

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



2024

Annual Report to the School Community



St Joseph's School

17 Fitzroy Avenue, RED CLIFFS 3496

Principal: Naomi Kennedy

Web: www.sjredcliffs.catholic.edu.au

Registration: 1373, E Number: E2047

Principal's Attestation

I, Naomi Kennedy, attest that St Joseph's School is compliant with:

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

Attested on 31 Mar 2025

About this report

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

Governing Authority Report

Reflecting on 2024, we have much to be proud of, with DOBCEL demonstrating our dedication to ensuring the highest quality student outcomes in a safe, affordable, faith-based and nurturing environment. There was significant ongoing investment in new learning facilities and refurbishments through the Australian and state Government Capital Grants Program and school community funding continued across our schools, enhancing learning spaces and amenities for the benefit of students and staff.

In 2024, I visited all our Diocese of Ballarat Catholic Education Limited (DOBCEL) schools from the Murray to the Sea. DOBCEL governs 51 primary schools, one F-8 school, and five secondary colleges, educating approximately 13,500 students and employing over 2,200 teachers and staff across the diocese. These visits highlighted the spirit of harmony and sense of community, along with the cultures of care for students and staff.

During 2024, I had the privilege of meeting with all Principals along with leadership colleagues and staff. Demands on schools continue to grow, as the communities they service undergo change and face challenges such as devastating bushfires and cost of living challenges.

During the year DOBCEL commenced the development of its future DOBCEL Strategy 2035. Our strategy is focused on ensuring fullness of life for all in our school communities and particularly our students. With our Catholic Identity foundational to our mission our focus will be on

- Collaborative Cultures
- Engagement & Belonging
- School as Community
- Rich Pedagogical practices for deeper learning and wellbeing
- Sustainable Stewardship

I recognise the extraordinary work, exceptional dedication and professionalism of staff in our schools and offices in providing education services to the families and communities they serve. I particularly acknowledge the commitment of our school leadership teams and their staff in nurturing and empowering the students in our care, as together we work to bring to life our vision: As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

Tom Sexton

Executive Director DOBCEL

Vision and Mission

Our School Vision

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

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 fluctuating period of enrolment with 89 students at the end of 2023 and a predicted enrolment of 103 in 2024.

While we have lost students this year across the school our Foundation enrolments remain strong with an enrolment of 17 students for 2024.

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 regards to staffing with 24 people being employed in a mix of casual, contract, 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 984 which is up from an ICSEA of 951 in 2022. We also have 43% 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 (NCCD) program. Below is a list of some relevant statistics relating to our demographics:

- 14% of our students are from a non-English speaking family which is a significant increase from previous years;
- 12% 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.

Of the students included in the NCCD, a majority require Supplementary (mild) adjustments and supports with only a few requiring Substantial levels of adjustments and in 2023 two have required Extensive adjustments.

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 that are 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 other fundraisers. 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 'Awakenings' as our RE 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, Technology and Languages - 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

It is my pleasure to present this year's annual report in celebration of the progress, achievements and milestones our school has accomplished with the dedication and commitment of our entire community. This year has been marked by growth and improvement across academic, social, and community goals, reflecting our shared vision for excellence and inclusivity.

First and foremost, I want to commend our students for their dedication and enthusiasm throughout the year. Each student has contributed to our school community in unique ways, embracing challenges and making strides in their academic and personal development. From academic achievements to participation in sports, arts, and leadership, our students have shown an eagerness to learn, an amazing willingness to support each other, and a commitment to doing their best. I am so proud of each student's journey and the positive impact they have made on our school. I would like to thank our exciting grade 6 students and wish them all the best in their transition to secondary school. I know that they will continue to grow and flourish in their new learning environments.

The achievements of our students are a reflection of the strong support and encouragement they receive from their families. I would like to express my heartfelt thanks to our parents and caregivers for their dedication to their children's education and for being active partners in our school community. Whether through volunteering, attending school events, or supporting learning at home, your involvement has played an essential role in creating a thriving and inclusive environment for all.

I would like to extend my deepest gratitude to our School Advisory Council for their continuous support and guidance. Their commitment and advice has been instrumental in guiding our school's direction, ensuring we meet our goals and uphold our values. Their participation has helped us maintain a strong connection with the broader community, and we are grateful for their dedication. I would like to acknowledge and thank our SAC Chair, Peter Manno who has been an integral part of the SAC for twelve years holding the position of Chair for most of this time. Peter's tireless commitment, enthusiasm and wisdom has enriched our school community in a multitude of ways.

Our teachers and support staff are at the heart of our school's success. Their dedication, creativity, and expertise ensure that each child receives a quality education in a nurturing environment. Their commitment to professional growth and to each student's progress has been outstanding. I am incredibly proud of our staff's achievements, resilience and professionalism.

This year we have experienced some turnover of staff with two part-time staff moving away, Ms Heidi Lewis moving to Adelaide at the end of term 1 and Miss Jessica Parker moving to

Melbourne at the end of term 2. We were able to replace some of this teaching load with Mrs Hayley Laird and a committed group of casual relief teachers. Mrs Mary-Anne Ghidinelli and Tamara Leamon will be taking 12 months' leave in 2025 planning to return in 2026. Both teachers will have very large shoes to fill. Felicity Rix, our Pastoral Care Worker has also submitted her resignation. I would like to thank Felicity for her eight years of service to the St Joseph's community.

Under the direction of our newly appointed Literacy leader Mrs Hanna Byrnes, I am thrilled to report exceptional progress in literacy this year. Our focus on Structured Literacy and providing targeted interventions has led to impressive results, with many students reaching or exceeding their literacy goals. This success would not have been possible without our skilled leaders, teachers and support staff, who have embraced these practices with enthusiasm and rigour.

Thank you to our Leadership Team, Mrs Janice Divola, Hanna Byrnes, Dylan Darby and Nadine Williams who have been pivotal in setting the direction for our school. Through their vision and collaborative approach, they have worked to enhance teaching and learning, support staff development, and foster a positive school culture.

Our school captains, Emily Collihole and Mia Camera have shown remarkable leadership and commitment to their roles this year. Their contributions to school assemblies and events have set a wonderful example for their peers, inspiring others to get involved and make a difference. Their dedication and positive influence are a testament to the strong foundation of student leadership we value here at St Joseph's

This year, we have seen a noticeable improvement in student wellbeing and behaviour across all grade levels. Through targeted wellbeing initiatives, social-emotional learning, trauma-informed practices and implementing Play Is The Way, students are now more engaged and respectful in their interactions. The sense of community and support among our students has strengthened, fostering an environment where students feel safe, valued, and motivated to succeed.

In conclusion, I would like to thank each member of our school community for their contribution to this successful year. Together, we have created a vibrant, inclusive, and high-achieving school, where every student is encouraged to reach their potential. Let us look forward to another wonderful year ahead, building on these successes to achieve even greater things in 2025.

Thank you for your continued support.

Catholic Identity and Mission

Goals & Intended Outcomes

Long term Goals

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.

Short Term Goals

Provide staff with the skills and knowledge to engage in Catholic Social Justice Teaching.

Engage students and community in Catholic Social Justice awareness and action.

Further develop staff's skills and confidence in planning and delivering RE Awakenings units with a focus on assessment and reporting.

Achievements

As a Catholic school community, we are deeply committed to embodying and nurturing a Catholic identity that reflects our faith, values, and mission.

This year we have unpacked the Enhancing Catholic School Identity Project Survey with Gina Bernasconi from DOBCEL. ECSIP has provided a framework to support our continuous growth in this area, allowing us to strengthen the ways we live and express our Catholic identity within the school and the wider community.

Our teachers use the Awakenings curriculum to teach Religious Education. As a school, we have been focusing on building teachers' confidence and skills in teaching RE with the support of our Religious Education Leaders and Education Officer, Kim Hawkes from Catholic Education Ballarat. This year staff also participated in a professional development day with Jim Waight from DOBCEL which included personal and spiritual reflection on the mission of Catholic schools.

The Awakenings curriculum uses Shared Christian Praxis, which begins with students' experiences, connects them to Catholic Faith and Tradition, and encourages them to reflect on how the tradition is relevant in their lives. St. Joseph's celebrates its faith through meaningful prayer and liturgical experiences, including Masses for the beginning of the year, Ash Wednesday, Holy Week, Grandparents' Day, and Grade 6 Graduation.

Environmental sustainability is integral to our faith and curriculum. Guided by Pope Francis' Laudato si' on caring for our common home, St. Joseph emphasises being resource-smart by recycling, conserving water, growing a vegetable garden, and caring for our hens. Staff and school leaders have participated in learning about Laudato si', aiming to foster social responsibility and justice in students, who engage in fundraising for Project Compassion, Catholic Mission, and other social justice initiatives rooted in their Religious Education studies.

In 2023, the parishes of Red Cliffs, Mildura, and Merbein united as Ss Anne and Joachim Parish, allowing shared resources and support across the region. Although the parish name changed, St. Joseph's Church and School will retain their names. This year, we welcomed Deacon Cay Trinh to work alongside our new Assistant Priest, Fr. John Corrigan, Parish Priest Fr. Matthew Thomas. We thank our priests for their ongoing pastoral and spiritual support.

Value Added

St. Joseph's remains dedicated to its Catholic heritage, ensuring a strong connection between the school and parish. Teachers use the Shared Christian Praxis model, helping students apply their faith to real life, and parent feedback consistently highlights the school's Catholic identity, even with only 36% of families from Catholic backgrounds. Students are encouraged to engage in social justice and take meaningful action, a value central to our curriculum.

Key achievements this year:

Supporting teachers in planning and delivering Awakenings Religious Education units.

Professional development for staff on Bibliodrama, Cocreated Prayer, Assessment and Reporting and planning using the Awakenings Curriculum.

Training on Pope Francis' Laudato si' and its application in our school community.

Pupil Free day to review ECSI data to drive continuous improvement.

Provided staff with the skills and knowledge to engage in Catholic Social Justice Teaching.

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.

Literacy: Improve Normed Literacy Data by 5-10%.

Improve teacher instruction and student learning in Mathematics through renewed pacing guides for composite grades using Stepping Stones as a guide and unpacking of the new Mathematics Curriculum.

Achievements

St. Joseph's has implemented a Structured Literacy approach for teaching reading and uses the Hochman Method for writing instruction. Key elements of Structured Literacy include Phonology, Sound-Symbol Association, Syllable Instruction, Morphology, Syntax, and Semantics. Writing instruction follows The Writing Revolution (TWR), grounded in the Hochman Method, which emphasises targeted feedback and focuses on six principles.

In 2024, we deepened our Structured Literacy approach with twice-termly professional learning sessions, one pupil-free day, and regular dedicated time in our PLT (Professional Learning Team) meetings. Key outcomes include:

Employment of a new Structure Literacy Leader and Coach

Improved student writing by implementing the Hochman method, as evidenced in the Writing Revolution

Embedded SL to ensure it is implemented with fidelity

Improved teacher instruction and student learning in Mathematics through renewed pacing guides for composite grades using Stepping Stones and professional learning

Focus on Problem-Solving in Mathematics

Implemented 3 Way or Student Led Conferences F-6 to replace Parent- Teacher interviews.

Implement the new Maths Curriculum 2.0 and engage in Professional Learning around this to ensure that we are providing quality differentiated teaching practice matched to the curriculum.

St. Joseph's was also invited to participate in a Structured Literacy Research Project with the SOLAR Lab at La Trobe University. This research aims to:

Measure literacy skill gains in students.

Track changes in student well-being and behaviour with Structured Literacy.

Monitor shifts in teacher knowledge and confidence.

We are honoured to collaborate with La Trobe University and DOBCEL's Structured Literacy Team on this project.

Student Learning Outcomes

Despite having an ICSEA score of 979 (below the average 1000), a recent analysis of our PAT data shows that we have experienced high levels of student growth. Our PAT Reading data has indicated significant growth, with our average score moving from 104 to 114.8 over the past 5 years. Our PAT Maths data average has also gone from 73.7 to 107.7 which is outstanding.

As part of our work with Latrobe University, we are completing standardised assessments multiple times a year. According to these assessments, our students, particularly in the latter half of the year have experienced significant growth with effect sizes well above the expected .4 growth for the year. With small NAPLAN cohorts in 2024 it has been difficult to analyse our NAPLAN Data, we have however maintained scores similar to like schools.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	474	55%
Numeracy	Year 3	*	*
	Year 5	466	73%
Reading	Year 3	*	*
	Year 5	464	82%
Spelling	Year 3	*	*
	Year 5	455	64%
Writing	Year 3	*	*
	Year 5	449	36%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2024 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

The primary aim is to promote, monitor, and enhance staff and student wellbeing to foster learning resilience, self-management, and self-reflective abilities in students.

Achievements

The Learning Diversity Leader (Janice Divola) collaborates with Learning Support Officers, our Pastoral Care Worker, Speech Pathologist, and Occupational Therapist, alongside teachers and families, to provide varied early interventions addressing social and emotional needs. 38.9% of students qualify for funding and adjustments under the Disability Discrimination Act 1992, receiving tailored support ranging from differentiated teaching to extensive adjustments and interventions.

St Joseph's uses Play Is The Way (PITW) as our behavioural management framework. Our focus is on teaching behaviour education through student self-management. It focuses on emotional management, decision-making, resilience and positive relationship-building through games and classroom activities. Our school also uses the ReLATE Model to reframe our teaching and learning to include trauma-informed teaching. Additionally, we teach the RRRR Curriculum to enhance resilience and respectful relationships.

Our staff and students complete the weekly EI Pulse Survey to monitor staff and student wellbeing. The results of this offer provide weekly insights for immediate and strategic interventions.

In 2024 we participated in the Mental Health in Primary Schools (MHIPS) program, which aims to enhance the mental health and wellbeing of primary school students by integrating mental health support into the school environment. The program, developed in partnership with experts in child psychology and education, has shown several positive outcomes, including increased teacher wellbeing knowledge and targeted support for at-risk students.

Comprehensive attendance monitoring through SIMON ensures the accurate tracking of attendance. The process includes twice-daily checks, parental notifications, and administration follow-ups for unexplained absences.

St Joseph's prioritises compliance with the 11 Child Safety Standards, including MO 870 and MO 1359, ensuring the development and reinforcement of policies that promote child safety. Regular staff training and assessments are conducted to prevent abuse and create a secure, safe environment conducive to learning.

Value Added

Initiatives have been implemented, including Breakfast Club, Seesaw, Play is the Way, 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, RRRR lessons, ReLATE and MHiPS. We feel that these programs and initiatives have directly impacted the improvement in student well-being at our school

Staff have been supported to continue implementing Play is the Way's, Growing Personally and Socially (GPS) TBC and the 3R's process to build students' self-awareness and self-management and improve behaviour

Key staff visit a Play Is The Way school in Wagga Wagga

Staff use Trauma-informed practices when engaging with students after completing our 3-year commitment to ReLATE in 2024

We have begun writing a Well-being scope and sequence for our school to ensure best practice wellbeing practices are consistently covered at Tier 1 from F-6.

Implemented the Mental Health in Primary Schools Program to build the capacity of school staff to identify and support students with mental health concerns.

Student Satisfaction

Insight SRC data that was collected in 2022 indicated our wellbeing our student wellbeing aggregate was 67. This has had a small drop in 2024 with our Student well-being score being 65.85.

This year's EI Pulse date indicates improvement in the following areas:

Students feel more valued and safe, have the material basics and feel healthy and positive about their learning.

Students are reporting an improved sense of identity and culture, reduced bullying and increased positive emotions, emotional regulation, perseverance, academic self-concept, engagement, learning, friendships, agency, peer belonging, expectations for success and

sense of identity. Although we continue to experience growth we still have room to improve in this area.

Student Attendance

Students are expected to attend school during normal hours unless there's an approved exemption. St Joseph's uses SIMON, a learning management system, to monitor attendance, which is accessible to the school, students, and parents. School Staff mark the roll through SIMON at the beginning and end of each day. Attendance is recorded on semester reports, and parents are expected to provide explanations for absences.

Average Student Attendance Rate by Year Level	
Y01	91.2
Y02	90.2
Y03	94.1
Y04	87.8
Y05	91.1
Y06	86.6
Overall average attendance	90.2

Leadership

Goals & Intended Outcomes

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

Achievements

In 2024 our school leadership team has consisted of the Principal, Curriculum Leader, Learning Diversity Leader and Unit Leaders. This team meets fortnightly to discuss the implementation of the key priorities in our Annual Action Plan 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. This has led to a more Distributed Leadership Model which has many benefits including:

More diverse perspectives and expertise being brought to the decision-making process. This can result in better-informed and more effective decisions.

Teachers often have a greater say in school governance and decision-making, which leads to increased job satisfaction, motivation, and a sense of ownership over their work.

I would like to thank our Leadership Team, Mrs Janice Divola, Mrs Hanna Byrnes, Mr Dylan Darby, Mrs Nadine Williams for all of their support and commitment throughout 2024.

2024 has seen the achievement of our Annual Action Plan goals with significant improvement in the school environment and improvement in the quality of Literacy instruction and learning outcomes. While staff have noted that workloads have been high, the overall well-being of staff and students has been enhanced.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
Professional Learning undertaken in 2024: Workplace First Aid, CPR, Asthma, Anaphylaxis and Epilepsy training Play is the Way- Behaviour Education Self-Management training in Wagga Wagga Structured Literacy Professional Learning ReLATE (Reframing the Learning and Teaching) Trauma-informed practices training Diocesan Principal Gatherings Zone and local Principal Meetings Spiritual Heritage Pilgrimage Catholic Faith Formation for Mission Staff Learning Day ECSIP Catholic School Culture Professional Learning Day Deputy Principal/budding leaders professional learning workshops Religious Education Leader Professional Learning and Retreat	
Number of teachers who participated in PL in 2024	11
Average expenditure per teacher for PL	\$1955.00

Teacher Satisfaction

According to our 2024 Staff Insight SRC data we have had significant improvements in the school organisational climate with improvements in individual morale, school morale, school and individual distress, supportive leadership, role clarity, teamwork, empowerment and ownership, recognition and appraisal and student management. The school's teaching climate has remained similar to its 2022 scores with a slight drop in student behaviour but an improvement in student management.

Our yearly Summary Data from EI Pulse indicated that our staff have a positive experience of work 7.1/10 and feel well supported at work 9/10. Staff are also noting a high level of life and work satisfaction 8.9/10 and resilience 8.1/10. Staff are however still reporting little time to recover at work or at home and work overload.

Teacher Qualifications	
Doctorate	0
Masters	0
Graduate	4
Graduate Certificate	1
Bachelor Degree	10
Advanced Diploma	2
No Qualifications Listed	4

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	12
Teaching Staff (FTE)	8.04
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	6.48
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

The school actively seeks ways to enhance student learning and well-being by partnering with families.

Achievements

The school promotes, invites and prioritises effective and sustainable home/school partnerships for mutual benefit through allocating time, resources, facilities, professional learning and capacity building.

- There are open and effective communication strategies including the newsletter, Facebook Page and SeeSaw.
- The school builds the capacity of staff and families to work collaboratively for school improvement and improved student learning.
- The school has extensive knowledge of students and their families especially the needs and support requirements of those most at risk.
- The school has arrangements in place for communicating student learning and growth to parents and caregivers through SeeSaw, Meet the Teacher night, formal reporting and 3-way conferences.
- Partnerships are established to address identified student needs that offer access to experiences and support resources not available within the school, including partnerships with the parish, other education and training institutions, local businesses and community organisations.
- The school builds partnerships with community organisations to improve opportunities and learning outcomes for students. Examples of this include our engagement in the local ANZAC service, Parish Events and performing at the local Christmas Carols evening.
- Partnership agreements with NDIS providers are developed with clear understanding regarding purpose, roles and expectations and ongoing monitoring and communication.
- A School Advisory Council meets regularly, operates effectively and cooperates in the spirit of improvement

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.

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.

For more detailed information regarding our school please visit our website at www.sjredcliffs.catholic.edu.au