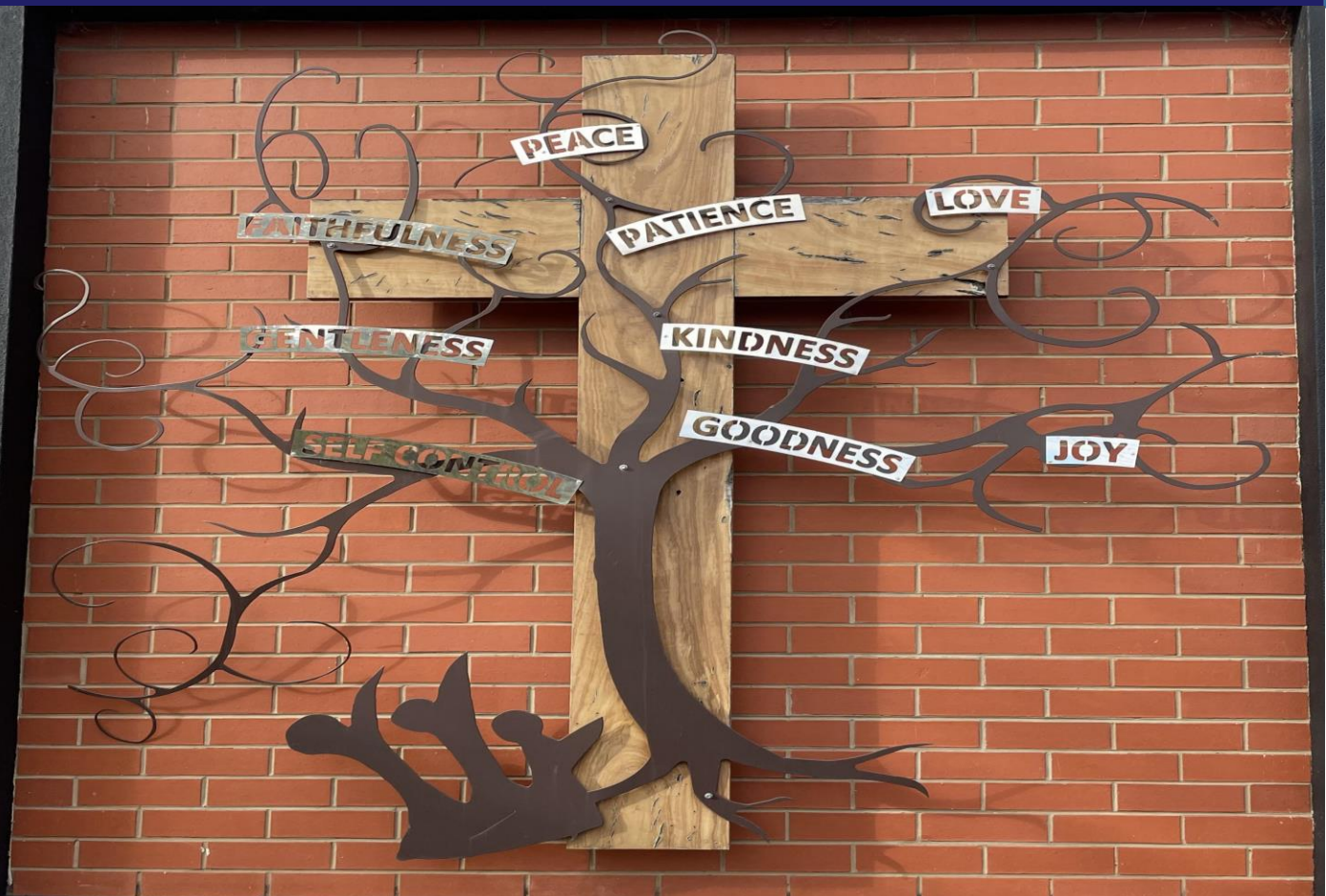




St Joseph's School Benalla

2022

Annual Report to the School Community



Registered School Number: 205

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report6

Parish Priest’s Report10

School Advisory Council Report11

Catholic Identity and Mission12

Learning and Teaching14

Student Wellbeing20

Child Safe Standards26

Leadership28

Community Engagement34

Future Directions38

Contact Details

ADDRESS	17 Wedge Street Benalla VIC 3672
PRINCIPAL	Mary Dunstan
TELEPHONE	03 5762 1347
EMAIL	principal@sjbenalla.catholic.edu.au
WEBSITE	www.sjbenalla.catholic.edu.au
E NUMBER	E3005

Minimum Standards Attestation

I, Mary Dunstan, 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.

31/03/2023

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 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

IDENTITY STATEMENT

St Joseph's is a welcoming, Catholic, child-safe school community, that nurtures and values each person, knowing God lives in all of us.

VISION STATEMENT

St Joseph's strives to:

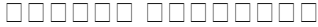
Provide a safe, inclusive environment that fosters hope, respect, responsibility, and reconciliation.

Promote shared partnerships between home, school, parish, and the wider community.

Educate the whole person – spiritually, socially, emotionally, academically, and physically.

Provide a challenging, innovative, and comprehensive curriculum that encourages life-long learning.

School Overview



School Overview

The Parish consists of St. Joseph's Catholic Church and Primary School and FCJ College, owned by the FCJ congregation. The school works closely with FCJ College and within Benalla Regional Catholic Education (BRCE), to enhance Catholic Education within the region.

St. Joseph's Primary School has a close relationship with St. Joseph's Parish Priest, Father Vijay Bandanadam. He began his leadership of the St Joseph's Parish in 2019 and became Parish Priest for St Joseph's Benalla in 2021.

St. Joseph's has had consistent growth in enrolments over the past six years with a current enrolment of 351 and the employment of 43 staff. The school is committed to living out the Gospel values and works to maintain and improve its very strong Catholic Identity and Pastoral Well-being programs. Our Leadership Team has our Principal, Deputy Principal, Catholic Identity, Pastoral well-being, Learning & Teaching, Learning Diversity Leaders, and our Aboriginal and Torres Strait Islander Leader overseeing the faith development, wellbeing, and learning of all members of our school community.

Staff are highly skilled and work closely together as Unit Professional Learning Teams and as a whole school Professional Learning Team. The school implements current teaching practices that are in line with the school's Improvement and Strategic Annual Action Plan. Teachers work in a teaching environment where shared ownership is embraced across the whole school. Open plan designs and flexible furniture design have supported the school's child-centred teaching philosophy and our Visible Learning Journey.

St. Joseph's offers a 1:1 laptop program for students in the Senior and Middle Learning Units and a 1:1 iPad program in the Junior and Foundation Learning Unit. The technology used by students supports current teaching practices.

The school employs specialist Physical Education, Performing Arts, and Language teachers. Students from Foundation through to Grade Six have one hour per week in each specialist area to ensure diverse opportunities are provided for our students. Japanese is our Language focus.

St. Joseph's has an active School Advisory Council that leads school development and renewal through the CES Ltd Sandhurst Framework - Catholic Identity, Leadership, Learning & Teaching, Pastoral Wellbeing, and Stewardship of Resources.

Principal's Report

St Joseph's Catholic Primary School is committed to providing a safe and caring educational environment for all students. We aim to provide a learning environment, which is friendly, welcoming, and secure, where children, parents, and teachers work in unison to support and nurture each individual because God lives in us all. Throughout 2022, our School and Parish Community experienced many achievements whilst highlighting the challenges that we faced and conquered.

Census Post Enumeration

St Joseph's was chosen, for the second year in a row, to participate in the Census Post Enumeration audit. The purpose of the Census PE is to validate whether the Census information provided by the school is accurate, complete, and reliable, and to ensure that the Census count process has integrity. The Census PE is also the way the Education Department measures the accuracy of recurrent funding payments, with the outcomes reported to the Australian National Audit Office (ANAO). A sample of schools is selected comprising: a randomly selected group of schools; and a group of targeted schools. The Department engaged contractors to visit St Joseph's to verify the Census information by examining supporting documentation. These contractors reviewed and assessed a variety of school documentation to verify student eligibility for inclusion in the Census. Through the diligent work of all staff, led by the Leadership Team and the Administration Team, St Joseph's passed the audit with flying colours.

Resilience Project

At St Joseph's our whole school implemented the Resilience Project at each level throughout 2022. Our mission was to teach positive mental health strategies to help children be happy and resilient. Many difficulties experienced by students are in their response to challenging events. At St Joseph's, throughout 2022, our students learned that, for each of us, it is within our power to respond to these challenges in ways that are not detrimental to our wellbeing and mental health. As a research-based program, our staff was committed to the mantra that the more positive emotion you experience, the more resilient you will be. For that reason, the Resilience Project has a focus on three key pillars proven to cultivate positive emotion; Gratitude, Empathy, and Mindfulness (GEM). Our programs also have a strong focus on Connection, Purpose, Kindness, Emotional Literacy, and Physical Health. The feedback from the children and staff emphasised the importance of these teachings and the positivity that stems from such work and was a great success for our school in 2022.

Curriculum

VISIBLE LEARNING

Our Visible Learning journey continued in 2022 by making learning visible by continuing our work on the development of Learning Intentions and Success Criteria. We continue to work on using daily class slide shows to reduce the cognitive load of students and find balance in our use of resources to support learning. We have embedded our use of visuals to show successful work samples to engage learners and drive our informed peer feedback. We feel there is continued improvement and work to be done in this area as we move into 2023.

The Learning and Teaching team implemented a variety of initiatives in 2022. In Literacy, the team researched contemporary programs in best practice of teaching Writing and Spelling introduced, and developed, the Sounds-Write Program (Systematic Synthetic Phonics) into

Foundation classes - 4 days per week. Foundation Staff were chosen to have had the benefit of mentoring from staff who had trained in Sounds Write early in 2022.

SCIENCE OF READING

The Science of Reading (SoR) is a comprehensive body of research that encompasses years of scientific knowledge, which spans many languages and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, and neurology. The Science of Reading has evolved from a wide span of research designs, experimental methods, participants, and statistical analyses. This conclusive, empirically supported research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development. From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy. Throughout 2022 our staff continues to embed our Science of Reading strategies using Decodable Readers and other literature.

Students in the Foundation and Junior units used Decodable Readers Australia to support the transfer of knowledge of letter sound correspondence. The SoR approach as an effective reading program, backed by research shows that the explicit teaching of knowledge of letters and sounds and the skills of sounding out and blending is essential. This knowledge and skills must be practised over and over to achieve mastery with Decodable Readers. Decodable readers are the conduit between phonics and reading. Children need them to build the necessary skills to become proficient readers and can access the limitless opportunities of skilled reading. In each level, children are extensively supported as they master each stage of reading and love getting to know the Aussie characters.

SOUNDS WRITE TRAINING

Sounds-Write is a quality first phonics program. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. Introduced in Foundation in 2022 our Learning and Teaching team and the Foundation staff and key leaders witnessed successful growth in the achievements in Literacy enjoyed by this level. Such results have increased our agency for implementing Sounds Write throughout our school in the future.

The Literacy team implement ongoing staff upskilling & mentoring. All teaching staff have revised the introduction to the Heggerty Phonological Awareness program and Bridge The Gap Intervention program. The use of SPARKLE assessment supports the teaching and learning involved in using decodable readers in the classroom and is essential for monitoring student progress. In addition to this, all learning support staff have been trained to implement SPARKLE assessments to ensure that the use of decodable readers in the classroom and Heggerty 'Bridge The Gap' Interventions are known by everyone who works with our children.

Goals:

- Sounds-Write Training completed by Foundation Staff
- Corrective Reading Program to commence - Tier 2 Targeted Intervention program implemented by an LSO and supported by Literacy Leaders
- Focuses on 2 streams - Decoding (phonemic awareness, phonics, fluency) and Comprehension (vocabulary and comprehension)
- Ongoing Staff Upskilling: Visible Learning Thinking strategies. Staff PLT - Increasing thinking, conversation and interaction in the classroom using thinking strategies and graphic organisers

Mathematics:

This year St. Joseph's Primary School has focused on changing and improving teacher practice in engaging students in Mathematics. All staff has taken part in several Professional Development days with the expertise of Educational Consultant Rob Vingerhoets. Staff has focused on lesson structure, engaging warm-up activities, and explicit teaching that caters to enable and extend students in their knowledge of Mathematics.

Through this learning, staff have noted their improved enjoyment of the teaching of Mathematics and trialing the many activities and lessons that Rob has shared with us. Teacher passion for a subject has a direct impact on student engagement and learning. Teachers have communicated the increased enjoyment of students in Mathematics. Teachers are taking small groups to work with students at their point of need. A major shift has been the importance of learning and building student Vocabulary knowledge. We found that our students were unable to find solutions to problems, due to difficulties understanding the mathematical language they needed to know in order to be successful. In each classroom, there is now a consistent approach, with teachers having the 'Key Words around the day's learning written, displayed, added to, and reviewed constantly.

Teachers have also sought further professional learning from the school's Numeracy Leader throughout the year. There was a significant focus on planning and teaching Numeracy with differentiated outcomes, according to the needs of children. Through diligent work, the Numeracy Leaders supported all staff to improve their skills to cater for individual needs in Numeracy. There was individual support for some new teachers and ongoing support for all levels with this planning. This support was delivered in a range of ways to embed improvement in the teaching of Mathematics. These included: teacher modeling, planning support, finding resources for enabling and extending students, and analysis of data across the whole school. Teachers were eager and enthusiastic about this new approach to Mathematics, which consisted of open-ended, hands-on, and inquiry-based learning tasks and investigations.

Staff continues to access the Essential Assessments platform for Formative and Summative data and student goal setting.

We were fortunate to receive additional learning support in Term Four, through the Victorian Government's investment in the Tutor Learning initiative. This allowed us to employ two qualified teachers to work with students who were working just below the expected level a few times a week from Grade 2 to Grade 5. Students were selected using a range of data collected by classroom teachers. The Tutoring Program was coordinated by the Numeracy Leader to keep track of student progress throughout the term.

Enrolments 2023

In the second semester of 2022 St Joseph's Administration team began the enrolment process for 2023 through the implementation of 'DigiStorm', an online enrolment program. DigiStorm has proven to be an efficient program that streamlines the whole process of enrolment and is popular with both staff at school, and with the families who have used the process. Our enrolments have increased since last year.

Indigenous Education

Fire Carrier Covenant

St Joseph's school was presented with ideas for Reconciliation in our local community by the Sandhurst Aboriginal Team, who were involved in the development of our 'Fire Carrier Covenant'. This covenant of initiatives designs our ongoing pathway to Reconciliation with our

First Nations People and will be rolled out over the coming months and years. This work began with our BRCE PD day at the end of Term 2, 2022, with 'Australians Together', a program supporting the understanding of Indigenous, Aboriginal cultures in this country and knowing the true story of Australia and where to next. An important part of this agreement is to have an Aboriginal and Torres Strait Islander Leader (ATSI Leader) in our school who holds a position in the Leadership Team which will be implemented as of 2023.

Building Project

The building works in the Middle/Senior school was a major factor of school life for 2022. There were significant delays and challenges to this project. Throughout the process, we had many supporters from CES Ltd and our wider St Joseph's community who worked through each challenge and helped us to build positivity. We reflect on the year, knowing that our staff and students were certainly resilient and creative in their learning and teaching and that much success was enjoyed by all despite all the difficulties. We thank our whole community for their efforts, support, and advice, and we look forward to the building's completion early in 2023. The fact remains that the building itself and what it will offer our students in the coming years is spectacular. We look forward to 2023 in this regard!

Carroll's Corner was opened to our community in 2022. This area was named after Barb Carroll who was an instrumental figure in the development of St Joseph's Benalla as a vibrant, educational facility in this region. The whole community has enjoyed this space. It is a wonderful quiet play space that provides an area for children to enjoy a variety of calming activities whilst playing outdoors. The area has also been used for a range of community gatherings such as the Parents and Friends activities and various outdoor learning pursuits prepared by teachers. Carroll's Corner adds another entrance to our school which reduces congestion for both pedestrians and those trying to navigate parking around our school. It is an inviting space in our school.

Parish Priest's Report

Dear Members of St Joseph's Primary School,

We could finally do our regular programs each day in 2022. It was my pleasure to contribute to the school masses and to welcome the New Year. Especially, St Joseph's prep students getting underway. I hope this sees a way of new and existing families to be involved in our Church. It was with great happiness to be able to provide the end-of-year graduating mass.

Moving onto greener pasture Mr Symons and John Downie. Two wonderful people who bridged between school and parish. With many years at St Joseph's primary school behind them, their experience will be a challenge to fill.

We sadly said goodbye with John Ellis's passing at the end of the year. Some of our older students may have known John. He was a wonderful person who many teachers, staff, and I will dearly miss.

There were many other important and significant responsibilities and moments together and working as one community. They were required, or being created, to give us direction in critical areas of need for our community in the way God lives in all of us. We have experienced and grown in our patients with leaders and learned different ways to adapt to changes in our lives.

Making connections with school, teachers and students is a way of seeing our Catholic Identity is vital to who we are and an opportunity to share with our wider Church Community of St Joseph's. 'GOD, WHO LIVES IN US!' This same God calls us to be a people united for our Catholic education.

Finally, the students went through their First Communion and Reconciliation programs. I congratulate each one of these students, teachers, and others involved, perceiving to finish these important Sacramental programs. May our efforts of 2022 with God's blessings grow in relationships and faith life together; enable the partnership to build between school and parish. And embrace a strong successful future together as one. Amen

Sincerely,

Fr Vijay Bandanadam

School Advisory Council Report

Dear St Joseph's School Community,

On behalf of the School Advisory Council, I would like to extend our gratitude to everyone who made the 2022 school year a success. It was a year filled with many achievements, milestones, and challenges, and we are proud of what we have accomplished together as a community.

Firstly, we would like to congratulate our students and staff for their outstanding performance in the Naplan results. Your dedication and hard work have truly paid off, and we are thrilled to see the progress that has been made. Additionally, we would like to commend our students for their participation in a range of extra-curricular activities, fetes, camps, and outdoor sporting pursuits. These opportunities have allowed our students to grow, learn, and have fun outside the classroom.

We also want to acknowledge the good teaching and learning that occurred at our school this year, particularly with the implementation of Sounds-Write and the continued Mathematics training with Rob Vingerhoets. These initiatives have enabled our students to develop strong foundational skills in literacy and numeracy, which will serve them well in their future academic pursuits.

We are also grateful to the Parents and Friends Committee for their tireless efforts in fundraising and supporting our school community. Your contributions have made a significant impact on the quality of education and experiences that we can offer our students.

We would also like to express our appreciation to the staff and the Leadership Team for their continued efforts and dedication to our school community. Your commitment to excellence in education and your tireless work behind the scenes have not gone unnoticed. We would also like to thank the entire community for their resilience and perseverance throughout the building project. Your patience and cooperation during this time have been greatly appreciated.

I want to thank our School Advisory Council for their efforts to work with Mary Dunstan, Leigh Symons, and the Leadership Team. Your input and guidance have been invaluable, and we are grateful for your commitment to our school community.

I would like to make special mention of the work of Leigh Symons, as he leaves us at the end of 2022. I would like to express my sincere gratitude for his tireless and dedicated work in leading the St Joseph's School community for many years. His exceptional leadership has been instrumental in shaping the culture at St Joseph's and creating a positive learning environment for all students. On behalf of all the families and staff at St Joseph's School, I thank you for all you have done for us and wish you the very best for your future endeavours.

We are proud of what we have achieved together in 2022, and we look forward to continuing to work together to create a bright future for our school community.

Sincerely,

Shayne McKean

School Advisory Council Chair

Catholic Identity and Mission

Goals & Intended Outcomes

To enable members of the school community to understand our faith context, traditions, symbols and legacies to inform our lives, Catholic faith and call to action.

For our community to understand and respond to the sustainability needs of our world.

To empower and enact the Gospel values locally, nationally and global.

For our school to work in partnership with the wider parish and Benalla Regional Catholic Education in fostering and advocating for our faith community.

Achievements

Catholic Identity

During 2022 St Joseph's worked with CES Ltd Catholic Identity advisors to implement the Source of Life program and raise teacher awareness and understanding of the religious dimensions of St Joseph's, as a Catholic school. In 2021 the stakeholders in our school completed Enhancing Catholic School Identity (ECSI) survey data to inform our planning for Religious Education and Catholic Identity work for 2022 and 2023. In response to this, our focus throughout 2022 was to increase our staff and student knowledge and understanding of Faith as a lived experience.

St Joseph's staff and students implemented a deep focus on Faith in our school through Daily Prayer, Christian Meditation sessions and the implementation of the updated 'Source of Life' units of work. Lead by our Catholic Identity Leader, our staff taught these units daily and ensured that our teaching and learning in Religious Education classes was contemporary and engaging. The Catholic Identity Leader attended Religious Education professional development which focussed on the teaching and learning of Religion in schools which informed the professional development during our Professional Learning Team meetings. Source of Life units are now interactive for teachers to use and resources have been updated to raise student engagement and learning.

In addition to this, teachers worked on their understanding of the Liturgical calendar and the significance of the colour of cloths for the classroom prayer focus. This learning encouraged our students to make connections with the colour of vestments and prayer cloths when they attended Mass each week.

Religious Education Officer from Catholic Education Sandhurst, David Walker, reviewed the St Joseph Scope and Sequence of RE units, supported and guided our planning for 2023 teaching units. He also provided professional development for staff to support teacher planning.

Our school made particular reference to St Joseph, as a humble man, whose ordinary and daily life changed due to his total faith in God. This particular focus allowed our children to see that, as our mission statement says, faith is a lived experience and that we are called to see that God lives in us all, therefore we are called to give of ourselves for the wellbeing of others just as Jesus came to us...

"I have come that they may have life, and have it to the full." John 10: (Religious Education Policy/Sandhurst).

St Joseph's school works closely with St Joseph's Parish to provide our children and their families with a clear pathway to continue the journey of initiation into the Catholic Faith. Together we offer a program through which whole families can prepare for the Sacraments together. The Parish-based Sacramental Program, driven by the Parish Sacramental Committee and supported through explicit religious studies at school, ensure that the children understand the spiritual and ritualistic nature of this significant event in one's life. Student participation in the Sacramental program is supported by the family, and, addressed at home, in the Parish and at school.

Refugee Week

For Refugee Week the children learned about Refugees and Asylum seekers in our world, especially those in our own country and under our care. The children learned that, as God's children, we all believe in Jesus' manner of love and compassion, and that we must pray for all those who have been forced from their home and those who are in need of protection. The children also reflected on the leaders of our country, that they will be fair and just in responding to the needs of the Refugees and Asylum seekers who have come to this country. The focus was led by our Catholic Identity Leader and all teachers implemented this work in all classes from Foundation through to year Six.

VALUE ADDED

Other important initiatives for 2022 included:

- Collaboration and ongoing meetings with Fr. Vijay regarding important Liturgical events.
- Parish - School Sacramental program supported by our Catholic Identity Leader and the Parish team
- Parish Sacramental Information evenings organised and run by Catholic Identity Leader, CEO Religious Education Leader, and Sacramental Team members.
- Bishop Shane Mackinlay attendance for St. Joseph's Feast Day, Confirmation and First Eucharist Masses
- Whole School Masses for Beginning of Year and End of Year
- Organisation of school Liturgies (by teaching staff) with the attendance of Fr. Vijay - Ash Wednesday, Holy Week, Mother's Day, Feast of Mary of the Cross McKillop, Our Lady of the Rosary and Graduation Mass.
- Accreditation to Teach Religious Education in a Catholic School completed by three staff members
- Staff Prayer at Professional Learning Teams.
- Implementation of Caritas - Project Compassion, raising awareness and funds
- St. Vincent De Paul - Winter appeal and the Christmas Toy Drive.

Learning and Teaching

Goals & Intended Outcomes

Learning and Teaching Goals and Intended Outcomes:

Ongoing Staff Upskilling: Visible Learning thinking strategies.

Staff PLT commitment to increasing thinking, conversation, and interaction in the classroom using thinking strategies and graphic organisers.

Numeracy

- Participate in professional development with the expertise of Educational Consultant Rob Vingerhoets.
- Engage explicit warm-up activities every lesson
- Understand the power of explicit lesson structure and planning
- Implement engaging warm-up activities
- Implement explicit teaching that caters for enabling and extending students in their knowledge of Mathematics.

Literacy

- Foundation team and Learning Team Leaders of Literacy complete Sounds-Write Training
- Corrective Reading Program to commence - Tier 2 Targeted Intervention program implemented by an LSO and supported by Literacy Leaders
- Focuses on 2 streams - Decoding (phonemic awareness, phonics, fluency) and Comprehension (vocabulary and comprehension)

Achievements

VISIBLE LEARNING

Our Visible Learning journey continued in 2022 by making learning visible by continuing our work on the development of Learning Intentions and Success Criteria. We continue to work on using daily class slide shows to reduce cognitive load of students and finding balance in our use of resources to support learning. We have embedded our use of visuals to show successful work samples to engage learners and drive our informed peer feedback. We feel there is continued improvement and work to be done in this area as we move into 2023.

The Learning and Teaching implemented a variety of initiatives in 2022. In Literacy, the team researched contemporary programs in best practice of teaching of Writing and Spelling introduced, and developed, the Sounds-Write Program (Systematic Synthetic Phonics) into Foundation classes - 4 days per week. Foundation Staff were chosen to have had the benefit of mentoring from staff who had trained in Sounds Write early in 2022.

Mathematics:

This year St. Joseph's Primary School has focused on changing and improving teacher practice in engaging students in Mathematics. All staff has taken part in several Professional Development days with the expertise of Educational Consultant Rob Vingerhoets. The staff has

focused on lesson structure, engaging warm-up activities, and explicit teaching that caters for enabling and extending students in their knowledge of Mathematics.

Through this learning, the staff is enjoying their teaching of Mathematics and trialling the many activities and lessons that Rob has shared with us. This has created a real BUZZ in the school! Teachers are taking small groups to work with students at their point of need. A major shift has been the importance of learning and building student Vocabulary knowledge. We found that our students were unable to find solutions to problems, due to difficulties understanding the mathematical language they needed to know in order to be successful. In each classroom, there is now a consistent approach, with teachers having the 'Key Words' around the day's learning written up, displayed, added to, and reviewed constantly.

Teachers have also sought further Professional Learning for the school's Numeracy Leader throughout the year. Whether it be providing further Professional Learning (having had the training and mentoring from Rob Vingerhoets in the past), teacher modelling, planning support or finding resources for enabling and extending students across the whole school. Teachers have been very eager and enthusiastic about this new approach to Mathematics, which also encapsulates open-ended, hands-on and inquiry-based learning tasks and investigations.

Staff continue to access the Essential Assessments platform for Formative and Summative data and student goal setting.

We were very fortunate to receive additional learning support in Term Four, through the Victorian Government's investment in the Tutor Learning initiative. This allowed us to employ 2 qualified teachers to work with students who were working just below the expected level a few times a week from Grade 2 to Grade 5. Students were selected by using and making reference to a range of data collected by classroom teachers. The tutoring program was coordinated by the Numeracy Leader to keep track of student progress throughout the term.

Improving teacher practice and student outcomes, particularly with students who are working at and above level will continue in 2023. Our Naplan Data for 2022 indicates that our Grade Three cohort is achieving Within Range when compared to the State, whereas our Grade Five students were achieving slightly Below Range. This data has also been compared with other data sets collected by our teachers, to analyse and look for trends and specific areas for improvement and focus in 2023. Staff and students will be supported in classrooms by the Numeracy Leader and Educational Consultant Rob Vingerhoets next year.

2022 has been an exciting year with the roll-out of the Sounds-Write program to all our Foundation students. Daily lessons focusing on the systematic learning of initial phonemic code knowledge, sound/letter relationships, and multiple spelling choices for specific sounds have made up the program. Sounds-Write has been implemented and supported by four staff members trained in 2021, including two classroom teachers and two Leadership Team members. Untrained staff members were initially mentored through modeling, observation, and participation in daily lessons with the students.

Training of two additional Foundation staff members in Sounds-Write occurred in Term 3, 2022, who then continued with the implementation of the program through to the end of the year. The whole staff including classroom teachers and Learning Support Officers will complete Sounds-Write professional development early in 2023.

Students have experienced great success in linking their systematic sound/letter knowledge into handwriting formation and story writing; all the while consolidating their learning with supportive decodable readers. Purchase of the Dandelion Series has been most beneficial, as it follows the same sequential rollout of sounds as presented in Sounds-Write.

Junior staff and students have continued to consolidate the Heggerty Phonological Awareness Program, with daily sessions in rhyming, blending, segmenting and sound manipulation. This has been supported by the use of Decodable Readers Australia for guided reading, assessment and take home books. Upskilling of learning support staff in Yrs 3-6 in utilising the Decodable Readers Australia resource materials in helping to support students who find literacy learning quite challenging has been a fantastic Tier 2/Tier 3 intervention.

Funding support was received via the Victorian Government, through the Post-Covid Tutor Learning Initiative, to access additional support for Year 3&4 students achieving below standard in literacy. This was carried out by trained teachers, working in small groups, on a daily basis.

SCIENCE OF READING

The Science of Reading (SoR) is a comprehensive body of research that encompasses years of scientific knowledge, which spans across many languages, and shares the contributions of experts from relevant disciplines such as education, special education, literacy, psychology, and neurology. The Science of Reading has evolved from a wide span of research designs, experimental methods, participants, and statistical analyses. This conclusive, empirically supported research provides us with the information we need to gain a deeper understanding of how we learn to read, what skills are involved, how they work together, and which parts of the brain are responsible for reading development. From this research, we can identify an evidence-based best practice approach for teaching foundational literacy skills called Structured Literacy. Throughout 2022 our staff continue to embed our Science of Reading strategies using decodable readers and other literature.

Students in the Foundation and Junior units used Decodable Readers Australia to support the transfer of knowledge of letter sound correspondence. The SoR approach as an effective reading program, backed by research which shows that the explicitly teaching of knowledge of letters and sounds and the skills of sounding out and blending is essential. This knowledge and skills must be practised over and over to achieve mastery with decodable readers. Decodable readers are the conduit between phonics and reading. Children need them to build the necessary skills to become proficient readers and can access the limitless opportunities of skilled reading. In each level, children are extensively supported as they master each stage of reading and love getting to know the Aussie characters.

SOUNDS WRITE TRAINING

Sounds-Write is a quality first phonics programme. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. Introduced in Foundation in 2022 our Learning and Teaching team and the Foundation staff and key leaders witnessed successful growth in the achievements in Literacy enjoyed by this level. Such results have increased our agency for implementing Sounds Write throughout our school in the future.

The Literacy team implement ongoing staff upskilling & mentoring. All teaching staff have revised the introduction to the Heggerty Phonological Awareness program and Bridge The Gap Intervention program. The use of SPARKLE assessment supports the teaching and learning involved in using decodable readers in the classroom and is essential for monitoring student progress. In addition to this, all learning support staff have been trained to implement SPARKLE assessments to ensure that the use of decodable readers in the classroom and Heggerty 'Bridge The Gap' Interventions are known by everyone who works with our children.

STUDENT LEARNING OUTCOMES

NAPLAN results 2022 show that all Grade 3 students at St Joseph's are Within Range of state averages across all areas of literacy testing (Reading, Writing, Spelling, Grammar, and Punctuation). Grade 5 students were Within Range of state averages in Reading, Writing, Grammar, and Punctuation, however below range in Spelling.

St Joseph's has been listed as one of Australia's highest performing schools by the Australian Curriculum Assessment and Reporting Authority for the 2022 academic year. ACARA has used NAPLAN results from 2020 to 2022 to indicate that St Joseph's students have been performing significantly above all other students nationally with similar socio-educational advantages.

Over the last three years, our results have been extremely pleasing and this is the product of a lot of hard work from our teachers, students, and families. In 2019 St Joseph's implemented the Visible Learning Program under the leadership of our previous Principal Trish Merlo and Deputy Principal Leigh Symons. We continue to work as a Visible Learning community, committed to the program and ensuring that it is implemented with integrity.

As part of our ongoing commitment to raising student outcomes across our school, St Joseph's Learning and Teaching Team researched many programs in Literacy and Numeracy throughout the latter part of 2021 and in 2022. Five staff members have completed four days of intensive training in the 'Sounds Write' program in Literacy. All staff have also completed study in 'Heggerty's' Phonics Program and implemented Soundwaves Spelling. We have also completed dynamic professional development in Numeracy as we continued our work with Rob Vingerhoets in 'Open-ended Problem-Solving in Mathematics'. The school aligned these programs within the Visible Learning framework and achieved much success throughout 2022. We are excited about our great results and yet there is still much work to do as we consider our options moving into 2023 and beyond.

The recognition of the commitment of our whole staff is so important. The work of every school is the joint effort of teachers, learning support officers, administration officers, all school leaders, and our Parish Priest, Father Vijay. As a catholic primary school, we have a supportive and welcoming culture where everyone matters, knowing that God lives in us all.

Being officially recognised as a high-performing school is a great acknowledgment of the dedicated and hard-working staff of St Joseph's.

St Joseph's Primary School has made significant progress in improving the outcomes of lower-level learners, particularly in the area of reading, but also in writing, spelling, grammar, and punctuation, as well as numeracy. The school has placed a significant focus on professional development in 'The Science of Reading', which has enabled teachers to understand better the cognitive processes involved in reading and how to teach these effectively to students. In addition, the school has implemented Heggerty's phonics strategy, which involves a systematic and explicit approach to teaching phonemic awareness and phonics, as well as the Soundwaves Spelling Program, which teaches spelling through a structured and sequential process. These initiatives have contributed to a significant improvement in the reading outcomes of lower-level learners, with many students now showing good growth in their results and moving towards achieving some expected levels for their age. This success has also been reflected in some outcomes in writing, spelling,

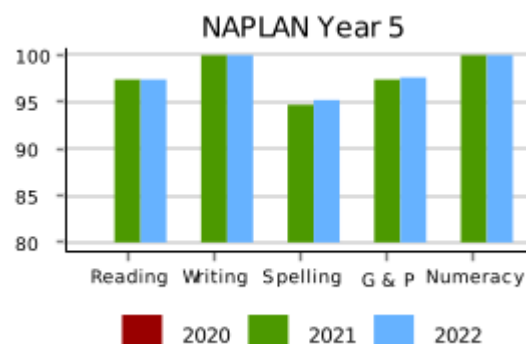
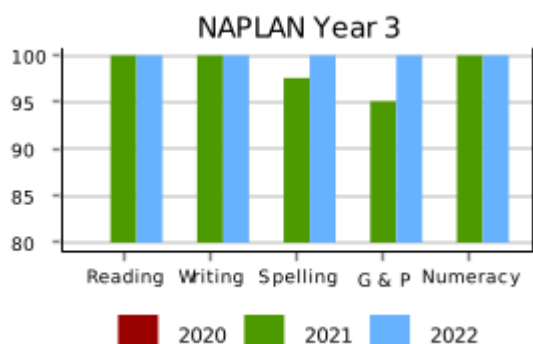
grammar and punctuation, and numeracy, providing a well-rounded education for all students at St Joseph's Primary School.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	95.1	-	100.0	4.9
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	97.6	-	100.0	2.4
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	97.4	-	97.6	0.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	97.4	-	97.4	0.0
YR 05 Spelling	-	94.7	-	95.2	0.5
YR 05 Writing	-	100.0	-	100.0	0.0

* 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

- To continue to develop relationships with the parish and the wider school community.
- Implement programs to support needs of staff and students.

Achievements

The commencement of 2022 was the beginning of a new direction of Pastoral Wellbeing at St Joseph's Primary School. Hayden Reeves was appointed as Learning Diversity Leader and Pastoral Wellbeing Leader as a combined Leadership position. This has ensured a greater focus and availability for the Pastoral Wellbeing and diverse learning needs of the school. Rachael Heywood commenced a new position as a full time member of the Wellbeing Team and as Parent Engagement and Wellbeing Officer. We believed that the Pastoral Wellbeing team could work together to respond to the need for ongoing support for families, students, and staff within our community.

Throughout the year a greater focus was placed on wellbeing and many initiatives were implemented that ensured that mental health and wellbeing were central to our work within our school community. RUOK Day, Stress Less Week, Bullying No Way Day, Harmony Day and World Teachers Day are just a few of the many events that were embraced and celebrated across the school to unite our staff and students in these important causes.

In 2022 The Resilience Project commenced at St Joseph's. The Resilience Project was founded by Hugh van Cuylenburg and focuses on the GEM mindset: Gratefulness, Empathy, and Mindfulness. The program comprises of reflection journals, videos and online interactive activities. The program instils important coping strategies for students to ensure that they have the skills to be resilient and look for the positives in every situation that they may face in life. This program will continue in the same format in 2023, which will mark the completion of the two-year Resilience Project cycle.

St Joseph's School has continued to implement the RRRR resource, along with our review of our Framework for Positive Behaviour to demonstrate our commitment and compliance to the 11 Child Safe Standards. RRRR learning materials develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people have been shown to improve health-related outcomes and student wellbeing. This is an ongoing program at St Joseph's and clearly adds to the pastoral wellbeing of our students.

In 2022 additional 'Social Skills' groups have been implemented by the Wellbeing Team across different age levels which aims to give students additional exposure to the RRRR and Resilience Project content as the need for that emerges amongst each cohort.

St Joseph's implements the Bully Audit consistently with all children in our care. The Bully Audit is a survey that gives victims of bullying a voice and provides our staff with an insight into the experiences and opinions of the children regarding safety and wellbeing. There are strict measures followed to ensure the protection of all individuals and St Joseph's responds to patterns of behaviours experienced by children. All concerns are investigated carefully. Direct contact is made with families to forge partnerships both with concerns of bullying and in building

resilience and anti-bullying strategies for victims. Throughout 2022, the survey results inform guided discussion amongst staff at both whole school staff meetings or staff from a particular year level, to respond to identified need. Wherever there was an identification of cohorts that need additional support in relation to bullying, our team directed support where needed. This process was driven by our whole-school strategic plan and policy development in Child Safety and zero tolerance for bullying. Throughout 2022 our initiatives and programs implemented have achieved the intended outcome to reduce bullying however there is more work to be done throughout 2023.

The St Joseph's Parent Engagement and Wellbeing Officer implemented the 'Seasons for Growth Program'. This program offers children a safe space to come together, and share their experiences of change and loss. This program incorporates a wide range of age-appropriate activities such as drawing, role-play, stories, discussion, concrete materials, music and journal activities that help children explore concepts such as, Life is like the Seasons, Change is Part of Life, Valuing My Story, Caring for my Feelings, Making Good Choices. This process relies on safe and respectful relationships and expectations in each session and provides a network of peers from which children draw support and strength. The learning processes reflect a deep respect for children's capacity to cope, problem-solve, make good choices, set realistic goals and connect with others. Such learning develops best in supportive social contexts with peers and a caring, skilled adult 'Companion'. Always a work in progress, the wellbeing of the children in our care is paramount to our school. As a Catholic school the St Joseph's ethos and mission is to be a welcoming school community that value each other because God lives in us all. To that end, we consider the social and emotional wellbeing of our students as vital to every aspect of our mission.

Simon Behavioural Tracking

2022 saw Simon Behavioural Tracking continue. Behavioural tracking allowed us to identify certain themes in student behaviour, highlighted the positive strategies to foster social and emotional wellbeing and to inform actions that needed to be implemented which is our PBIS foci for the school. To support student behaviour, lunchtime activities continue to be offered in a supported, play-based environment overseen by the St. Joseph's Learning Support Officers.

Personalised Learning Plans (PLP) and Student Adjustment and Evaluation Plans (SAEP)

In 2022 St Joseph's recorded its largest count of PLP and SAEP submissions in a 12 month period. A combined total of 116 were submitted for funding in 2022. The school was also one of 200 schools in Australia selected for an Enumeration Audit, which required a thorough assessment of PLP and SAEP documentation to guarantee school funding for that 12 month timeframe. St Joseph's passed the Enumeration Audit with a commendation for our organisation, filing, content and evaluation of the learning plans and supporting documentation.

VALUE ADDED

Positive Behavioural Interventions and Supports (PBIS)

At St Joseph's we implement a Positive Behavioural Interventions and Supports (PBIS) approach which we use to promote school safety and positive behaviours behaviour. The focus of PBIS is prevention, not punishment. PBIS is a proactive approach schools use to improve school safety and promote positive behaviour. In 2022 the Wellbeing Team and the

PBIS team made a commitment to reinvigorate the process and ensure that all staff members were aware of the strategy and implementing required processes. Part of this process included updating the One Page Student Safety Plans (OPSSP) to identify specific students and reference the planned, evidence-based, proactive and positive behaviour supports the school implements that are identified on the plan. It identifies particular strategies for each individual student to manage and support the student at their point of need in relation to behavioural choices, social and emotional wellbeing and mental health balance. The OPSSP is made available to all teachers and LSO staff members to ensure that we know what it best for each child at any given time.

In 2022 St Joseph's resumed termly PBIS awards. These awards were teacher nominated to students in their class that consistently demonstrated the PBIS values both in the classroom and on the yard.

Staff Wellbeing Fund

In 2022 the Staff Wellbeing Fund continued to be used to support students and families with essential items they need. The initiative is warmly embraced by staff who choose to donate a set amount from their salaries each fortnight to the Staff Wellbeing Fund.

Community Partnerships

This year we have recommenced our partnership with the Rotary Club to develop student leadership capacity. This year 20 students were involved in the Rotary Community Champions program. The program was a huge success with the participants completing community based volunteer work and journaling the valuable experience. The program will run again in 2023 at St. Joseph's.

Occupational Therapy

St Joseph's continued to provide Occupational Therapy assessments for students with special needs. In liaison with an occupational therapist, supports were put in place to assist with fine and gross motor skill development and specific sensory issues.

Speech Therapy

St Joseph's continued employment of speech pathologist Arti Shah, one day a week, to assess and develop speech and language programs for students with specific needs. Arti also continued to work with parents and staff to ensure that programs were implemented correctly to maximise improvement. We look forward to continuing this arrangement in 2023.

Counselling at St Joseph's

St Joseph's continued an arrangement with Craig Wilson (Psychologist) in 2022 to meet a range of social emotional needs of students. This service also extended to meeting the needs of parents from time to time. This arrangement will continue in 2023.

STUDENT SATISFACTION

We are pleased to share with you the results of our survey conducted on the students of our school for the academic year 2022. The survey was designed to collect information on the students' emotions, opinions, and experiences at school. We are delighted to inform you that

the overall responses were very positive, indicating that our students are happy and satisfied with their school experience.

After analysing the data collected from students during the academic year of 2022, we categorised the results according to the responses received from the students. We asked the students questions about their emotions and learning experiences while in school. They were also asked to provide feedback on how they perceive the behaviour of their peers and teachers in the school environment. The students had five options to choose from when responding to the questions, including Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. To simplify the discussion, we considered Strongly Agree, Agree, and Neutral responses as positive, and Disagree and Strongly Disagree responses as negative, except for questions that were written in a way that a negative response was sought after, such as "I am bullied at school." We carefully analysed the responses and assigned appropriate scores to each of the questions to better understand the students' experiences and perceptions while in school.

In the area of Student Morale, we asked the students about their emotions in relation to attending school. We asked them if they felt happy, cheerful, positive, and energised while at school. The results indicated that a vast majority of students felt happy (91.4%), cheerful (90.2%), and positive (90.1%) while attending school. However, only 85.2% of the surveyed children felt energised while at school. Interestingly, 23% of the students stated that they do not feel relaxed at school, which is concerning.

Regarding negative emotions, no students strongly agreed that they felt sad while at school, which is a positive finding. Only three out of the 81 surveyed children stated that they ever felt angry at school. This indicates that the students generally feel positive emotions while attending school.

Moving on to the students' opinions about school, we asked them if they liked school, and 81% of the surveyed children agreed that they did. Additionally, 93.7% of the students stated that they were happy at school, which is a positive indication.

Teacher Empathy is an important part of the role of a teacher. Our students have responded in the survey to overwhelmingly state that they feel their teachers listen to them (97.5%) with no student strongly disagreed with this statement and when asked if their teachers were nice, 100% of students agreed that their teachers were nice to them. With this 40% of the students Strongly Agreed with this statement. 97.6% of our student body feel that their teachers liked teaching the class and that they are happy.

We are pleased to share with you the results of our survey conducted on the students of our school for the academic year 2022. The survey was designed to collect information on the students' emotions, opinions, and experiences at school. We are delighted to inform you that the overall responses were very positive, indicating that our students are happy and satisfied with their school experience.

In terms of negative emotions, the survey found that no students strongly agreed that they feel sad while at school, which is a positive finding. Only three out of the 81 surveyed children stated that they ever felt angry at school. This indicates that the students generally feel positive emotions while attending school.

Moving on to the students' opinions about school, we asked them if they liked school, and 81% of the surveyed children agreed that they did. Additionally, 93.7% of the students stated that they were happy at school, which is a positive indication.

We are also thrilled to share that our students responded overwhelmingly positively when asked about their teachers' empathy towards them. The survey found that 97.5% of the students felt that their teachers listened to them and were nice to them. In fact, 40% of the students strongly agreed that their teachers were nice to them. Furthermore, 97.6% of our student body feels that their teachers like teaching the class and that they are happy. This indicates that our teachers are doing an excellent job of building a supportive and caring classroom environment for the students.

The survey also found that the students are motivated and confident in their learning abilities. For instance, 88.9% of the students agreed that they are good at their school work, and 87.6% find it easy to learn new things. Moreover, 93.8% of the students agreed that they are a very good student. These positive responses indicate that our students are confident in their learning abilities.

Additionally, the survey revealed that our students are connected to their peers and feel safe at school. For instance, 88.9% of the students agreed that other kids at school like them, and 98.8% agreed that their friends at school really care about them. Moreover, 96.4% of the students agreed that their friends are nice to them. However, the survey also found that 74.1% of the students agreed that they have been teased at school this year, and 69.2% agreed that other kids are mean to them at school. We take these results seriously and will work to address any issues of student safety in our school.

Lastly, the survey found that our students feel that going to a Catholic school is important to them, with 48.1% of the students strongly feeling this way. Moreover, 33.3% of the students indicated that they feel strongly that their teachers are always fair. The students also feel very strongly that the kids at school care about others (44.4%), with a total of 90.1% of students agreeing. However, there is a group (71.6%) that feel kids at school are not always fair, and 45.7% of students agreed that other kids annoy them in class. We will work with our teachers and staff to address any concerns raised by the students and ensure that all our students feel safe, supported and happy at school.

Thank you for entrusting us with the education and well-being of your child. We look forward to continuing to work together to create a positive and supportive learning environment for our students.

STUDENT ATTENDANCE

STUDENT ATTENDANCE

Attendance: Every Day Counts

The attendance of students is taken twice daily by class teachers at 9.00 am and 2.20 pm. Attendance rolls are placed on SIMON Learning Management System. Teacher & Administration staff place into Simon reasons for absences once notified by parents. St Joseph's Primary School implements a process for notification after the first roll each day to determine reasons for non-attendance.

If parents have not notified the school after three days the Principal will write to parent/guardians requesting a meeting with the Principal. We have a range of strategies

employed using the 'Every Day Counts Initiative', including the school newsletter, interviews, and direct contact with parents.

In 2022 St Joseph's observed a 5% decline in overall student attendance. This has been impacted by ongoing illness across the community as a result of the COVID 19 pandemic.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.0%
Y02	87.8%
Y03	86.8%
Y04	86.3%
Y05	86.2%
Y06	83.6%
Overall average attendance	86.1%

Child Safe Standards

Goals & Intended Outcomes

Child Safety

In January 2022 the Australian Government announced that by July all states and territories would have a uniform set of Child Safe Standards. Throughout the first half of the year we worked in consultation with CES Ltd to implement a new set of 11 Child Safe Standards to ensure that St. Joseph's was fully Child Safe compliant.

- Create a welcoming, safe and inclusive school culture that values diversity and fosters positive, respectful relationships where individuals flourish.

Achievements

In July 2022 Ministerial Order 1359 was implemented in schools across Australia. MO1359 marked the implementation of eleven new Child Safe Standards in schools. The implementation of these signified a greater focus on Child Safety in schools across a wider variety of settings, such as in the online environment. With the support of Catholic Education Sandhurst, the transition to MO1359 was seamless and teachers at St Joseph's enthusiastically embraced the expectations and additional policies that were implanted with the new Order.

The Pastoral Wellbeing Leader lead teacher, LSO and general staff training sessions throughout Term 2 to create staff agency for the new Ministerial Order. The staff completed a range of training tasks centred around living and practising the new Child Safe Standards. Feedback from staff was very positive about this, and it was particularly noted that the greater focus on Child Safety in online environments was timely and welcome.

In 2022 the Pastoral Wellbeing Leader was employed with full time availability for any Child Safe related needs that may arise at St Joseph's Primary School. This is the first time that this role has had full time availability. This has lead to greater involvement with community groups, DHHS Child Protection, The Orange Door and support for families and students at their immediate point of need. This has ensured that Child Safety is at the forefront of every decision at St Joseph's Primary School.

All staff have completed a yearly Child Safe Mandatory Reporting Module through the Victorian Government. This was supported by the Pastoral Wellbeing Leader/Learning Diversity Leader and explicit training was provided for staff to successfully complete this module. Staff were also briefed on the Mandatory Reporting Policy, Grooming Policy, Failure to Report Policy and the St Joseph's Facebook Policy. This ensured that staff are constantly practising the policies that guide staff conduct at St Joseph's Primary School.

Significant investment has been made in the professional development of the Pastoral Wellbeing Leader/Learning Diversity role in 2022. A number of Professional Development sessions have been completed and fed back to staff in staff PLT sessions. This ensured that staff are equipped with the strategies and practices to create an equitable and culturally safe environment within their classrooms.

As COVID 19 restrictions were reduced, parents, families and volunteers returned to the school. The volunteer and contractor Child Safe Inductions recommenced and the policy for this was

revisited in July 2022 when MO1359 was implemented. St Joseph's Primary School models a strong school induction process that following a stringent Child Safe policy. This ensures that all volunteers and contractors are inducted in Child Safe requirements by a member of the Leadership team and a Working With Children's Check is provided after a number of reference checks are completed.

Student voice and agency was exemplified in the bully audit process and the implementation of The Resilience Project Hope Scale. This assessment provides students with an opportunity to voice their feedback and concerns in a safe space for Pastoral Wellbeing follow up. This ensures that students are able to provide feedback on the safety of our school and appropriate measures can be taken to mitigate any risk identified.

Leadership

Goals & Intended Outcomes

- Continue to foster an environment that allows for opportunities to build leadership capacity and competency
- Build the leadership capacity of all staff and students
- Be innovative leaders with a vision to drive improvement in Reading, Writing and Numeracy
- Provide opportunities for collaborative sharing of knowledge through Professional Learning Communities.

Achievements

Student Leadership Program with FCJ.

Our Year 5/6 students and teachers participate in the Student Leadership Program in which the students experience a range of activities designed to build confidence in Leadership, communication, problem-solving, the power of communication and what a good leader does. The students learn that those who set high expectations for themselves and have a growth mindset, believing they can learn and build knowledge and skills through effort, are more likely to feel, empowered and successful.

Benalla Community Champions Program

Student leadership and being a good community member go hand in hand. To be a good leader, one must first be an active and engaged member of their community. Our student leaders participated in the Benalla Community Champions in 2022. This program involves contributing to the community in a voluntary capacity for the benefit of others. The students must develop excellent communication skills, the ability to work collaboratively, and a willingness to listen to and learn from others. The purpose of this program is to enable the student to lead by example and inspire others to become more engaged community members and work towards creating a better world for all. Making strong decisions and facing and overcoming challenges.

Pastoral Wellbeing / Learning Diversity Leader

In 2022, our school combined the Learning Diversity role with the Pastoral Wellbeing role in order to better support students and staff. By aligning these two roles, the school recognised the interconnectedness of wellbeing and learning. Understanding the diverse nature and complexity of learning is essential to supporting the mental and physical wellbeing of all students and staff. The combination of these roles aims to address the impact of wellbeing on learning and teaching, supporting the drive to promote the overall wellbeing of everyone in the school community. The staff member who embraced this role was supported heavily by CES Ltd advisers, including in the area of Leadership. Our Learning Diversity/Pastoral Wellbeing Leader also attended all Network days provided by CES Ltd.

Catholic Identity Leadership

In a move to strengthen Catholic identity within the school, a new staff member was appointed to take on the Catholic Identity Leadership role in 2022. While this staff member had been a member of the leadership team before, they had not previously held this particular role. To ensure a smooth transition, the school employed the previous Catholic Identity Leader for a

month to provide guidance and support. Additionally, a member of the St. Joseph Parish Pastoral Team was brought on board to support the new Catholic Identity Leader in implementing the Parish Based Sacramental Program, which helped to strengthen the connections between the parish and the school. The Catholic Identity Leader worked closely with CES Ltd advisors to ensure that all areas of Catholic Identity were addressed. An important part of this role was leading the school in analysing the Enhancing Catholic School Identity (ECSI) Data, which was completed and shared with the staff and the community. Overall, this comprehensive approach has helped to reinforce the school's Catholic identity and aims to keep Catholic Identity as a central part of the school's culture and community.

CES Ltd Indigenous Education Initiative and Fire Carrier

Our school made a concerted effort to prioritise Indigenous Education and develop a Covenant with the help of CES Ltd Indigenous Leaders. This included the implementation of a FIRE Carrier program and the recruitment of middle leaders to volunteer for this initiative. As the year progressed, our commitment to this initiative grew, and we recognised that this position needed to be an official role on the School Leadership Team as of 2023. Working closely with the CES Ltd Indigenous Education advisors, we meticulously planned the FIRE Carrier Covenant, which included appointing an Indigenous Leader to our School Leadership Team. This was a significant step in our ongoing efforts to promote Indigenous Education and strengthen our relationship with the Indigenous community.

Level Leaders

The role of Level Leader is highly regarded in our school community as it plays a crucial part in ensuring effective communication and coordination between the leadership team, deputy principal, principal, and the rest of the team. Level Leaders are selected on a voluntary basis and take on the responsibility of leading their team in various aspects of school life. They are often the primary point of contact for the team and act as a liaison between the team and the school's leadership team. Their role is pivotal in ensuring that communication is at the forefront of daily practice, as well as facilitating a positive and supportive team culture. Therefore, Level Leaders are highly valued and respected for their commitment to the school and their dedication to supporting their colleagues in their professional growth and development. We thank the following staff members for their work in 2022.

Unit Learning Leaders = Erin Boulton (Foundation), Jade Humphries (Junior), Jacqueline Creamer (Junior), Ann Maree Challis (Middle), Brendan French (Middle), Shared Senior Team (Senior).

All Staff as Leaders

At St Joseph's, we believe that all staff members are leaders in their own roles. We recognise the importance of providing professional development opportunities for all staff to build their knowledge and skills in key areas such as Literacy and Numeracy. This approach enables each staff member to make important decisions about their work, and to have the confidence to take a leadership role in their area of expertise that is for a teacher and as a Learning Support Officer. By empowering all staff members to make decisions and implement leadership decisions, we are able to create a culture of shared leadership and collaboration, which ultimately supports our collective goal of enabling students to achieve their full potential. We do recognise that the role of a teacher is very different to that of a Learning Support Officer.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

CES Limited Frameworks

Throughout 2021 our Principal and at times, Leadership Team members, attended scheduled briefings scheduled by CES Ltd to introduce policies and procedures approved by the CES Ltd Board as part of the CES Ltd Frameworks. St Joseph's implemented these policies and procedures to ensure currency and legal compliance in addition to achieving consistency and compliance with education policies for the Catholic School system in Victoria. These documents continue to be embedded in our daily practice in 2022.

Those Responsible: Principal/Leadership Team: Ongoing throughout the Year

Whole Day - Rob Vingerhoets Educational Consultancy (RVEC)

Major focus in the first semester of 2022 St Joseph's committed to a two-year cycle of professional development of modelling, coaching and planning with staff to enhance our understanding of increasing student engagement in Mathematics. St Joseph's committed to the following cycle of professional presentations and dialogue, classroom demonstrations, guided planning and teaching sessions and coaching of the Numeracy Leader. This cycle began in 2021 and continued into 2022.

Whole Staff Undertook :

Professional Learning: Rob Vingerhoets: Engaging Your Kids in Maths And Catering For The Range of Abilities

Whole Day - Indigenous Education/Australians Together/Fire Carrier Covenant

St Joseph's school was presented with ideas for Reconciliation in our local community by the Sandhurst Indigenous Education Team, who were and are involved in the development of our 'Fire Carrier Covenant'. This covenant of initiatives design our ongoing pathway to Reconciliation with our First Nations People. This work began with our BRCE PD day at the end of Term 2, 2022, with 'Australians Together', a program supporting the understanding of Indigenous cultures in this country and knowing the true story of Australia and where to next? An important part of this agreement is to have an Indigenous Education Leader in our school as a position on the Leadership Team which will be implemented officially as of 2023.

Science of Language and Reading in Professional Learning Team Meetings-SoL&R

In 2021 and 2022 St Joseph's committed a major portion of our professional development to the evidence-based Reading Instruction titled the Science of Language and Reading (SoLR). The Science of Language and Reading refers to a vast body of research on learning to read with contributions from various disciplines, including cognitive science, linguistics, psychology, education, psychology and neurology. SoLR provides us with the information we need to gain a deeper understanding of how we learn to read, the skills that are involved, how they work together, and which parts of the brain are responsible for reading development. Through SoLR teachers and support staff know the appropriate strategies and pedagogy for

learning to read for all students, particularly necessary for students with diverse learning differences and needs. This PD enabled our staff to implement teaching and learning to read for children at St Joseph's which is differentiated and implemented at point of need. Students are provided with repeated opportunities with decodable text that have ample representations of the phonetic elements for code-emphasis amongst other literature.

Teaching Staff and Leadership undertook: NCCD

Continued focus on Professional Learning with Sue De Silva, CES Education Officer, Learning Diversity, on Professional Learning Plans and requirements for NCCD documentation and evidence, including the introduction of the Record of Student Adjustment and Evaluation

Whole Staff undertook: Professional Learning Team Meetings-SoL&R 4 hours

MAPPEN Professional Development

Our staff knows that Mappen has a strong emphasis on helping students develop important skills that they will need in the 21st century. These skills include critical thinking, creativity, working well with others, being a good citizen, and communicating effectively. The learning sequences also include Habits of Mind, which are behaviours that students can practice when they encounter something new or challenging which aligns with our schools Learning Values.

NCCD

Major focus on Professional Learning with Sue De Silva, CES Education Officer, Learning Diversity, on Professional Learning Plans and requirements for NCCD documentation and evidence, including the introduction of the Record of Student Adjustment and Evaluation (ROSAE). This program allows teachers to quickly and efficiently record the adjustments that are made for each individual learner.

Teacher Participation in Professional Learning

Anaphylaxis, Asthma Training, and First Aid Training

Mandatory Reporting — Staff completion of the online module is an annual requirement

Disability Standards for Education E-Module

Child Safe Standards

Musica Viva Training

Sandhurst Leaders, Wellbeing, Catholic Identity, and Learning Diversity Network Days

RE Accreditation Training

Finance and Administration Training

Number of teachers who participated in PL in 2022

35

Average expenditure per teacher for PL

\$(PLAveExp)

TEACHER SATISFACTION

The school-based survey we conducted included input from all levels of staff, including teachers and non-teaching staff from Foundation, Junior, Middle, and Senior levels. Staff members were given five response options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. For simplicity, we considered Strongly Agree, Agree, and Neutral responses as positive and Disagree and Strongly Disagree responses as negative. However, some questions were designed to be reverse-scored, meaning that a "disagree" response actually indicated a positive attitude or behaviour, and an "agree" response indicated a negative attitude or behaviour. We carefully analysed all the responses and assigned appropriate scores to each question to better understand the experiences and perceptions of staff while in our school.

According to the survey, the majority of staff feel positive (92.4%), enthusiastic (100%), and proud (92.3%) of their work, and energized (92.4%) about their job. However, some staff members do feel tension, anxiety, stress, or troubled in their role, with 30.8% in strong disagreement and 23.1% disagreeing that they feel tense at school. Only 2 staff members agreed that they felt all of these feelings.

Most staff members (92.4%) understand their roles and they believe that they know what is expected of them, including their professional responsibilities. They experience collegiality and enjoy working as teams in their roles. Although communication at school has improved, the majority of staff believe that there is room for improvement in this area. Overwhelmingly, 92.3% of staff feel that they can rely on their colleagues, with 69.2% of them in strong agreement that staff members are ready to help each other. However, decision-making at school displayed a negative result, with many staff members undecided about their satisfaction with the decision-making process. Although 38.5% agreed or strongly agreed that they were happy with the decision-making processes in place, an equal number of staff members were undecided about this. The same percentage of staff felt that they were asked about their participation in decisions that affect their work. Some staff members (30.8%) feel that they are involved in the decision-making in general school practice.

Most staff members feel that their goals are in alignment with the goals of the school, and the goals of the school are clear. The majority of staff feel that they are recognized for their work, although 61.6% of staff would prefer to have more feedback on their work performance. Staff would like to see more recognition for their good work, with an even spread to this question. However, many staff members feel that work demands are too high (69.3%) and expectations regarding documentation are also too high (92.4%).

Regarding student behaviour, staff members believe that students are respected in the school, and their behaviour is generally good (100%). Staff members believe that they, as a staff, continuously work with an improvement mindset and focus on whole school improvement and the engagement of students in their learning (100%). The staff believes that through Visible Learning and the implementation of Learning Intentions, students understand the purpose of their lessons. High-quality teaching is the product, and there is a focus on the need for continued improvement. Although some disruptive behaviours can impact on learning in class, staff also feel that they respond well, stating that their work makes a difference to student learning and wellbeing (100%). Staff generally feel that the curriculum is well documented, planned, and implemented.

Most of the staff members consider teaching in a Catholic school important, including celebrating liturgies, experiencing prayer, and learning about faith.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	91.0%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	79.1%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.8%
Graduate	23.8%
Graduate Certificate	0.0%
Bachelor Degree	61.9%
Advanced Diploma	14.3%
No Qualifications Listed	19.0%

STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	33.0
Teaching Staff (FTE)	26.0
Non-Teaching Staff (Headcount)	21.0
Non-Teaching Staff (FTE)	16.1
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- Further develop the school's focus on strengthening partnerships between school, parish, home, and wider community

Achievements

St Joseph's Parish Team

In 2022, our St Joseph's Parish and St Joseph's School had a wonderful time, sharing in a variety of events and activities. One of the highlights was our school fete, which was held to raise funds for CARITAS, a charity that supports people in need. We all came together to enjoy fun games, delicious food, and lively entertainment planned and shared by the students themselves. Additionally, we shared in many Parish and School Masses throughout the year, where we gathered as a community to celebrate our faith and values. We were able to utilize the Covered Outdoor Learning Area (COLA) to share many of the Masses outdoors. Our students also participated in a beautiful and meaningful Sacramental program, where they deepened their understanding of faith and learned about the importance of Sacraments in our lives. We also took part in the St Vincent DePaul Winter Blanket Appeal and the Christmas Toy Drive, two initiatives that helped us to give back to those in need which complemented the work that our Senior students achieved in their Leadership programs. Through all of these events, we were able to make special connections between the St Joseph's Parish and St Joseph's School, and to strengthen our sense of community and shared purpose.

Tomorrow/Today Foundation

St Joseph's distributed Dobson uniform vouchers and Kmart vouchers from the Tomorrow/Today Foundation to families in need throughout 2022. Families found this a most valuable and timely support. Grant applications have also been made through the Tomorrow/Today Foundation to assist families with extracurricular activities.

Flu Vaccinations

The school provided staff with the opportunity to receive Flu vaccinations as a preventative measure for health and Wellbeing in 2022.

After School Care

After School Care continued to run as a service to our families. The service is provided by ProKidz and is available five afternoons a week (Mon - Fri) from 3.30 pm until 6.00 pm. This is a great asset in supporting our working families.

Meal Bank and School Lunch Register

A Meal Bank and School Lunch Register continued in 2022. Due to COVID-19 regulations still in place, we were unable to make meals, so we had to purchase commercially produced meals. The Meal Bank was used frequently by many families for a variety of reasons such as illness, financial stress, absenteeism of a parent, single-parent support, and family loss. There has been the added strain of unemployment for many of our families with regard to illness as a result of the pandemic.

The school lunch register also ensures that there are sandwiches available to students when they have forgotten their lunch or when a family needs support.

Breakfast Club – Nourish to Flourish

Due to ongoing restrictions and the changing state of play with regard to restrictions and differing waves of COVID 19, Breakfast Club was unable to be run in 2022. Plans are currently being made to ensure the return of Breakfast Club in 2023. Existing funds helped to assist families with groceries and meals when they need them most.

Benalla Rotary Community Champions Program

The Rotary Club of Benalla worked with our Year Six children and Wellbeing Team to run the junior awards program 'Benalla Community Champions', with the aim of building strong community connections and providing children with an opportunity to know the true meaning of citizenship. The program required Year 6 students to undertake various activities and research that connect them with the local community and is linked to four sections including community service, learning a new skill, physical exercise, and social experiences. The program aligns with The Resilience Project, which focuses on gratitude, empathy, and mindfulness, and assists students with their confidence and independence while promoting positive mental health strategies. Students who volunteered for this work developed many skills and learned about the true value of community work. This program was an excellent way for the students to understand the intrinsic value of giving back to their community while building empathy and kindness. By dedicating their time and energy to helping others, the students could discuss their understanding of having a sense of purpose and how rewarding it is to have a positive impact on those around them. Engaging in community service can also help you develop essential skills such as teamwork, communication, and problem-solving. It provided an opportunity to learn about different cultures, perspectives and issues and fostered a sense of appreciation for diversity. Overall, the students learned that giving of themselves, for the benefit of others is not only a valuable learning experience but also promoted personal growth and social responsibility.

Parents and Friends Fundraising Committee

The St Joseph's Parents and Committee worked tirelessly throughout 2022 to raise funds for the school's COLA-Covered Outdoor Learning Area. They organised a variety of fun and engaging activities for the children throughout the year, such as a School Disco, children making gifts for Mother's Day and Father's Day, a Cookie Dough Drive, a Colour Run and numerous Hot Food Days. These events were welcomed with great enthusiasm from both the children and their families, and have helped to foster a sense of community and school spirit. Thanks to the hard work and dedication of the St Joseph's Parents and Friends Committee, the school raised a significant amount of money for the construction of the COLA-Covered Outdoor Learning Area. The committee's efforts have not only benefited the school financially, but have also helped to strengthen the bonds between the school, the families, and the wider community.

We thank Tanya Johnstone who has been pivotal in the past for all the work she has done in leading the P&F at St Joseph's. We also thank Jasmine Dean (President), Danielle Mee (Vice President) and Kara McIntyre (Secretary) who were instrumental in leading new committee members to enjoy such wonderful success as a vibrant team during 2022.

Other Initiaves of 2022 included:

Diabetic Training (All Staff)

RRRR Training(Teaching Staff)

NCCD Briefings(Teaching Staff)

Breakfast Club limited throughout the year

Harmony Week Celebrations

Easter Reflections online

ANZAC Day March

Mother's Day Mass

Reintroduction of Hot Food Lunches P&F

Re-introduction of Sporting events in the community such as school-based Cross Country District Cross Country, Winter Community Sports Day, Incursion for Netball, Basketball Victoria sessions, Swimming and Athletics at all levels.

Introductory Tours for prospective enrolments.

Ray White Awards at Assembly

PARENT SATISFACTION

This data presents the results of a survey conducted among parents of students at St. Joseph's School on reflection of the 2022 Academic Year. The majority of parents believe that the school provided adequate challenges for their children (83.7%), that the education programs are suitable for their child (76.7%). The parents also believe that the school is meeting the needs of their child (81.3%) on a daily basis. Additionally, most parents believe that their child looks forward to school and feels connected to it (76.8%), enjoys learning at school (79.1%), and is developing good social skills while attending school at St. Joseph's (84.4%).

Regarding bullying, 60.5% of parents strongly believe that their child has not been bullied at school recently, while the remainder of their beliefs ranges from 'some bullying' to 'no bullying' of the total population who responded to the survey. Overwhelmingly many parents feel that the incidence of bullying is minimal with 72% of responses suggesting a negative or minimal exposure to bullying at St Joseph's.

In terms of approachabilities to staff members, 39.5% of parents feel very strongly that there is good communication between staff and parents, while 11.7% feel negative about this. However, no parent feels very strongly that the staff are not approachable.

The survey results also show that 81.4% of parents feel that the school takes their views and concerns seriously, and 62.8% of parents feel either strongly or very strongly that they are well informed about their child's progress. Finally, most parents (76.7%) are satisfied with the education their child receives, and the vast majority (90.8%) feel that the school always strives to improve.

Of the parent population who responded to the survey many parents (65.1%) believe that the school manages student behaviour fairly, consistently, and sensibly.

It is encouraging to see that over 80% of our parents feel that our teachers make learning fun, and encourage children to learn while over 75% of these parents feel that the teachers motivate their children to learn. It seems obvious then that our parent community feels that our teachers are extremely dedicated (72.1%), enthusiastic (74.4%), and energised (79.1%).

Our Parent community has also indicated that classroom behaviour is a varied experience for many children in relation to classroom behaviours that may interrupt or disrupt learning. It is

pleasing to receive this feedback in order to support us as we cater to the varied and complex needs of all children and their wellbeing.

We thank the parents who provided such prudent feedback via this survey. This data will be used as both a reflective tool and one that we can use to make decisions in our planning and policy development moving forward. We thank our community for supporting this form of data collection so that we can use it authentically to inform our future practice and endeavours.

Future Directions

Future directions will include the continued development of Middle Leadership across the school and improving communication processes for staff and families. Embedding learning in Visible Learning, 'Sounds Write', and 'Problem-Solving in Mathematics' (Vingerhoets) will support us in our endeavour to implement a more consistent and evidence-based approach to teaching and learning. Another important step is to develop the students' ability to be reflective learners and build a strong culture of feedback, which can improve their academic outcomes and overall personal growth. Increasing opportunities for students to reflect on their faith and re-contextualise their learning in Catholic Identity within the context of their own lives can help to create a more meaningful learning experience. Finally, formalising an approach to completing Learning Walks in our school may help to ensure that we are regularly assessing the effectiveness of our teaching and learning strategies and making necessary improvements. By implementing these measures, we may be able to enhance Middle Leadership and create a more productive and engaging learning environment for everyone in the school community.