



St Joseph's School Beechworth

2022 Annual Report to the School Community



Registered School Number: 672

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Contact Details

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Minimum Standards Attestation

I, Carly Avery, 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.

14/03/2023

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

Motto

'Strength and Kindliness'

Identity Statement

Joseph's school is a Catholic community promoting excellence in education, and living the ideals of Strength and Kindliness in the tradition of the Brigidine Sisters.

Vision Statements

St. Joseph's Primary School is committed to:

- Giving witness to the Catholic faith and honouring the Brigidine charism.
- Ensuring all children feel safe and are safe all of the time.
- Treating each individual with respect and dignity.
- Providing excellent teaching and learning opportunities allowing all to celebrate gifts and talents.
- Ensuring a safe and nurturing learning environment.
- Developing strong partnerships with Parish, family, school, wider community and the natural environment.

Graduate Outcomes

At St. Joseph's we endeavour to educate students to:

- Be passionate life-long learners.
- Be fully engaged in their learning and pursue personal academic excellence.
- Be resilient, optimistic and self confident.
- Be empathetic, accepting and respectful.
- Be active in caring for the environment.
- Be open to challenges and opportunities.
- Be of service within the local and global community.
- Know and value the beliefs, rituals and traditions of the Catholic faith.
- Be responsible for their own learning choices and actions.

School Overview

St Joseph's is a Catholic Primary School that dates back to the mid 1800's. St Joseph's is situated in a small country town in the North East of Victoria. The forerunner of the present St Joseph's School was a wooden structure built in 1857, and up to the year 1886 it was staffed by lay teachers. In 1886 four Brigidine Sisters came out from Ireland after negotiations made by Dean Tierney and the Superioress of the Brigidine Convent of Abbeyleix, Ireland. Almost immediately the present site of 10 acres was purchased and the first stone was laid in 1888, and the convent and school were completed at the end of 1888.

St Joseph's continues the Brigidine spirit of 'Strength and Kindliness' today. In 2022 St Joseph's Primary School had 94 students and five classrooms operating. St Joseph's strives to provide excellent learning opportunities for all students in an atmosphere that is caring and nurturing. St Joseph's values and maintains the wellbeing of all in the St Joseph's community, striving to be a school that highly values relationships. It is acknowledged that parents are a vital link in the education of children and in 2022 St Joseph's continues to work in partnership with families developing the bond between home and school. St Joseph's staff and children embed a culture that honours our school vision. We are very proud of our work in making the school a safe and nurturing environment where all are treated with respect and dignity. We continue on this path, paying particular attention to building relationships and embedding a culture of respect for all. The wellbeing of students and families and the climate of a safe and caring environment is paramount at St Joseph's, and as the staff know a loving environment it is of the utmost importance in order to allow for the best possible education for all students.

St Joseph's Primary School has a close relationship with St Joseph's Parish Priest, Father Tony Shallue, and our Priest in residence, Father Mike Pullar. They are our community's spiritual and school leaders and as our Priests are building important, strong relationships through their caring, nurturing and strong presence in our school community.

The school is dedicated to high expectations and the staff strives to provide teaching that matches the children in interest and academic ability. The school has good facilities that are well maintained, including a multipurpose room, art room and kitchen area. School grounds include vegetable beds that contribute to the kitchen garden program. All students from grade three up have their own ipads. Children in the lower classes have access to i-pads to enhance their learning. St Joseph's offers specialist teachers in the areas of Visual Arts, Performing Arts, Italian and Physical Education.

One of St Joseph's greatest strengths is the continual enthusiasm and participation of our parents in all school life. The staff are very grateful, as this contributes so much to the quality of education and the happiness and wellbeing of all our children.

Principal's Report

St. Joseph's Primary School acknowledges the original Aboriginal landowners and extends respect to past, present and future local Elders.

It is with a great sense of pride that I report to our community on the 2022 school year. This is a community of which I am continuously grateful and proud to be associated with.

As a community it was a wonderful year with opportunities to come together in many ways. We hit the ground running with our first food stall at the Golden Horseshoe Festival, which was a great success, and came up winners in the parade! This event certainly set the tone for the year with street stalls, social events, sports days and camps to mention a few. Another highlight for the year was our School Production, 'Plastic Is Not Fantastic'. This was an amazing showcase of student talent led by our performing arts teacher, Jane Sartori, and supported by a number of parents.

We were successful in our grant application to begin working on our master plan which will see works begin in late 2023. This is wonderful news and promises for some modern, flexible classroom spaces. We also began work on finalising a landscaping master plan, which also looks promising.

We continued to work on curriculum development across the school, particularly in the area of literacy. Working closely alongside staff from CES, we have continued to build skills and strategies in this area.

Another major focus for 2022 was that of parent engagement. It was wonderful to see so many parents involved in a range of events and volunteering opportunities.

I would like to take this opportunity to formally thank Father Tony and Father Mike for their support and guidance over the year. I would also like to thank the members of our School Council and School Chair Adam Green for their support in 2022.

Yours Faithfully,

Carly Avery.

Principal

School Advisory Council Report

The 2022 School year observed St Joseph's School Advisory Council continue to be guided and supported by the St Joseph's teaching leadership team. It was with great relief and enthusiasm that the Advisory members were able to meet in person, as were our students, who returned to their schooling with face-to-face learning for the duration of the full school year.

Our Advisory Council is a dedicated group of parents who are motivated to enhance parent leadership and connectedness by role modelling our schools' values of kindness, respect, and healthy relationships. We perform the important role of communicating and advocating the great work our teaching leadership and staff deliver with our children and the broader community.

In 2022 much of the Advisory Council's focus was on parent engagement, family wellbeing, fundraising, and integrating the return of family social events. There was also a focus on supporting the leadership team in grant submissions and success to ensure continued investment in our school's infrastructure and surrounds.

Through the family and parent climate satisfaction surveys it is evident that our community continues to give the school's leadership a positive response and are happy with their student's educational journey.

School Chair

Adam Green 2022

Simone Nolan 2023

Catholic Identity and Mission

Goals & Intended Outcomes

- To build on the Catholic Identity of the school with a recontextualised context.
- Support staff with their understanding and faith formation of the Catholic Identity of the school.
- To build on staff theological knowledge.
- To build on understanding of ECSI data, with a particular focus on Post Critical Belief.

Achievements

Catholic Identity continues to be strongly interwoven and embedded in all that happens at St Joseph's. The 'Brigid and Mary MacKillop Social Justice Group' participated through helping at the 'Opportunity Shop', and working on the Gardens at Quercus. We were able to host our Parish Friends morning teas and Masses this year, which was special for all involved. Each week the school gathered to pray together with each class preparing and presenting prayer in turns. This is a rich and authentic way that St Joseph's celebrates together.

Special thanks to Linda Murcutt and Irene Sharp for their continuing work in the area of Social Justice. Social Justice continues to be a great strength at St Joseph's. Thanks to Markeeta Green who was our Religious Education Leader in 2022, and responsible for organising school Masses, prayer timetable etc. The time in prayer and Mass is reverent and beautifully prepared and presented. The Catholicity of the staff and providing a culture that values our school being Catholic is evident of who we are and what we do.

VALUE ADDED

Community engagement is another area of great strength at St Joseph's, being able to be present at school and parish masses again was a blessing.

We had one staff member complete their Catholic Accreditation to teach in a Catholic school, bringing our accredited teachers to 80%. A three year strategic plan to support teachers with Religious Education maintenance hours was also enacted.

Our front entrance is a special area that presents symbols, stories and a welcome to St. Joseph's. This space is a prominent display of our Brigidine history as the cross and prayer focus welcome you into the school.

The focus on prayer, celebration of Feast days and significant events, and the continued delivery of Religious Education lessons has resulted in a continued focus on our Catholic Identity, alongside our social justice group being able to connect to community groups.

A further success this year was the seven students who undertook the Sacrament of Reconciliation. Families were supported by the school and parish during the preparation and celebration of these sacraments. I would like to thank Father Tony, Father Mike, Markeeta Green and parents for their support with preparing students for these sacraments.

Learning and Teaching

Goals & Intended Outcomes

- Embed a systematic approach to the professional learning of writing.
- Embed spelling in the writing process.
- Investigate current teaching and learning practices of grammar and punctuation F-6.
- Strategically plan for reconnectors, assessment and data analysis in mathematics.

Achievements

Following an inquiry into and professional learning as to how we are teaching phonics and spelling we continued to train up all junior teachers in SoundsWrite. This enabled us to implement a systematic delivery of phonics across the junior school and was supported by intervention teachers. Our senior teachers worked with Dr Tessa Daffern on a systematic spelling approach which meets the needs of our senior students. It is rewarding to see that these styles of teaching are well received by students and achieving great results.

We continued working with a number of staff from CES on key foci. These included in literacy a focus on guided reading, in maths on fluency and challenging tasks and effective explicit instruction in all areas. We have also begun an inquiry into our student data, how we are using this data to inform teaching strategies and student needs.

We held our first Learning Walks focused on our delivery of phonics and spelling and fluency tasks in numeracy. These were great opportunities for parents to be part of students everyday learning.

We were fortunate to undertake a series of professional development sessions with CES staff, Australians Together- Building Confidence. These sessions focused on where to start when bringing First Nations stories, histories and cultures into schools. Through self-reflection, first hand accounts and an understanding approach, we were supported to rethink how First Nations perspectives are taught.

Another success for us this year was our continued involvement in the Lions Club Speeches. Several of our students made it through to the local club level competition, with one of these students representing St. Joseph's at the regional level competition. A great achievement.

A highlight of the year was our school production, Plastic is Not Fantastic. This production was written and performed by our students. Students also designed and produced props and costumes. This was led by our performing arts teacher, Jane Sartori with great success.

STUDENT LEARNING OUTCOMES

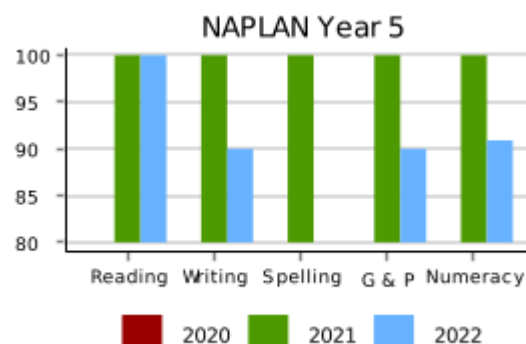
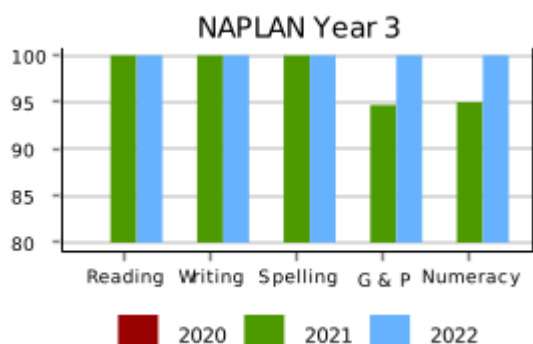
NAPLAN Data 2022

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 94.7 | - | 100.0 | 5.3 |
| YR 03 Numeracy | - | 95.0 | - | 100.0 | 5.0 |
| YR 03 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Spelling | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Writing | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | - | 100.0 | - | 90.0 | -10.0 |
| YR 05 Numeracy | - | 100.0 | - | 90.9 | -9.1 |
| YR 05 Reading | - | 100.0 | - | 100.0 | 0.0 |
| YR 05 Spelling | - | 100.0 | - | 80.0 | -20.0 |
| YR 05 Writing | - | 100.0 | - | 90.0 | -10.0 |

* 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 reduce anxiety in students.
- Promote and build wellbeing for students, staff and parents.
- To promote expected behaviours for students.

Achievements

- Learners are recognised in the classroom and yard for working towards our weekly PBIS focus. They are recognised with Joey points by staff members and the class with the highest amount of points wins the highly regarded Joey trophy at weekly assembly.
- Classroom Reps and the School Council continue to be a great source of feedback and support in a range of pastoral wellbeing avenues.
- We were able to have kindergarten visits, both at the kinder and onsite, as well as five transition sessions. Little Joey's was reignited following restrictions, with a good number of regular attendees.
- Pastoral wellbeing sessions with students in need continued to be offered and a staff member was trained up to deliver the Peaceful Kids programs, which will begin in 2023.

VALUE ADDED

St Joseph's engaged in a broad range of activities to enhance learning and provide better outcomes for our students.

These include:

- Social Enterprise Project
- After School Care
- Kitchen Garden Program
- Little Joey's
- Transition Sessions
- Student Leadership Program
- ARC (Lunchtime Clubs)
- Pastoral Wellbeing Checks throughout Remote Learning
- Canberra Camp

STUDENT SATISFACTION

Insight SRC data indicated a slight decrease in wellbeing scores across the board during 2021. Students indicated a strong connection to teachers and reported that student behaviour does not have a major impact on their learning.

STUDENT ATTENDANCE

Student attendance is recorded twice a day electronically by classroom teachers. Parent Guardians are expected to notify the school by 9:00am of any absences. Any absences which are not notified are followed up by a text message to the parent by office staff by 10:00am. Parents are expected to respond to the text. If parents do not respond, other contacts on the students list are called.

The school follows up students who have high levels of absenteeism, with plans to support the student and family in this matter. In more difficult situations advice and support is sought from the Catholic Education Office, Absenteeism Officer.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 84.8% |
| Y02 | 83.8% |
| Y03 | 87.1% |
| Y04 | 88.4% |
| Y05 | 86.1% |
| Y06 | 87.3% |
| Overall average attendance | 86.2% |

Child Safe Standards

Goals & Intended Outcomes

Child Safe Standards were introduced into the school in 2016 and updated in 2022.

- Continue the introduction and implementation of Child Safe Standards.
- Embedding Child Safe Policies and Processes.

Achievements

- In 2022, St. Joseph's Primary School continued to work on embedding the Child Safe Standards throughout the whole school, educating our community and children, ensuring a safe and nurturing culture for all in our school.
- A commitment statement to Child Safety is included in all formal and written communication.
- Continual education of teachers, non-teaching staff and volunteers
- Active promotion of Working with Children Checks for all volunteers, including Parent Reps and the School Advisory Council, for all events within our school.
- Student participation and empowerment strategies including the RRRR program and learning centered on the Student Version of the Child Safe Policy.
- Excursion Risk Assessments completed.
- All staff are members of the Child Safety Team and participate in the review of policies and procedures in all areas of school life. This includes the completion of the Mandatory Reporting (DEECD) learning module.
- Continued implementation of 'PROTECT', Identifying and REsponding to all forms of Abuse in Victorian Schools'. The supporting documentation is on display and accessible in all staff areas.
- Child Safety is a part of the Induction program at St. Joseph's.

Leadership

Goals & Intended Outcomes

- Define the purpose and of roles within the leadership team.
- Strengthen the leadership capacity of the leadership team.

Achievements

Year 6 students worked with Staff Leadership to develop Student Leadership roles for 2022. These roles included Sports Leaders, Junior School Leaders, Sustainability Leaders, IT Leaders and FIRE Carriers.

Year 5 students worked with staff to attend kinder visits, support with kinder visits onsite and transition sessions. They also attended the Caritas Just Leadership day with surrounding schools.

A leadership team meets regularly focused on the Annual Action plan. The team reviewed the Leadership Charter and supported staff with operational tasks, as well as working towards strategic outcomes. This team was supported by the strong and valued School Board throughout the year.

Regular parent and teacher surveys were sent out in order to identify areas of need, ways to support, areas of growth and success.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Australians Together: Building Confidence Workshops
- Level 2 CPR
- Faith Formation Staff Retreat
- Sandhurst Budget workshops
- Catholic Identity Leaders Days
- Critical Incident Training
- Principal and Deputy Cluster Days
- Dr Tessa Daffern Spelling Professional Development
- Sounds Write Training
- Student Wellbeing Professional Development: Georgia Manning
- Peaceful Kids Training: Georgia Manning
- Literacy Professional Development: CES Staff
- Data Knowledge Professional Development: CES Staff

| | |
|---|-------|
| Number of teachers who participated in PL in 2022 | 10 |
| Average expenditure per teacher for PL | \$680 |

TEACHER SATISFACTION

Anecdotal evidence, individual conversations, staff meetings, annual review meetings and general attitude from staff would indicate positive team and individual morale, with the main challenge being workload. Staff continued to work as a team, supporting each other. The impacts of the last few 'COVID' years and the focus on students is now being seen in staff. This highlights the ongoing importance of support for staff from all stakeholders.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 82.7% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 76.2% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 10.0% |
| Graduate | 10.0% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 60.0% |
| Advanced Diploma | 20.0% |
| No Qualifications Listed | 20.0% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 1.0 |
| Teaching Staff (Headcount) | 15.0 |
| Teaching Staff (FTE) | 9.8 |
| Non-Teaching Staff (Headcount) | 13.0 |
| Non-Teaching Staff (FTE) | 4.9 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Community Engagement

Goals & Intended Outcomes

- Embed the school's vision into everyday practices.
- To provide facilities to match that of the learning and teaching philosophy.
- To become more energy efficient.

Achievements

The role of the School Council continued to play an important part in 2022. The main areas the Council focused on in 2022 were:

- Master Planning- this involved applying for a SMARTY grant in which we were successful.
- Landscape Planning- this involved working with parents and the Council to develop a landscaping master plan.
- Parent Engagement- Re-engaging our parents in a range of school life opportunities and aspects was a major focus in 2022. This was a success in many different areas of school life.

PARENT SATISFACTION

Insight SRC data indicated steady results in the areas of student engagement and peer relations, which is a great result on behalf of the teachers and support staff during remote learning. Satisfaction surveys were sent home each term to continue looking at areas of growth and success. Responses were able to be acted on and communicated to parents. Examples include the introduction of Learning Walks and Learning Expos.