, ownership and commitment of the staff. We have strengthened links between Professional Learning Plans (PLP's), School Improvement Plan and Annual Action Plans, resulting in greater shared ownership of our strategic directions. I would like to thank our Leadership Team, Mrs. Janice Divola, Mrs. Holly Southwell and Mrs. Nadine Williams for all of their support and commitment throughout 2022.

2021 saw the end of an era, with our governance moving from that of our Canonical Administrator (Parish Priest) to the Diocese of Ballarat Catholic Education Limited (DOBCEL). This has meant a continued and rapid change in many of our procedures and policies. Across 2022 Fr Matthew Thomas and Fr Shaiju Mathew have both been a great pastoral support, supporting our well-being and encouraging us to celebrate our faith.

While COVID-19 restrictions have eased in 2022 this has made way for new challenges. Our greatest challenge in 2022 has been staffing. COVID isolation rules have meant that staff have had increased absences due to either themselves or a family member contracting the virus. Additionally, staff have also caught up on Long Service Leave or planned medical procedures that were planned for 2020 and 2021. At many times throughout the year it has been a constant challenge to have a teacher in every class every day. Thanks to the generosity and flexibility of our wonderful team of teachers and LSO's, we have managed to have a teacher in every class every day.

2022 has seen the achievement of our AAP goals with a significant improvement in the school environment and improvement in the quality of Literacy instruction and outcomes as well as enhanced delivery of the Awakenings Curriculum. While staff have noted that workloads have been high, the overall wellbeing of staff and students has been enhanced.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

- Description of Professional Learning undertaken in 2022:
- Workplace First Aid, CPR, Asthma, Anaphylaxis and Epilepsy training
- Play is the Way- Behaviour Education Self-Management training
- Structured Literacy Professional Learning
- Writing Revolution Training
- ReLATE (Reframing the Learning and Teaching) Trauma-informed practices training
- NCCD Data Collection
- Diocesan Principal Gatherings
- Zone and local Principal Meetings
- Principal Induction Program
- Catholic Faith Formation for Mission Staff Retreat
- Principals Retreat

Number of teachers who participated in PL in 2022: 11

Average expenditure per teacher for PL saw a significant increase in 2022 due to staff being able to travel to Professional Development and Professionals being able to come to us. The total expenditure per teacher for 2022 was \$1,958.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Our Key Priorities in 2022 were, Structured Literacy, Play Is The Way (Behaviour Education Self Management), ReLATE (Reframing the Learning and Teaching) and Catholic Faith Formation for Mission.

Structured Literacy Professional Learning included:

Professional Learning at Staff Meetings and PLT's at least twice a term

Pupil Free day for all staff on Structured Literacy and Implementation and of the Writing Revolution

School Leaders completed a 5-week course on line on the Writing Revolution

Pupil Free day on Writing Revolution strategies from Ch 1 and Ch 2 - the teaching of sentence level strategies in the classroom from F-6

Catholic Faith Formation for Mission Professional Learning included:

Kim Hawkes- CEB Education Officer RE- Termly PL's with teachers- Curriculum

Jim Waight - CEB Education Officer - Formation for Mission - Termly PL with all staff and pupil-free day

Pupil Free day on 16th September with Jim on Formation for Mission

ReLATE Professional Learning included:

ReLATE Professional Learning Day 1 Modules 1-4 with all staff

ReLATE Professional Learning Day 2 – spread over two 2 hour zoom sessions dated 5th and 12th May 2022

Create an implementation team and implementation plan for ReLATE. Professional Learning for the SIT team

Play is The Way Professional Learning included:

Professional Learning on Play is The Ways, Growing Personally and Socially at staff PL once a term

Professional learning on the 3R's with Wilson McCaskill with all staff at staff PL once a term

Leadership Professional Learning included:

REL attended two full days of professional learning per year with Catholic Education Ballarat in Halls Gap

Learning Diversity Leader attended one full days of professional learning per term with Catholic Education Ballarat in Euston/ Robincale

Key staff participate in the "Team Teach" training in Ballarat

Principal to attend termly Leadership Meetings in Horsham and termly CV meetings with Catholic Education Ballarat

Number of teachers who participated in PL in 2022	11
Average expenditure per teacher for PL	\$1958

TEACHER SATISFACTION

According to our 2022 Insight SRC survey data we have had some significant positive improvements in Student Behaviour with overall scores in this area improving by 20 points. Catholic School Culture scores have increased across the board with increases in almost all areas.

Areas of strength were: Individual morale, Role Clarity, Appraisal and Recognition, Professional Growth, Pastoral Care, Curriculum Processes, Parent Partnerships, Teacher Confidence and Quality Teaching. Our highest score was in School Improvement Focus where we scored better than 78% of schools. We have also had significant improvements in Student Behaviour with overall scores in this area improving by 20 points.

We have had a small decrease in our teacher satisfaction ratings in both Organisational Climate and Teaching Climate. This may be attributed to staffing shortages, changes in leadership, increased teacher workloads and stress associated with learning a new way of teaching literacy. Areas of significant challenge were school distress, work demands and student management.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	85.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.0%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	20.0%
Graduate Certificate	20.0%
Bachelor Degree	100.0%
Advanced Diploma	20.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	8.9
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	9.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Developing effective practices to promote, monitor and enhance staff and student wellbeing in order to build learning resilience, self-management and self-reflective capabilities in our students.

Achievements

St Joseph's actively seeks partnerships within the parish and wider community to enhance student learning and wellbeing. This year St Joseph's was involved in an increased number of community events. Our school choir performed at the Red Cliffs community ANZAC Day ceremony with our school leaders also reading some of the prayers. Our school Choirs and Marimba Band participated in the Mildura Eisteddfod with our Marimba Band receiving first prize and our Junior Choir receiving an Honourable Mention.

We also had approximately 50 students involved in the Red Cliffs Centenary celebrations by marching in the community parade and also being involved in some of the market day activities. As part of the Centenary celebrations, our school had an Open Day which over one hundred past students attended, reconnecting over a cuppa and perusing the memorabilia on display. 2022 has also seen the resumption of the Energy Breakthrough Challenge in Maryborough. The Energy Breakthrough has provided opportunities for students, teachers, parents and local industry to work together to fundraise, design and construct a vehicle that will represent an 'energy breakthrough' at this year's race. Highlights from this year include our Mother's and Father's Day breakfast where we served hundreds of hungry students, parents, family members and carers. Our Grandparent's Day celebration also exceeded our expectations with our church full to the brim for Mass and approximately one hundred grandparents coming in to engage in student learning and enjoy a light morning tea at school.

We continue to be strongly engaged in our Parish community through participating in weekday Masses, fundraising for Project Compassion and Catholic Mission, being involved in the Parish Sacramental Program and attending Parish Council Meetings.

Throughout 2022 we have continued to work on the ResourceSmart Schools Sustainability Program. This assists our school to embed sustainability in everything we do, encourages real-life sustainability learning and helps our school save money. Our students constantly witness how we take care of each other, our physical environment, our resources and the earth. Our catholic model of service and justice calls us to step up, pay attention, serve all people and work to make the world a better place to live in, not just for today but for future generations. Each one of us is part of the ecosystem we live in and every action we take is important, no matter how small. Our commitment to being a Sustainable school is our opportunity to live this, every day.

Community Engagement in learning and wellbeing continues to have a significant focus at St Joseph's. As a school, we know learning is enhanced when parents are acknowledged and supported in their role as educators. We strive to maintain and build a strong rapport with our parents and the wider community. We resumed our work with Tony Dalton facilitating Guided Learning Walks with parents. Our first experience led by Tony at the start of 2020 was very positive as were our two experiences this year.

Our Learning Diversity Leader, teachers and parents have regular opportunities through Program Support Group meetings to create and evaluate Individual Learning Plans and

Behaviour Support Plans for students who are at risk. We are conscious of working with families in a climate of mutual respect where communication and consultation is encouraged. To support students with a disability and other students experiencing difficulties in a specific area, we access contracted services for one day a week each for Speech Pathology and Occupational Therapy. These professionals alongside our Learning Diversity Leader, and Pastoral Care Worker make up our Allied Health team. This team meets regularly in a coordinated approach in order to meet the needs of our more complex students.

Our Schoolzine eNewsletter, which was introduced in 2020 can be read easily on any type of technological device. It also allows parents to read the newsletter in any language. This allows more parents to be informed about upcoming events and see what we are achieving as a school. As a school, we are also utilising many informal opportunities to communicate with parents and showcase to the community student learning. We use the Seesaw digital portfolio, the St Joseph's Facebook and Instagram pages, Schoolzine Newsletter and the Parent Access Module (PAM) or SIMON Everywhere.

This year has meant the resumption of all our great community engagement experiences including:

- Morning tea for families on the first day of school
- Beginning of the year Family Picnic and games night
- St Pat's Day Project Compassion Fundraiser
- Mother's Day Breakfast
- Catholic Education Week Mass at St Joseph's College Mildura
- Assemblies resumed with parents in attendance
- Open Days
- Grandparents Day
- Students performing and reading at the community ANZAC Day Ceremony at Barclay Square
- Father's Day Breakfast
- Learning Walks
- Cross Country
- Enrolment interviews
- Book Week Celebrations
- Trivia Night fundraising event
- Energy Breakthrough
- School Masses

PARENT SATISFACTION

The Insight SRC data that was collected in 2022 from staff, parents and students saw an increase in the Community Engagement Aggregate Index from 90.3 to 91.2. As a school, we provide many opportunities for parents to be informed about what is happening in the school and provide many opportunities for parents to engage in the life of the school and support their children's learning.

Future Directions

Teaching and Learning

Building staff capability to develop a positive, safe and engaging learning environment with a focus on Literacy as the basis for all learning within a culture of continuous improvement and achievement

- Improve student writing by implementing the Hochman method as evidenced in the Writing Revolution
- Embed SL to ensure it is implemented with fidelity (effect size)
- Provide targeted PL at areas of need in SL/WR to improve teacher competence and confidence.
- Improve teacher instruction and student learning in Mathematics through renewed pacing guides for composite grades using Stepping Stones.
- Implement 3 Way or Student Led Conferences F-6 to replace Parent- Teacher interviews.

Catholic Faith and Tradition

Enhancing and strengthening St Joseph's Catholic School Identity by building staff knowledge and confidence in using ECSI data, delivering the Awakenings curriculum and linking Social Justice activities to scripture. Developing effective practices to promote

- Provide staff with the skills and knowledge to engage in Catholic Social Justice Teaching. (Jim Waight) Engage students and community in Catholic Social Justice awareness and action. (Jim Waight) Further develop staff's skills and confidence in planning and delivering RE Awakenings units with a focus on assessment and reporting. (Kim Hawkes)
- Engage students and community in Catholic Social Justice awareness and action. (Jim Waight)
- Further develop staff's skills and confidence in planning and delivering RE Awakenings units with a focus on assessment and reporting. (Kim Hawkes)

Wellbeing

Monitor and enhance staff and student wellbeing in order to build learning resilience, self-management and self-reflective capabilities in our students

- We will further embed the Play is the Way Life Raft Concepts, Games and Self-Reflective Language through coaching and ongoing professional development
- Monitor student and staff wellbeing by completing the EI Pulse Survey.
- Staff will be supported to continue implementing Play is the Way's, Growing Personally and Socially (GPS) and the 3R's process to build students' self-awareness and self-management and improve behaviour
- The school will revisit SIMON Social Behaviour to identify and provide interventions for problem behaviour
- Complete the TFI, Tiered Fidelity Inventory to identify caps in well-being practices

- Staff will use Trauma-informed practices when engaging with students. (ReLATE)
- Termly SIT team meetings to continue the implementation of ReLATE following the ReLATE Logic and Design plan.
- The school will strengthen its Universal Design for Learning approach to teaching and learning for all students and simplify NCCD/ PLP processes. For 2024
- Identify and respond to poor attendance systematically