



St Joseph's School Orbost

2022 Annual Report to the School Community



Registered School Number: 1177

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Minimum Standards Attestation

I, Kirsten Daly, 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.

29/03/2023

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 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

Our School Vision

Inspired by the life of Jesus, we promote the possibility of a relationship with God. We foster a respect for all and build strong relationships with the community. In partnership, we strive to promote curious and confident life-long learners.

Strategic Intent

Create a learning culture that promotes high expectations; through evidence-based, targeted teaching; and builds collective efficacy.

School Overview

St Joseph's Catholic Primary School provides primary education for children from the communities in and around Orbost, drawing pupils from all outlying areas. Our school was founded by the Sisters of St Joseph in 1923 and has developed a strong tradition in the local community guided by the Gospel values of peace, justice, love and hope. We are a school for the whole community, warmly inviting enrolments from all families, including those with other faith traditions.

The multi-age grouping of children reflects life experience, provides valuable social education and enables children to recognise their own responsibility in developing an atmosphere informed by the values of Jesus Christ.

The school culture of inclusion and acceptance enriches us all and helps us to develop a strong sense of self-worth and independence. The school grounds create a safe, stimulating environment where the students can appreciate and enjoy outdoor learning and recreation. Having modern facilities and being technologically well-resourced, St Joseph's Primary School has the tools to support innovative teaching and personalised learning. The focus of Learning and Teaching is clearly on collegiality, strategic planning and evidence-based practice, to support targeted teaching and enable appropriate learning adjustments so that outcomes are improved for all, particularly in the key learning areas of English and Mathematics. Participating in Religious Education and specialist programs affords students opportunities for holistic growth. To this end Music, Languages (Auslan), Physical Education and Visual Arts are taught as specialist subjects providing opportunities for students to appreciate their own talents and those of their peers.

Staff, students and parents work together to create an excellent educational experience and provide effective pastoral care. The wellbeing of students is well-supported by all staff members, who assist students in understanding and managing their emotions and developing positive relationships.

Our multi-faceted educational environment enables children to reach their full potential in a rapidly changing world. In this way, the religious, spiritual, intellectual, emotional, social and physical development of each child is nurtured and developed.

Principal's Report

At St Josephs' Primary School we are committed to the Catholic Identity of our school and we are always striving to create learning experiences that meet the needs of the child that allows each student the ability to succeed and grow as an individual.

At the outset of the 2022 year, we faced ongoing challenges posed by the COVID-19 pandemic, which required us to navigate the transition to a more typical school routine, which was still uncertain. We focused on the wellbeing of our community during this time, prioritising both the learning and mental health of our students.

At St. Joseph's, we recognize that a strong foundation of safety and well-being is essential for student learning. Thus, we remained steadfast in our commitment to this area throughout the year. Specifically, we prioritised the further integration of child safety practices into all of our school policies and procedures, in partnership with the Diocese of Sale Catholic Education (DOSCEL). By working collaboratively, we are ensuring that St Joseph's continues to provide a secure and supportive environment for our students to learn and thrive.

At St Joseph's, we remain committed to equipping our teachers with the knowledge and skills necessary to provide exceptional learning experiences for our students. To this end, we have continued to prioritise targeted professional development opportunities aimed at enhancing our teachers knowledge and expertise in the Victorian curriculum, high-impact teaching strategies and data analysis. Additionally, we have focused on developing our teachers' understanding of how to effectively support students with disabilities in the classroom.

In 2022 we embarked on a journey of discovery. Our vision, mission, pedagogy and strategic directions were examined and re-formalized to ensure we evolve as a community of learners. New strategic plans will be created in 2023 that reflect past, present and future educational thinking and creativity.

We continue to rely on the support of our parents, adults and friends to build the community that we have. As a school community we are dependent on the support of the parents to ensure we are not working in isolation, but rather in unison. As a community we have worked hard to foster a positive and trusting relationship, and continue to share the ideas, vision and conversations that will further enhance best practices and learning opportunities. It's exciting times and we call on all in our community to embrace the challenge.

I would like to express my sincere gratitude to the St Joseph's community for your unwavering support throughout the past year. It has been a great honour to serve as the principal of St Joseph's, and I am incredibly proud of all that we have accomplished together. While there is still much work to be done, we have made significant strides in advancing our school's mission and providing our students with the best possible learning experience.

Leadership is a challenging responsibility, and I acknowledge that I may not have always gotten it right. Nevertheless, seeing our students grow, learn, and flourish under our collective guidance has been an unparalleled reward. As we continue to move forward, I am confident that our shared commitment to excellence will drive us to even greater heights.

Once again, thank you for your support and trust in our school community. We look forward to working together to achieve our goals and provide the best education for our students.

Kirsten Daly
Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

To invite a deeper understanding of a recontextualised Catholic faith through a focus on Catholic particularity.

Intended Outcomes:

- That a dialogical relationship is developed with an increasingly diverse community through To Live in Christ Jesus/Sexuality Education in the Catholic School (SECS).
- That there is a clear and consistent articulation of Catholic Identity at St Joseph's.
- That there is a promotion of Catholic Social Teaching across the community.

Achievements

St Joseph's Catholic Primary School continued to be involved in a variety of liturgical celebrations as it adapted to the last stages of opening from the COVID-19 pandemic.

We celebrated:

- Holy Week with prayer and interactive activities for students.
- St Joseph's day with a reflection followed by wood workshops to get students using their hands.
- St Mary Mackillop by acknowledging her contributions to the church and education via a prayer service, special lunch and an afternoon activity.
- and finally welcomed friends and family back into the school for our Christmas celebrations. The feeling of warmth and love from the community was embraced, as it had been missed by all.

The school has reinvigorated the school logo placing great emphasis on 'To Walk in the Light' as the key Catholic message of the school. The staff greatly value and actively support all of the resources and initiatives provided, by establishing connections between our Whole School Approach to Positive Behaviour Support values, Catholic Social Teaching, and Scripture This effort is helping us to make links explicit to students and is contributing to the school's positive reputation.

St. Joseph's Primary School continues to develop an environment where staff engage with the Catholic Identity and Religious Education (CIRE) team of DOSCEL to develop an understanding of the curriculum. Our school's Religious Education closure day was dedicated to enhancing teacher knowledge of the Inquiry approach for teaching Religious Education, which was further reinforced in our termly professional learning meetings. As a result, teachers were able to effectively implement the 'To Live in Christ Jesus' curriculum and create engaging learning experiences for students.

The CIRE team presented and workshopped the 'Sexuality in the Catholic School' resource.

VALUE ADDED

- St Joseph's went through the review process and ESCI (Enhancing Catholic School Identity) survey to help develop our school strategic plan for next four years.
- Building collective efficacy by creating an environment for teachers to plan together
- Staff preparing prayer for meetings and whole school experiences
- Year 6 Graduation Mass and ceremony
- Daily morning prayer in classes
- School Newsletter articles and introduction of the St Joseph's Award
- Each class presenting prayer or reflection at the beginning of Assemblies, demonstrating learning from the Religious Education topic or celebrating an event in the liturgical year
- The Christmas concert was a presentation of the traditional story, performed by younger years, and a recontextualized version, written and performed, by the senior students incorporating technology.
- Community connection with families and friends sharing a meal, entertainment and dialogue at our school concert
- Junior years singing at the local community centre

Catholic Social Justice Principles by helping others through:

- Growing vegetables and herbs to give to families
- Staff cooking with students to provide family dinners
- Caritas fundraisers with special days, ie. crazy socks

Learning and Teaching

Goals & Intended Outcomes

Goal:

To build an expert teaching team to enhance the learning outcomes and well-being of all students.

Intended Outcomes:

- That school leaders create the conditions in which expert teacher practice is developed to enact the curriculum and students have access to learning entitlement.
- That teachers encourage and assist students to monitor their own learning and to set goals for future learning.
- That leaders and teachers have the capacity to read; interpret and action data and evidence for school and student performance.
- Whole School Approach to positive behaviour support is known and implemented throughout the school

Achievements

Our Term Two Collaborative conferences were held face-to-face. It was a valuable opportunity for teachers to meet and greet parents and guardians, and reflect on student learning, in particular academic progress, adjustments for learning (if necessary) and social/emotional skills and wellbeing.

To foster collegial conversations and facilitate effective planning, our school's first priority was to construct a dedicated planning room for our staff, separate from the staff room. Throughout the year, teachers collaborated to share their expertise and develop best practices, all with the goal of ensuring student success in the upcoming academic year of 2022.

Our professional development plan for 2022 was centred around enhancing the expertise of our teaching staff, which we achieved by:

- Building knowledge of the High Impact Teaching Strategies: Explicit Teaching and Structured Lessons.
- The DOSCEL Collective has maintained regular meetings via Zoom, with a renewed focus on providing support to individual schools rather than a small group. This personalised approach has allowed for targeted upskilling of staff to better meet the diverse needs of all students. Specifically, we have strengthened our instructional practices in the areas of Math and Literacy, enhancing our ability to effectively support student learning and growth.

- Unpacking student assessment data, specially from the PAT Reading and PAT Maths assessments, allowing us to closely examine student performance and identify areas where they may have gaps in their learning. Through this analysis, we developed targeted interventions and supports to address these areas of need to help students make progress.
- Introduction of the Essential Assessment program to gather, analyse and use data to develop targeted learning sequences.
- Engaging in external professional learning in the '7 Steps to writing' program which led to focusing on a comprehensive approach to writing assessment. This included the use of a common rubric, collaborative work moderation to ensure consistency, and the integration of visible learning strategies to help students set and work towards their own personal writing goals. By taking this holistic approach, we aimed to foster a school-wide culture of writing excellence and support students in developing their writing skills.
- Upskilling staff on the National Consistent Collection of Data (NCCD) for students with disabilities. This training involved collaborative discussions and modelled examples to support teachers in developing Personalised Learning Plans (PLPs), setting goals, and determining the appropriate level of adjustments needed to ensure all students can access the curriculum at their own level. Through this initiative, we aimed to promote equitable educational opportunities for all students and enhance our capacity to support those with disabilities.
- Whole school participation in DOSCEL De-escalation training.
- Education Support Officer's (ESO's) training in Autism with face to face Sue Larkey Workshops.
- School Chaplain and ESO participation in the Storm Bird and Seasons of Growth Training.

The success of learning experiences at St Joseph's is demonstrated in the following achievements:

- A systematic phonic program, The Literacy Collective, was introduced into junior years
- A change of Second Language learning from Mandarin to Spanish
- Piloting a team-teaching and collaborative planning model for two combined classes of Year 4-6 students during math instruction. This approach allowed for greater collaboration and sharing of best practices between teachers, while also providing students with a more dynamic and engaging learning experience. Through this trial, we aimed to enhance our instructional practices and better support our students' academic growth in math.
- Purchase of a variety of resources (such as, decodable readers and Fountas & Pinnell Guided Reading sets for middle years classroom) to support Explicit Teaching of Reading skills.
- Development of teacher's skills to engage children through ICT.
- The school's volleyball team advanced to the Division Level and achieved regional recognition in athletics.

A Speech Pathologist, Melissa Johnson, continued to provide support to students and teachers in Oral language. Melissa also conducted Language Assessments, establishing goals and offering recommendations to improve student outcomes.

As a school we completed our four yearly review through which we developed clear goals and actions for school improvement over the next four years.

Our teachers also completed many Online Modules - Mandatory Reporting, Disability Modules, Occupational Health and Safety and Child Safe.

STUDENT LEARNING OUTCOMES

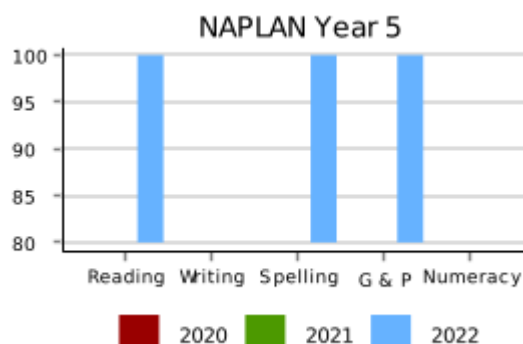
During 2022, Intervention Programs and Tutoring continued in both Literacy and Numeracy to support individual learning needs. Education Support Officers continued to follow the lead of classroom teachers by providing support such as Toe-by- Toe, Spelling Mastery and Levelled Literacy Intervention program (LLI) reading program which were also implemented during Remote Learning for those students requiring extra support.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	**	-	**	**
YR 03 Numeracy	-	**	-	**	**
YR 03 Reading	-	**	-	**	**
YR 03 Spelling	-	**	-	**	**
YR 03 Writing	-	**	-	**	**
YR 05 Grammar & Punctuation	-	**	-	100.0	**
YR 05 Numeracy	-	**	-	80.0	**
YR 05 Reading	-	**	-	100.0	**
YR 05 Spelling	-	**	-	100.0	**
YR 05 Writing	-	**	-	80.0	**

* 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

Goals & Intended Outcomes

Within our welcoming and supportive school culture, we continued to build resilience, confidence and acceptance of others by supporting families, maintaining strong community partnerships, personalising learning and embracing the Whole School Approach to Positive Behaviour Support.

Achievements

Achievements

At the start of the school year, we honoured and celebrated the cultural traditions of the Indigenous peoples by holding a welcome to country ceremony. This included a smoking ceremony and leaf cleansing ritual in the Indigenous garden/yarning circle, acknowledging the importance of the land and its history. By beginning the year in this way, we aimed to foster a deeper understanding and respect for Indigenous culture among our students and staff.

Achievements in our school community and in student wellbeing included:

- Employment of a school chaplain, Hans Van Wilgenburg, for another year. Hans worked with students who required support, specifically around emotional regulation and resilience.
- Greater focus on targeting the Personal and Social Capabilities within the Victorian Curriculum due to the continued disruption of COVID 19, to help ease student transition back to normal school life.
- Professional Learning for all staff in our Whole School Approach to Positive Behaviour Support and training in De-escalation strategies.
- Sports in Schools went ahead from Term 2 with school Athletics, Cross Country, Winter and Summer Team Sports, coaching incursions with AFL skills and soccer, ending the year with our indoor swimming program, Lakes Aquadome, to prepare students for the summer break.
- Our school has taken proactive steps towards promoting Indigenous inclusion through a grant that supports the cultivation of edible plants and bush tucker. This initiative has provided students with a unique opportunity to learn about traditional Indigenous food sources and their connection to the land. In addition, we celebrated NAIDOC Week by engaging in cultural activities such as basket weaving and totem designing, further enhancing our understanding and appreciation of Indigenous culture. Our Indigenous Mural, as you walk into the school, has started to be transformed into a magnificent masterpiece, with the collaboration of our Art teacher and very talented family members of students. By incorporating these initiatives, we aim to create a welcoming and inclusive environment that respects and celebrates the cultural diversity of our community.

VALUE ADDED

When St. Joseph's school opened its doors to the community, in Term 2, numerous initiatives were reintroduced or newly implemented to improve the school's relationship with families and student wellbeing. Here are some examples of these initiatives:

- We held the Biggest morning tea
- Hosted the Positive Parenting Workshop
- Participated in The Resilience Project for staff, students and parents
- Students and parents were invited and participated in Healthy Harold and Kids Roar workshops
- We warmly welcomed families and parishioners to celebrations, in person for Mother's, Father's, and Grandparents Days. Whole school Feast days of St Joseph and St Mary of the Cross Mackillop. Our Christmas end of year concert
- Curriculum enhanced social-emotional learning programs such as implementation of SSIS-SEL assessment and planning, Friendology, The PillowCase Project (Red Cross), Play Therapy interventions every Friday, and Responsible Pet ownership
- Transition programs such as, Fun 4 Fours Nagle, SREC yr 6 program during the year, end of year secondary and Foundation transitions days
- Camps resumed with years 3 and 4 going to Coolamatong (1 night) and years 5 and 6 going to Melbourne (4 nights)
- Day excursions to Marlo Park, Cape Conron for Bug Blitz
- Year 6 students participated in the GRIP Student Leadership workshop in Sale
- African cultural circus, Forge Creek Theatre performances, ART Expo and workshop in Bairnsdale Museum and science experiments
- Special events/ days such as, disco, crazy hair and socks, footy colours
- Establishment of new veggie patch and flower bed
- Introduced a new member of our school family, our pet rabbit, Karrot
- Year 6 Graduation mass was held, followed by a farewell presentation and morning tea in the school hall, with families and friends
- Introduction of new parent communication system, SIMON Everywhere App (PAM)

STUDENT SATISFACTION

Each year, schools are required to conduct an annual survey, Insight SRC survey, of the student, staff and parent community. Insight SRC survey data demonstrates an increase in student satisfaction of classroom behaviour and the opportunities they have to collaborate with their peers. The survey was conducted towards the end of the COVID lockdowns which could explain the slight decline in the student engagement of learning and emotional wellbeing results.

STUDENT ATTENDANCE

Parents are encouraged to notify expected absences in advance via PAM- SIMON Everywhere App or to ring the school office on the morning of an unexpected absence. Class teachers mark the roll each morning and afternoon on SIMON. Parents of students who are absent, without explanation, are contacted by telephone each morning and an explanation is requested. Voice messages are left requesting a call back if calls are unanswered. An additional call is made later in the morning if no response is received. If contact is still not made, a text message is sent advising the parent of the child’s absence and requesting an explanation. In the case of prolonged or regular absences, the principal requests a meeting with the parents to explain the importance of regular attendance and seeks advice from relevant staff at the Catholic Education Office

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	85.6%
Y02	28.3%
Y03	92.0%
Y04	82.2%
Y05	71.3%
Y06	83.5%
Overall average attendance	73.8%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

- Ensure a child safe school environment that meets all mandatory compliance requirements.

Achievements

As a school, we have conducted a comprehensive four-year review that has enabled us to establish specific goals and action plans aimed at enhancing school performance. In addition, we have successfully completed the Risk and Compliance Framework Audit, demonstrating our commitment to ensuring compliance with regulations and minimising risk. Moreover, we have also implemented the Child Safe Standards - a Ministerial Order (No. 1359) aimed at managing the risk of child abuse in schools and school boarding premises. To further ensure compliance, we have undergone a compliance review conducted by the Victorian Registration and Qualifications Authority (VRQA) to ensure that we meet all necessary standards and requirements for school registration.

We have taken numerous steps to bring about cultural change in the school community to promote child safety through,

- The development of a child safety Champion, Jenny Miralles
- The embedding of policies and procedures into everyday practise that directly affect the school community through newsletter articles and promotion through the schools website and social media channels
- Including Child Safety as a permanent agenda item in weekly briefing notes and whole staff meetings
- Educating families and support people to obtain a WWCC and guide through the induction process
- Acknowledging and reviewing Child Safe standards and the staff handbook with all staff
- Embedding the Whole School Approach to Positive Behavior Support in the practise of all staff through professional learning, policies and procedures, including de-escalation training for all staff
- Including student agency and learning of Child Safety through multiple initiatives, e.g DOSCEL Safety Week poster competition
- Maintenance of school boundary fencing
- Altering school landscaping to provide line of sight for children supervision

- Exit signs moved and repositioning of the exit green button to prevent student exiting
- Before any camps or excursions, risk assessments were carried out with the teachers attending the camps. Students with high medical needs or challenging behaviours were given an extra support person, so they could attend the camp.
- On our Website, policies regarding Child Safe Policies are available under Child Safe, including a Commitment to Child Safe Framework, Child Safe Policy, Protect Responding and Reporting Obligations Policy, Mandatory Reporting Policy and Reportable Conduct Scheme Policy
- Teachers have been involved in Risk Assessments before camps, excursions and sporting activities are undertaken.
- Supervision of yard and bus duties have been clearly discussed to all staff at staff meetings.

Leadership

Goals & Intended Outcomes

Goal:

To provide a child safe, well-resourced primary school that reflects Catholic identity in the local community.

Intended Outcomes:

- That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.
- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.
- That student outcomes drive the allocation of school resources

Achievements

St Joseph's Primary School operates as a close-knit community where collaborative leadership is embraced to foster effective learning and teaching practices. Despite our small size, we strive to work together as a team to drive educational excellence and achieve our shared goals.

In 2020 our leadership team committed to regular meeting schedules to ensure all areas of school life were being attended to and all members were on the same page. These meetings were an essential component to our promise of delivering supportive management and leadership across the school. Good things were achieved and good foundations laid to help guide our future directions.

All year six students were given opportunities to build upon their own leadership capabilities with students being rostered on for preparing and presenting school assemblies and helping in the Mackillop classroom.

The school environment, both classrooms and playground, reflect the school leadership's care of and commitment to providing an engaging and attractive place for students. A new initiative of lunchtime club activities was introduced.

Financial resources have been used purposefully to enhance the school's learning, physical activity, social cohesiveness and spirituality.

The needs and care of students and their families is paramount within the school community, evidenced by the many programs, structures and processes to support the more vulnerable including students with additional needs.

All staff had their Annual Review Meeting (ARM) in terms three and four to finalise staff intentions or class placements for 2023. The ARM is an opportunity to reflect on work practices and set goals for ongoing professional learning and growth.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Learning and Teaching Network meetings
- Collective meetings focusing on English and Mathematics
- Seven Steps to Writing Success
- Principal conferences, briefings and meetings
- Learning adjustment, Nationally Consistent Collection of Data and Inclusive Education
- Individual Learning Plans
- Religious Education Leaders Conference
- Principal Formation
- Staff planning using To Live in Christ Jesus
- First aid, Mandatory Reporting and Reportable Conduct
- Whole School Approach to Positive Behaviour Support
- Sue Larkey Professional Learning
- Stormbird training
- DOSCEL de-escalation training and behaviour support planning
- Stephanie Alexander Kitchen Garden Program
- Website management, SIMON administration training
- NAPLAN online administrator and supervisor training

Number of teachers who participated in PL in 2022	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

The 2022 Insight SRC data indicated a slight decline in the Organisation Climate of the school, which could be the result of a transitional period of new management and staffing.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.0%

ALL STAFF RETENTION RATE	
Staff Retention Rate	66.7%

TEACHER QUALIFICATIONS	
Doctorate	20.0%
Masters	60.0%
Graduate	60.0%
Graduate Certificate	0.0%
Bachelor Degree	80.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	7.0
Teaching Staff (FTE)	4.1
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	6.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To build family disconnectedness to the school with a focus on improving student outcomes.

- Build on the collaborative partnerships with families, outside agencies and the wider community.
- Develop a greater range of collaboration / feedback tools for families. — including news / student data / newsletter / learning

Achievements

St Joseph's supportive and engaged family community is a huge asset. Much of the success of the school can be attributed to the positive and proactive manner with which our families engage in the life of the school. This was particularly evident in the year's periods of remote learning. Families gave regular feedback that allowed staff to modify and improve remote learning practices supporting both students and supervising parents.

Teachers constantly responded to parent questions and concerns.

Timetables were drawn up to provide time for meets with families of children with additional needs. Pupil Support Group meetings also went ahead using a variety of online tools.

The school utilised a range of free and easily accessible tools to connect with families;

- SeeSaw
- Zoom
- Google Meets and Classroom
- SIMON- PAM

These formed the core of our communication repertoire, remaining consistent across the year.

Cyber Safety sessions were offered to parents across the remote learning periods as a practical aid to support learning at home.

Other events included;

- Father's Day Egg and Bacon Roll Breakfast
- Mother's Day Morning Tea
- Grandparent Day
- Term assemblies
- Christmas Concert and Shared dinner

PARENT SATISFACTION

School improvement surveys show that parents feel staff are approachable, engaged and that there is a clear focus on school improvement. Anecdotally, families were appreciative of the school's response to remote learning and the efforts made by staff to support students and families.

Future Directions

Looking ahead, we have set ambitious goals for the future. Our focus will be on continuing to improve student learning outcomes, providing ongoing professional development opportunities for our staff, and further engaging with our local community. We will also be investing in new resources and infrastructure improvements to support student learning.

St Joseph's Primary School will continue to reach out to the diverse community of Orbost and surrounds to articulate Catholic Identity; invite families to join our school family and provide quality educational opportunities for children. Connect with our Indigenous community, listen and ask how we can improve?

Diocese of Sale Catholic Education Office initiatives, will continue to drive school improvement, moving into a deeper level of implementation. Unpacking data and researching into the most effective evidence based strategies that we could use to have impact on our students will be our emphasis. A focus on building staff capacity to self reflect on practise and implement learning adjustments in all areas of learning.

Optimal importance will continue to be afforded to child safety, with all members of the community, and visitors, adhering to the school's Code of Conduct and displaying the characteristics described in the Whole School Approach to Positive Behaviour Support. Creating the conditions to enable relationships built on trust and reflective practise. Building the student leadership roles to provide a greater student voice in our direction.

Invitations to discover Catholic faith and tradition will abound in an inquiry-based, dialogical approach to learning. We want to rebrand the school by updating our school logo to reflect our Catholic Identity and highlight the words on the old logo Walk in the Light as our motto. Teachers will be challenged to embed reflective practice so that high leverage strategies, based on clear evidence of student achievement, are utilised in teaching and learning is meaningful for students.