



St Joseph's School Hopetoun

2022 Annual Report to the School Community



Registered School Number: 1532

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Minimum Standards Attestation

I, Cynthia Maiden, 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.

23/03/2023

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

St. Joseph's School is an inclusive community of faith and learning with Christ at its centre. It will educate its students to be of service to society in the Catholic tradition of love, faith and hope.

As a Christ centred school we celebrate our Catholic beliefs, values, practices and traditions.

As an educational institution we:

Will support the development of the whole person.

Will provide a comprehensive curriculum, which challenges all students in their pursuit of success.

Will cater for the varied learning styles and needs of our students.

Will be a child safe school by providing a physical and online environment that is happy, safe and welcoming.

Will respect the dignity of the individual and value the participation and contribution of all.

Will work in partnership with parents, the parish and the wider community.

Will encourage our students to make a difference in the local, national and global communities in which they live.

School Overview

St. Joseph's Primary School is a faith community, which is committed to Catholic Education. The school presents young people a way of understanding themselves and the world in which they live, which is founded on the teachings of Jesus Christ in the gospel.

St. Joseph's School began in 1955 with two Josephite nuns and sixty-eight children. The school was officially blessed and opened on the 12th December 1954 by the Most Reverend J.P. O'Collins, D.D. Bishop of Ballarat. The school and area was indeed fortunate to obtain the services of the Sisters of St. Joseph an order founded by Saint Mary of the Cross MacKillop, which was dedicated to the education and service of the poor and underprivileged and those in remote and isolated areas. The nuns remained teaching in the school in the role of Principal / teacher until 1988 when the first lay Principal was appointed. December 1988 marked the end of the untiring dedicated service of the Josephite nuns to St. Joseph's School.

Under the spiritual leadership and guidance of our parish priest the school is serviced by a staff of dedicated lay teachers, office personnel, teacher aides, the School Advisory Council, and a supportive parent body. All involved with our school work to promote and implement the Vision and Mission of the school.

Education at St. Joseph's is a partnership which involves parents and families, staff, the local parish and town communities and government.

The basic philosophy at St. Joseph's is to develop the self-esteem of all children and to provide for their individual needs. We offer a comprehensive education that will help children develop a consistent set of beliefs and values: an education that is committed to both spiritual and moral development and the provision of knowledge and skills for the future.

The nature of our school community is diverse, drawing from both the rural and town sectors of the Hopetoun district. The socio-economic makeup of the school community is likewise diverse and also fluctuating, representing a wide range of situations and circumstances. The school, in its work, strives to provide an appropriate education in faith and life for all who are entrusted to its care.

Enrolments

The school year started with 38 students, which was three more than our enrolment prediction for the year.

End of Year Statistics:

Boys: 18

Girls: 22

Total: 40

No of Families: 20

Principal's Report

It was absolutely wonderful during 2022 to be back to onsite learning for the year and to be able to return to the many, varied activities we were used to pre-COVID. There were many successful events during the year, where students have always conducted themselves with wonderful behaviour. I think our many and varied activities also caused a lot of fatigue as we haven't had the stamina to do all of those things again after two years of not being able to do much at all! We've certainly made the most of our opportunities though; we've learnt lots this year and we've had a lot of fun along the way!

At the start of the year we welcomed Mrs Laura Phelan to our teaching team. We also welcomed Miss Amanda Walker to our staff team as a Learning Support Officer at the start of Term 2.

Meet the Teacher afternoons were conducted in Term 1 to allow the opportunity for all families to meet their child's teacher/s and learn about class expectations and routines for the year.

Highlights of the 2022 year include participation in Swimming, Cross Country, Athletics and Winter Sports; camps and excursions to Swan Hill and Penola; Historical Town Walk; Wellbeing Week, where we had a focus on Pilates and Mindfulness and made a healthy lunch; replacement of the oval fence; celebrating 40 years of Junior Red Cross at our school and a return to Mother's Day, Father's Day and Grandparents and Special Friend's Day celebrations.

For many of our students, participation in Athletics sports and camps were their first experience, due to these activities not being able to go ahead during the lockdowns of previous years. Everyone showed incredible enthusiasm for these events.

We were fortunate to be able to work with STOMP Dance Co in Term 4. Our learning during these workshops formed the basis of our Christmas Concert which the whole school community enjoyed at Lake Lascelles. Congratulations and thank you to the students for their terrific behaviour and participation in our special events, not to mention your resilience and enthusiasm for learning!

I take this opportunity to thank all members of the St Joseph's staff for the commitment and professionalism they bring to their work. It is both a privilege and a pleasure to lead such a passionate and reliable group of people and comforting to know that we are all working together to achieve the shared vision and goals of the school.

My thanks to all members of our school community for your support of our special events. Your attendance and contribution help to make these events the success that they are.

Congratulations to everyone on what has been a fabulous 2022 at St Joseph's School.

School Advisory Council Report

Finally, after two very disrupted years we have been able to have a school year that was almost back to normal!

Our school was once again led by Miss Cynthia Maiden who along with her Administration officer Julie Grace kept it running smoothly.

We were very fortunate this year to retain the services of our teachers Zoe Weir, Zach Klippel, Lisa Jochinke, Donna Horman and Mikala Roberts as well as add to the staff list.

We were extremely lucky to welcome Mrs Laura Phelan to our St Joseph's family this year.

Laura joined Lisa and Donna with the very important role of teaching our F-2 room two days a week along with working also in the 3-4 room an additional two days. Laura has been an amazing asset to our school, she has fitted in to the already wonderful staff list well and is adored by her students.

We were able to continue with the three classrooms which seems to work well.

Learning Support Officer's (LSO's) this year were Wendy Gunn-Duff in the 3-4 room and Janelle James in the F-2 room. We also welcomed Amanda Walker in term 2 as an additional LSO in the F-2 room and she has also fitted in beautifully.

I thank all St Joseph's staff members for their dedication and commitment to our students and the school. We are so lucky to have such an amazing group of people charged with the education, safety and wellbeing of our children.

2022 saw us begin the year with 38 students and with the addition of a new family during the year we now have 40!

We once again began the year with the swimming program and Water Fun Day which was a great day as usual. This saw some students continue on to higher levels and I congratulate these students.

The cross country was run in Jeparit this year and many of our students came away with ribbons and medals, with some qualifying for the next stage.

A huge highlight was the return of the athletics sports. This was a new adventure for many students with it not only being the first time the Foundation students have been able to compete in the sports day but the grade one's and two's also! Everyone did a fantastic job. We managed to get a couple of age champions, with four of our students gaining selection to the next zone level and from this one was selected for regional level.

I thank all our parents and staff for their help in enabling these days to go ahead.

Our students have been able to attend school camps and excursions this year which is also a first for many students. It is very pleasing to hear all the good reports back from these outings on the exceptional behavior of our students.

Another highlight was the return of Grandparents and Special Friend's Day onsite at school. It was wonderful to see so many people enjoying their school visit.

The return of the Speed Field Days saw our fundraising getting back on track. This was a huge effort by all involved but was definitely worth it to see the funds roll in.

This year has seen many improvements to the school and grounds, with the new fence going up at the back oval as well as the fence at the school house. Student lockers were purchased to help keep bags and hats in order as well as more furniture, Ipads & laptops for the classrooms.

There was a major focus on wellbeing for staff & students which was very timely with everyone still trying to get back to normal after the last two Covid effected years. There was a special week dedicated to this with many activities and gifts provided for both staff and students.

Our uniform committee have finalised the new school uniform that is to be implemented over the next two years. I can't wait to see everyone wearing the new uniform. We have already introduced beanies and they have been a real hit.

At the completion of this year we will farewell seven students with Lilly, Luca, Dakota, Axel, Max, Jaymon and Parker all finishing off their primary schooling. We thank these students for their contribution to St Joseph's over the years and wish them well for their future.

I would finally like to thank Cyn, Julie and all the SAC members for their support during my time on the committee, particularly this year as Chairperson. You all help to make this job an easy one and I have enjoyed being a part of the SAC.

I wish the incoming committee well and the school all the best in the future

Rachael Watson

Catholic Identity and Mission

Goals & Intended Outcomes

Goals as per our 2022 Action Plan:

Improved understanding of the Enhancing Catholic School Identity project and the scales associated with this project.

Understanding of our school's ECSI data and the implications for teaching RE.

Collaborative planning of recontextualised RE units of work.

Achievements

Fr Glynn has continued as our Parish Priest this year, with Fr Jim as the Assistant Priest until August when Fr Matt replaced Fr Jim. Fr Matt was straight into ministry in our school, meeting the Foundation-Grade 2 students, joining the staff for part of their retreat and attending our Father's Day Breakfast.

The school continued to teach the mandated Religious Education program 'Awakenings', using the Shared Christian Praxis method. This begins with students' life experiences, integrates it into our faith story and then encourages students to integrate the faith story back into their own life. Big concepts for Foundation-Grade 2 students in 2022 were Community, Participation, Wisdom and Celebration. Grades 3-6 concepts were Commitment, Heritage, Integrity and Transformation.

We were fortunate to be able to return to face-to-face celebrations of Masses and Liturgies. Our beginning of School Year Mass was combined with our school's Feast Day celebrations. Fr Anthony travelled from Robinvale to celebrate this special day with us on the Feast of St Joseph. Staff were also commissioned during this Mass, Foundation students received a prayer book to welcome them to our school and all students were given a special memento of the day, representing St Joseph.

A clear highlight throughout the year was the return of our Grandparents and Special Friend's celebrations on the Feast of Saints Joachim and Anne. It was so wonderful to be able to reconnect with this special celebration for the first time since 2019. Fr Glynn celebrated Mass with us. He summed things up beautifully when he spoke about the two-way relationship between children and the older generation. We feel the love and care from our grandparents and special friends, but we also have a part to play in reciprocating that love and care too.

Our Ash Wednesday Liturgy was held outside and was a lovely, prayerful experience. We were also able to gather as a whole school for our Easter Liturgy, Mother's Day Liturgy and a Liturgy for the Feast of St Mary MacKillop. In addition to this, Grade 5/6 students led Stations of the Cross in our church each week during Lent. Our Mission Week Liturgy and End of Year Thanksgiving and Graduation Mass were wonderful celebrations, with our school community saying farewell to seven Grade 6 students.

As part of their Heritage Religion unit in Term 2, Grade 3-6 students ventured to Penola for a day trip where they toured the Mary MacKillop Centre as well as visited Mary MacKillop Park. Mary MacKillop is a very significant figure in our Church's heritage, beginning the order of the Sisters of St Joseph. The Sisters went on to establish Catholic schools all around Australia and New Zealand, with the very first school being established in Penola (they founded our school too!). Sr Loretta (from the Mary MacKillop Centre) was a fantastic tour guide on the day,

talking to students about the life of St Mary MacKillop. The students were very interested in the displays in the old school house and the Mary MacKillop Centre, as well as the historical displays in Petticoat Lane. Everywhere we went people commented on the outstanding behaviour of our students; our Grades 3-6 certainly exhibited wonderful behaviour, engagement and interest throughout the day.

The theme for Catholic Education Week in 2022 was "Share the Good News!" This theme was based on scripture from the Gospel of Mark - "Go into all the world and proclaim the good news to the whole creation." – Mark 16:15 Our communities are beautiful places that can and do enrich the mystery of Christ's identity and enable his way to be continually raised up in and by community. "Go into the world and proclaim the good news to the whole of creation," is an urgent invitation to our community to comprehend the meaning of Jesus' life to grasp what this looks like in following and enacting God's dream for the world. We pray that our communities inspire from within to be people of peace, hope and love in these times of displacement, anxiety and concern for Earth as our common home: to realise each unique community's intimate connection in proclaiming who Jesus is and what it means to follow in the light of the gospel for these times. Catholic Education Week was an opportunity to celebrate and enhance the reality of this identity, to dialogue with the Catholic faith tradition and the world in which we live to interpret and proclaim the good news.

We travelled to St Mary's School Warracknabeal for Catholic Education Week celebrations. We were joined also by students and staff from St Patrick's School Nhill and Our Lady Help of Christians School Murtoa. Throughout the day we reflected on how we can share the Good News in our world: in our families, in our school community, in our wider Hopetoun & district community, in our nation and on a global level.

In Term 1 our school community was invited to complete the Enhancing Catholic Identity survey. Catholic schools in the Diocese of Ballarat aim for continuous school improvement. An essential element of this improvement is understanding how staff, students and parents perceive the Catholic identity of our school and what they might like Catholic identity at St Joseph's School to look like in the years ahead.

In preparation for receiving our ECSI results, staff participated in a professional development day on Enhancing Catholic School Identity. The day was facilitated by Gina Bernasconi (CEB). During the day we established a shared understanding about what Christian Values Education means and looks like in our school; and established a shared understanding about what Recontextualisation means and how to ensure we are planning and teaching Recontextualised units of Religious Education.

Staff took time during Term 3 to deepen their own faith and spirituality during our staff retreat. Jim Waight (Education Officer -Formation for Mission CEB) facilitated the retreat. Our theme was "In the Footsteps of Jesus as Mary MacKillop showed us". Throughout the day we reflected on the mission of Jesus, how St Mary MacKillop lived that mission in her life and how we, as educators in Catholic Education, are called to continue that mission also in our daily work. Quotes from Bishop Paul, Pope Benedict, Pope Francis and the Congregation for Catholic Education inspired us, and at times challenged us, throughout the day. We learnt more about the Charism of the Sisters of St Joseph and attempted to articulate our school's Charism (that is, the spirit of the community; the energy that permeates through our community).

VALUE ADDED

Our 2021 School Improvement Data shows our school to be in the top 25% of all Catholic Schools across Victoria in all areas of Catholic Culture. Of particular note are our scores for Compassion (98%) and Social Justice (91%).

Other areas that indicate value added in our school are:

Collaborative planning with St Mary's School, Sea Lake.

Increased understanding of our school's ECSI data and the implications for teaching Religion.

Staff participation in Professional Learning Team Meetings with CEB Education Officer.

Improved scripture knowledge through increased focus on background information for staff and students.

Regular opportunities for prayer and liturgy across the school.

Student participation in Religious Education lessons and prayer.

Learning and Teaching

Goals & Intended Outcomes

Goals as per our 2022 Action Plan:

Strengthening the positive, safe and engaging learning environment focussing on embedding a culture of continuous improvement and achievement.

To implement Spelling Mastery across Grades 3-6 in order to Improve student spelling and writing skills.

To implement JEMM across Grades 2-4 & EMM in Grade 5/6 in order to improve mathematics outcomes for students.

Students are regularly self-assessing their work against the success criteria of the lesson.

Achievements

In 2022 we introduced two evidence-based programs to our daily timetable. The first of these was Spelling Mastery, which students in Grades 3-6 participated in.

Spelling Mastery builds dependable spelling skills for students through a highly structured method that blends the following approaches:

- Phonemic approach - helps beginning spellers learn the relationships between spoken sounds and written letters and then apply them to spelling
- Morphemic approach - exposes advanced spellers to prefixes, bases, and suffixes
- Whole-word approach - gives spellers at all levels the meaning and root of a word and shows how the word's spelling is influenced

Spelling Mastery interweaves these three approaches according to students' skill development and provides straightforward lessons to help efficiently and effectively teach the spelling skills students need to become proficient readers and writers. Explicit instruction, careful selection of spelling words, and repeated and cumulative practice help students master each concept and reinforce and retain key information.

There is much evidence that shows the positive impact improved spelling has on not only writing ability but also a child's reading ability. Spelling Mastery is a key approach that we have adopted this year, to assist in improving students reading and writing skills.

The second evidence-based program we introduced this year was Maths Mastery. Students in Grades 2-4 participated in JEMM (Junior Elementary Maths Mastery) and our Grade 5/6 students participated in EMM (Elementary Maths Mastery).

JEMM features 80 lessons, composed of 10 strands: whole number addition, whole number subtraction, number facts, place value, number patterns, money, measurement, fractions, time and chance and data.

EMM features 160 lessons, composed of 20 strands: Addition, subtraction, multiplication, division, number patterns, equations and inverse operations, whole number properties, fractions, decimals, measurement, space, geometry, average/percentage/chance/ratio, math language, time, algebra, visual perception, data analysis and problem solving.

Introduction of these evidence-based programs into our daily timetable was one way we were working towards achieving the Key Priority identified in our most recent school review of

Strengthening the positive, safe and engaging learning environment, focusing on embedding a culture of continuous improvement and achievement.

Our Integrated Studies units of work were: Wellbeing, Energy/Power, Change, with a History focus, and Creativity with an inventions focus. During the second half of 2022 teachers utilised MAPPEN to assist in the Inquiry approach to their students' learning in Integrated Studies.

At the start of Term 3, students participated in a Historical Town Walk to launch their learning in their Change unit. Mrs Decker, the walking Wikipedia of Hopetoun, was our tour guide for the walk. Members of the Historical Society took us on a tour of Corrong Homestead. It was a wonderful way to launch our learning for this unit.

Students have had the opportunity to showcase their learning with a Family Science Afternoon where they shared their learning in the Energy/Power unit. Grade 5/6 students also held a 'Vacation to the Goldfields' afternoon to demonstrate their wonderful learning in their Change unit.

The swimming program at the start of the school year was again a great success with all students extending their confidence and skills in the pool. Our Water Fun Day was well-attended by parents and the students had a very enjoyable day.

We had two students who were awarded with Age Champion at the Southern Mallee Lakes swimming carnival and two other students were placed in the championship event; a great achievement! As a result of this carnival seven students qualified to represent Southern Mallee Lakes at the Little Desert Carnival in Horsham. From this carnival we had two students qualify to represent Little Desert at the Greater Western carnival.

We headed to Jeparit to participate in the Southern Mallee Lakes Cross Country. Two students were awarded Age Champion and eight other students finished top three in their event; wow! Five students qualified for the Little Desert Cross Country that was held in Kaniva. Following this event, one student qualified for the Greater Western Cross Country in Warrnambool.

Grade 5/6 students represented Southern Mallee Lakes in the Football and Netball Winter Sports that were held in Horsham.

We were very excited to participate in Athletics for the first time since 2019. We travelled to Rainbow fort his event. Three students were awarded Age Champion on the day. Four students qualified to represent Southern Mallee Lakes at the Little Desert Carnival that was held in Stawell. From this event, one student qualified for the Greater Western Athletics Carnival that was held in Ballarat.

It was wonderful to be able to attend camps and excursions again in 2022. Grades 3-6 students had an overnight visit to the Swan Hill Pioneer Settlement. Students participated in a variety of activities, including learning about Aboriginal Culture, Blacksmithing, Rope making, a visit to the Pioneer School and Pioneer Building to name a few.

Our Foundation -Grade 2 students also headed to Swan Hill for their excursion. First stop was the Swan Hill Town Hall Performing Arts Centre to watch a live performance of 'Edward the Emu'. Students then enjoyed lunch at Barry Steggall Park Playground before participating in a Painting session at Dandy Lion Studio where they painted amazing emus!

Throughout year we welcomed Casey Stoetzer from Catholic Education Ballarat as our Learning and Teaching Advisor. Kim Hawkes joined us again as our Religious Education Advisor. Ashleigh Freckleton continued working with us this year for Speech Therapy. Monique Ryan continued on as our Special Needs Advisor. Murray MacDonald took over the role of Zone Consultant in 2022, replacing Chris Robarts.

In addition to working with CEB staff, teaching staff also worked virtually with world renowned education consultant Tom Hierck. Tom is based in Canada with extensive knowledge and expertise in all things education. Tom has written or co-authored a number of books including 'Seven Keys to a positive Learning Environment' and 'Starting a Movement' which is about Professional Learning Communities in schools. In 2021 we worked with Tom on strengthening our analysis of student data. During 2022 our focus with him was on instructional feedback. At the end of each session with Tom, teachers set a goal of what they would like to improve in their practice, put it into action then shared at the next session how they'd gone in meeting their goal. I think it's fair to say we always felt energised and reinvigorated after a session with Tom!

STUDENT LEARNING OUTCOMES

NAPLAN

Students in Grades 3 & 5 completed NAPLAN tests during 2022.

Where there are small cohorts of students, the examination of percentages alone can lead to quite misleading interpretation as the performance of just one or two individuals can impact significantly on overall percentages. As a result, the teaching staff has engaged in analysis of individual student results to make better informed judgments of student capabilities and educational need.

Spelling

In a fabulous achievement, 100% of Grade 3-6 students improved at least 1 whole Spelling Mastery level throughout 2022. The success of this program was also evident in student work samples, including dictation assessments.

Mathematics

The success of our Maths Mastery programs was evident with 72% of our Grade 2-6 students at standard or above in their PAT Maths results at the end of the year, compared to only 66% the previous year.

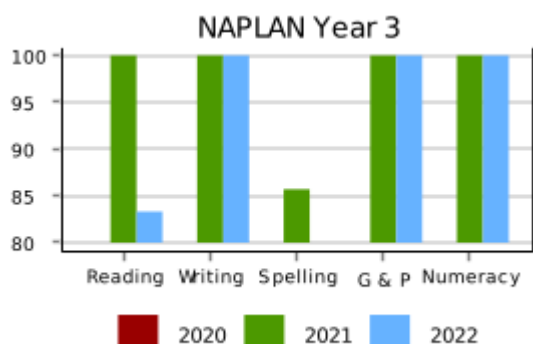
Teachers provided students with regular feedback in order to focus on continuous student improvement. Teachers implemented a number of formal and informal assessments, particularly at the start and end of each learning cycle. The pre-assessment was analysed and used to determine a students' starting point in the learning cycle. The post-assessment showed the growth in student achievement at the end of the learning cycle. Regular collection of data through Mathematics assessment, Writing moderation and Running Records was used to monitor student progress at school. Intervention processes and practices were used to create individualised programs when needed in order to best support and enhance the students' learning outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	83.3	-16.7
YR 03 Spelling	-	85.7	-	66.7	-19.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	**	**
YR 05 Numeracy	-	100.0	-	**	**
YR 05 Reading	-	100.0	-	**	**
YR 05 Spelling	-	85.7	-	**	**
YR 05 Writing	-	100.0	-	**	**

* 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

There was no specific goal for Wellbeing in the school's 2022 Annual Action Plan, however Wellbeing took an increased focus after a return to school full time for all students following remote learning in 2021.

Achievements

The school continued the explicit teaching of the Rights, Resilience and Respectful Relationships program. These varied experiences aimed to teach children how to keep themselves safe from harm, how to recognise the 'early warning signs' their body will give them if they are in an uncomfortable or unsafe situation and what to say and/or do to remove themselves from the situation.

In 2022 we introduced the explicit teaching of Zones of Regulation. The Zones are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in.

In addition to addressing self-regulation, the students gained an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

Our whole staff team participated in Level 1 Positive Behaviour Support Training. This training was conducted by Team Teach. Team Teach is an accredited, award-winning provider of training in positive behaviour support strategies. Their approach and philosophy has been developed by practitioners with over 20 years experience in delivering respectful, accessible and practical behaviour management solutions. Their training fosters a culture of support, teamwork and a holistic approach to behaviour management. Staff undertook 3 hours of online training in preparation for virtual 'face-to-face' day where we learnt more about de-escalation strategies (both verbal and non-verbal) and communication to ensure that challenging behaviours are transformed into positive outcomes.

In September we acknowledged National Child Protection Week. The overarching message was 'Every child, in every community, needs a fair go'. In particular, this year shone a light on children growing up safe and supported. Children and young people thrive when they grow up safe, connected and supported in their family, community and culture. They have the right to grow up in environments that support them according to their needs, now and into the future. We can stop child abuse and neglect – and reduce its impact – by working together to make sure every child in every community has a fair go.

As part of this week our students participated in Australia's Biggest Child Safety Lesson (ABC SL) through the Daniel Morcombe Foundation. The focus of these lessons was boundaries and body parts. Many people find talking about private body parts uncomfortable. But if a child

knows the correct terminology associated with their private body parts, it signals to perpetrators of child sexual abuse that the child has had personal safety education. It also leaves the child less vulnerable to being targeted and more likely to be successful in obtaining help if something does happen. Setting and communicating personal boundaries in a respectful way can help children assert their right to stay comfortable and enforce their right to stay safe.

Coinciding with Child Protection Week was National eSmart Week. The theme was 'Proud to be me, digitally'. The aim of National eSmart Week is to help children and young people to understand their rights and responsibilities online and empower them to be positive digital citizens. During the week, students gathered as a whole school to focus on online safety. We read a variety of picture story books with a theme of e-safety and used the information from these stories to create posters about staying safe when using technology. It was a very important week to empower our students about how to stay safe and how to speak up if they are in an unsafe situation.

Students' achievements were celebrated at Friday assemblies and awards were given to recognise the efforts and achievements of students. Every Monday morning a student was randomly selected as 'Star of the Week'. This is an opportunity for our school community to celebrate the chosen student. The student is interviewed and a display is created outside the classrooms and included in the newsletter as a special way to celebrate the uniqueness of each child.

We were very fortunate to have the continued services of an Additional Learning Needs Advisor and Speech Therapist to work with students. These professionals made a number of visits to the school during the year.

Nine students participated in special programs throughout the year with a Learning Support Officer. Some of these programs included Speech support, Read3 and Toe-by-Toe.

We celebrated 'Wellbeing Week' in Week 5 of Term 3. Students participated in a variety of activities during this week to promote their spiritual, physical and mental health and wellbeing. Activities included a Beetbox session, healthy lunch, Pilates and Mindfulness. It is hoped that students feel equipped to practise these strategies at any time that they feel they need.

In November students participated in Big Buddy Day. This was a whole day spent with their buddies, participating in a variety of activities. The student Child Safe team led everyone through the 11 Child Safe Standards, that they had written in child-friendly language. Students then selected a standard and made a poster with their buddy to educate their peers about that standard. Other activities throughout the day included decorating biscuits for recess, participating in Robotics activities and enjoy outdoor games.

VALUE ADDED

Student participation in Wellbeing experiences including Rights, Resilience & Respectful Relationships, National Child Protection Week, eSmart. Wellbeing Week and Big Buddy Day.

Individual Learning Plans for students with diverse learning needs.

Intervention programs for students with diverse learning needs.

Buddy support in the playground and through timetabled Buddy times.

Continued emphasis on a 'Healthy Community' and making healthy choices.

STUDENT SATISFACTION

Most recent Insight SRC Student Data:

Student experience	2018	2021
Student Morale	81%	74%
Connectedness to School	82%	82%
Purposeful Teaching	88%	88%
Stimulating Learning	84%	82%
Learning Confidence	72%	77%
Student Motivation	83%	93%
Connectedness to Peers	76%	77%

It is pleasing to note the improvement in Learning Confidence and Student Motivation from previous data, especially given the fact that the 2021 data includes 2 years of remote and flexible learning. The ongoing remote and flexible learning during 2020-2021 could be why Student Morale has dipped, compared to the 2018 data.

STUDENT ATTENDANCE

Non -Attendance

Parents are required to notify schools in advance of any absence, where practicable. Where a student is absent and the students' parent has not informed the school by 10am on the morning of the absence, prompt communication occurs with the parents/guardians.

Parents of absent students are required to provide a written note, detailing the reason/s for absence on their child's return to school. If this does not occur an Absence note reminder is sent home from the principal, requesting a written explanation from parents.

Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.

The Principal will, after consulting with the class teacher, attendance records and the student and their parent/guardian, decide upon a strategy to be employed. As truancy is often indicative of other problems including engagement and family issues, the support strategies employed by the Principal will be determined on a case-by-case basis. However, they may include:

- Initial telephone contact with parents
- Counselling sessions for parents and/or students

Home visits

Formation of a support group

School attendance as a prerequisite to extracurricular activities

Attendance rewards

Ongoing truancy issues will be reported by the Principal to the appropriate welfare and government agencies.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.6%
Y02	85.5%
Y03	84.6%
Y04	86.7%
Y05	70.7%
Y06	85.5%
Overall average attendance	83.3%

Child Safe Standards

Goals & Intended Outcomes

To continue to embed the Child Safe Standards into all areas of the school's practice.

To prepare for and implement Ministerial Order 1359 and the new 11 Child Safe Standards.

Achievements

All staff, SAC and volunteers participated in induction/renewal of the Child Safe Standards.

All staff and SAC members participated in a workshop on the 11 new Child Safe standards to audit where the school was already compliant and what actions needed to be taken to ensure full compliance with the new standards.

The Principal remained the appointed Child Safe Officer of the school.

The Child Safe Policy was reviewed and updated to maintain compliance with legislation.

The Statement of Commitment continued to be communicated to all members of the school community.

The Code of Conduct continued to be signed by all new staff, volunteers and contractors.

Documentation regarding the employment of staff and contractors is implemented when required.

All staff at St Joseph's School have undertaken training in recognising suspected child abuse and the process in reporting suspected child abuse.

St Joseph's School ensures risk assessments are conducted for all activities that students are involved in.

The school has implemented strategies to promote the participation and empowerment of children.

All staff undertook Mandatory Reporting eLearning modules.

All staff participated in an information session about the Reportable Conduct Scheme.

All updated documentation regarding the Child Safe Standards was updated on the school's website

Students were explicitly taught the Rights, Resilience and Respectful Relationships program.

Students were engaged in eSmart lessons to promote the safe use of digital technologies and safe online behaviour.

Students participated in Australia's Biggest Child Safety Lesson.

Students participated in a Safety Audit, indicating areas in the school where they felt safe and areas where they felt unsafe.

A student Child-Safety team was established to work on the new Child Safe Standards and write them into child-friendly language.

Students created posters to inform their peers about the 11 Child Safe Standards.

Parents were provided with information about keeping their children safe online.

Child Safety was a regular item on the School Advisory Council's monthly meeting.

Leadership

Goals & Intended Outcomes

There was no specific, strategic goal for Leadership and Stewardship in the school's 2022 Annual Action Plan.

Achievements

School Improvement

The major focus of School Improvement in 2022 was:

Improved understanding of the ECSI project & the associated scales, understanding of our school's ECSI data and the implications for teaching Religion

Implementation of Spelling Mastery, JEMM & EMM in order to improve student learning outcomes; increased opportunity for students to self-assess their learning against success criteria

Increase regular, explicit Wellbeing focus

All staff participated in professional development to improve their understanding of the ECSI project and the scales used in the project. Teachers have participated in Professional Learning Team meetings with Kim Hawkes (RE Advisor) based on how to plan a recontextualised unit of work using the Awakenings curriculum.

Spelling Mastery, JEMM and EMM have been implemented across Grades 3-6 (Spelling) and across Grades 2-6 (JEMM and EMM). Our student data would indicate success with these programs with many students showing incredible growth in their spelling and mathematics skills.

Zones of Regulation has been implemented across Foundation-Grade 6 with a specific focus on the regulation of emotions. These lessons occur weekly in each classroom with the learnings reinforced throughout the whole week.

Census Audit

Our school was selected in 2022 by the Australian Government for the Non-government School's Census Post-enumeration Exercise (PE). The purpose of the Census PE is to validate whether the Census information provided by schools is accurate, complete and reliable, and to ensure that the Census count process has integrity. The Census PE is also the way the Department measures the accuracy of recurrent funding payments, with the outcomes reported to the Australian National Audit Office (ANAO). In 2022 about 250 schools were audited across Australia. Contractors reviewed and assessed a variety of school documentation to verify students' eligibility for inclusion in the Census against the schools' Census data. There were no recommend adjustments made to our Census data.

VRQA Audit

In May we undertook an Audit with the Victorian Registrations and Qualifications Authority (VRQA). In Victoria, schools are reviewed to make sure they are meeting the minimum standards and other requirements for registration. In our Diocese, all schools are reviewed as part of their five-year School Improvement cycle. Schools are reviewed against the minimum standards for registration. The minimum standards include: Governance, Probity, Enrolment, Attendance, Curriculum and Student Learning, Care, Safety & Welfare of Students, Staff

employment, School Infrastructure, OH&S, Child Safe Standards and Bushfire Preparedness. If non-compliances with the minimum standards during a school review is identified the VRQA provide the school with a non-compliance report. The school will then be accountable for rectifying non-compliances in a timely manner. This process ensures our school maintains its registration, and therefore remains open! As you can imagine, there is a lot of work that happens continually in all of these areas, however a review means extra work ensuring our current documentation was uploaded onto our review portal for the VRQA auditor to access.

Emergency Management Training

Our staff undertook Emergency Management training through Specialist on Safety (SOS) in Term 1. This was a great time to refresh our Emergency procedures as well as our use of fire-fighting equipment in our school. Part of this training was also for SOS to watch and critique an evacuation exercise in our school. Chris from SOS was extremely impressed with how our school responded to the scenario we were given and congratulated staff and students on their processes and participation. It took 4 minutes and 10 seconds from discovering the “fire” in the Community Room to having everyone evacuated and accounted for, which was a great result!

Capital Improvement

The fence on our school oval was replaced during the year. This is a direct result of student voice in action in our school. During 2021 our students completed a safety audit of our school and a number of younger students expressed concern with playing on the oval as the fence was so low, they didn't feel safe with the low fence. This audit was taken to SAC where the decision was made that the fence needed to be replaced with a higher fence so that all children felt safe playing on the oval.

Major spending in 2022

Teacher residence, incl front fence \$5 680

Library resources \$2 997

Computer/technology \$6 007

Sports equipment \$93

Pest Control \$750

Office Blinds \$540

Religious Education resources \$765

Literacy resources \$3 393

Mathematics resources \$3 565

COVID Equipment \$1 438

Integrated Studies \$907

Intervention \$2 305

Furniture \$3 833

Virtual Incursions \$1 287

Wellbeing resources \$3 599

Excursions/Camps \$7 317

Storage Lockers \$4 240

Oval Fence \$11 400

Teacher Resources & PD \$10 363

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The school was closed to students on four occasions to enable staff to take part in professional development

Friday May 13th: Level 1 Positive Behaviour Support Training

Friday May 20th: ECSI Scales and Recontextualisation

Friday August 12th: Staff Retreat

Monday 31st October: Data Literacy

In addition to whole staff professional development, all members of staff took part in a variety of in-services and after school meetings related to specific areas:

Professional Learning Communities

Nationally Consistent Collection of Data

Religious Education

Jolly Phonics

Introduction to the Science of Reading

Swim Australia

Read3

Leading Flourishing Schools

O. H. & S

Specific Learning Difficulties

Child Safe Standards

ADHD

First Aid/CPR

Anaphylaxis training

Number of teachers who participated in PL in 2022	6
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Average expenditure per teacher for PL	\$1535
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TEACHER SATISFACTION

The following scores from our school's 2021 School Improvement surveys (Organisational Climate component) indicate high levels of teacher satisfaction:

Supportive Leadership 94% (up from 91% in 2018)
 Role Clarity 89% (up from 80% in 2018)
 Teamwork 91% (90% in 2018)
 Empowerment 87% (up from 80% in 2018)
 Ownership 91% (same as 2018)
 Appraisal and Recognition 90% (up from 75% in 2018)

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.6%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	25.0%
Graduate	0.0%
Graduate Certificate	25.0%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	6.0
Teaching Staff (FTE)	3.8
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	3.0
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

There was no specific goal for Community Engagement in the school's 2022 Annual Action Plan, however reconnecting with our school community was a focus after remote learning in 2021.

Achievements

St Joseph's continues to benefit greatly from the involvement of individuals and groups from the School and Parish Community:

St Joseph's parents, families and friends

Volunteer assistance at Sports days and other special events

Working Parties for catering, fundraising etc

Attendance at Working Bees

Major fundraising this year included the Field Days, New Year's Eve and the Christmas Stocking. I thank all members of working parties throughout the year for their hard work ensuring tasks were undertaken and completed to assist in the smooth running of our school. Thanks also to those parents who coordinated our Mother's Day and Father's Day stalls and to those who came along to Parent Meetings to contribute their ideas. Your time and input is greatly valued.

It was fabulous to be able to hold celebrations for both Mother's Day and Father's Day in 2022, with it being the first time since 2019 that we have been able to hold our Father's Day Breakfast. These special celebrations are very important to us to acknowledge and thank our mother and father figures for the enormous impact they have on the lives of our students.

2022 marked 40 years of Junior Red Cross at St Joseph's School, what an incredible achievement! We gathered with the local Red Cross branch members as well as the State Director of Red Cross to celebrate this very special event. The school was presented with a plaque in recognition of the students' efforts over the last 40 years.

The Junior Red Cross and Mission Group, as they are now called, have remained active in their fundraising and support of those in need throughout the year. They raised \$600 for the Red Cross Flood Appeal, \$125 for Project Compassion, \$52 for the Shared Table Project in Peru and \$ for Catholic Mission. They also supported Mary MacKillop Today's Mobile Kindy Project in Fiji and the Daniel Morcombe Foundation. My congratulations to these students on their wonderful achievements in working to support the human dignity of all.

The Junior Red Cross and Mission Group also registered as a collection point for Breadtags for Wheelchairs. The breadtags are recycled and repurposed, with the money for them supporting the purchase of wheelchairs for people in South Africa. Collection of bread tags helped students to raise awareness of plastic waste and encouraged recycling and care for the environment, which our principles of Catholic Social Teaching ask us to do. Collection of bread tags also encouraged compassion through involvement in a project that benefits others and develops a sense of being able to 'make a difference' in restoring human dignity to those in need of a wheelchair to live their best life each day.

During the year students participated in Clean Up Australia Day and National Tree Planting Day. As a Catholic school community we are called to care for our environment and ensure its sustainability for future generations. Participating in Clean Up Australia Day and Tree Planting Day are two small ways we can do this.

In May we joined with schools across the nation to celebrate National Simultaneous Storytime (NSS), which is held annually by the Australian Library and Information Association (ALIA). Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country. In its 22nd successful year, it is a colourful, vibrant, fun event that aims to promote the value of reading and literacy, using an Australian children's book that explores age-appropriate themes. The 2022 book was 'Family Tree'. Students listened to the book before completing an activity with their buddy.

Students also acknowledged National Reconciliation Week (NRW) during May. NRW is a time for all Australians to learn about our shared histories, cultures and achievements and to explore how each of us can contribute to achieving reconciliation in Australia. NRW started as the Week of Prayer for Reconciliation in 1993 and was supported by Australia's major faith communities. In 1996 the Council for Aboriginal Reconciliation launched Australia's first National Reconciliation Week. Today, NRW is celebrated in workplaces, schools, early learning centres and community groups nation-wide. In 2022 the theme "Be Brave. Make Change." was a challenge to all Australians to Be Brave and tackle the unfinished business of reconciliation so we can Make Change for the benefit of all Australians. During NRW we used picture story books to learn about significant events in our nation's history including the 1967 Referendum that allowed fairer laws for Aboriginal people. These new laws included equal access to education, swimming pools and cinemas, as well as including Aboriginal people in the national census count. This Referendum was a significant point in our nation's history where 9 out of 10 people in Australia acted on this year's theme to make change for the betterment of all in our society. Our work during NRW helped to bring an awareness to the ongoing need for Reconciliation in our country.

In June we acknowledged Refugee Week. Refugee Week is an opportunity to promote greater awareness of refugees in our community. Refugee Week aims to educate the public about who refugees are and why they have come to Australia and to foster empathy and understanding so as to encourage a safe and welcoming environment for people seeking safety in our country.

In 2022 Refugee Week focused on healing, and as Pope Francis noted in 2018, our shared response must be to continue "to welcome, to protect, to promote and to integrate".

During Refugee Week we gathered as a whole school to learn more about refugees. We read a beautiful book, *My Two Blankets*, which tells the story of a young girl who has to leave her home to settle in a new land where she has no understanding of the language or culture of her new home. She metaphorically wraps herself in an old blanket "of my own words and sounds." She then makes a friend at the park who teaches her new words to weave into a new blanket. It is a lovely story of how acceptance of others can lead to compassionate friendships, where all feel included and valued.

In August Grade 5/6 students celebrated National Science Week with a virtual incursion delivered by Perform Education. Students had the opportunity to jump through a Window To The World to discover the unsung hero of STEM – Glass! At the heart of the global transformation of communications, technology, medicine, transport and global sustainability is the sandy substance of glass. We can't live the way we do without it – from fibre-optics, the internet and mobile phones, to its indispensable role in improving our quality of life and helping

us live more sustainably in the future. Students learnt all about the every-day impact of glass, how it helps our communications and health, and how it is driving a sustainable future.

In August we also gathered with students and staff from our Southern Mallee Cluster schools for a Cluster Day. This was the first opportunity we had to gather for this day for the last few years so we were very excited that we could gather again this year. The day commenced with a performance, *The Emperor's New Clothes*, in the stadium at Hopetoun P-12 College. After the performance, students participated in some outdoor activities before returning to school.

It was wonderful to be able to celebrate Book Week with the Kinder students in 2022. Students came to school dressed as their favourite book character before heading to the Hopetoun Kindergarten to read stories with the students there. Later in Book Week we also participated in a virtual Book Week performance 'Story Quest'.

Students produced a wonderful display for the RSL Hall for ANZAC Day, which was well received by all who were present at the Dawn Service.

PARENT SATISFACTION

The following scores from our school's 2021 School Improvement surveys indicate high levels of parent satisfaction:

Parent Partnerships 93%

Approachability 95%

Parent Input 91%

Learning Focus 93%

Behaviour Management 96%

Stimulating Learning 98%

These areas all show increased scores compared to 2018 data.

The following activities would also strongly suggest there is a high level of satisfaction among parents on the operation of the school:

Attendance at school Masses and Liturgies.

Regular productive School Advisory Council meetings.

Enthusiastic parental support for School Working Parties.

Positive feedback regarding the student mid-year and annual reports.

Excellent attendance and engagement in parent teacher meetings.

Regular parent attendance and support of school special activities.

Willingness of parents to openly discuss issues with the principal and staff.

Future Directions

During 2023 the staff and School Advisory Council will continue to implement the School Improvement Plan as we lead into our next school review, due in 2024. In 2023 our school community will be invited to complete Insight SRC surveys in preparation for our 2024 School Review. Staff and School Advisory Council will commence the planning for our 2024 School Review.

The main area of educational focus in 2023 will be to transition our school's approach to teaching Literacy from a Balanced Literacy approach to a Structured Literacy approach. We have been accepted for Level 1 support in this project. This will mean we will have extensive support from CEB Learning and Teaching Adviser Emma Rutherford. We will also have access to the work on the SunLit project over the last three years in the area of Structured Literacy. It is expected to take at least three years until we are fully implementing Structured Literacy. This is a very exciting time, with our school being only one of ten schools in our Diocese who are adopting this approach. The process will be very rigorous, and at times challenging, however it will also be a very exciting time where we change our practice in order to further enhance our student's literacy skills.