



St Joseph's School Elsternwick

2022 Annual Report to the School Community



Registered School Number: 1368

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal’s Report7

School Advisory Council Report8

Catholic Identity and Mission9

Learning and Teaching11

Student Wellbeing14

Child Safe Standards17

Leadership19

Community Engagement22

Contact Details

ADDRESS	28 Sandham Street Elsternwick VIC 3185
PRINCIPAL	Claire Tobin
TELEPHONE	03 9528 1614
EMAIL	principal@sjelst.catholic.edu.au
WEBSITE	www.sjelst.catholic.edu.au
E NUMBER	E1136

Minimum Standards Attestation

I, Claire Tobin, 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.

01/05/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our vision is to be a welcoming and safe Catholic school that inspires excellence in all areas of school life. We promote spiritual, social and emotional wellbeing and academic success. We empower our students to become compassionate, contributing citizens.

At St Joseph's our mission is to:

Live our faith:

- Uphold the values of Jesus Christ, so that each person experiences love, forgiveness, acceptance and hope.
- Develop and enact a strong sense of social justice and stewardship.
- Celebrate our Catholic faith and traditions.

Educate our students for the world:

- Prepare our students with skills and strategies to enhance their social and emotional wellbeing.
- Develop expert teachers who provide a rigorous and contemporary learning environment.
- Nurture and engage all students to be curious lifelong learners.

Connect and care for our community:

- Provide a safe environment for all in our care.
- Foster trusting and respectful relationships with all members of our community.

School Overview

St Joseph's Primary School is located in the inner southern suburb of Melbourne, Elsternwick. The school is housed in a beautiful old mansion that is attractive and welcoming, and the entrance is enhanced by an impressive heritage staircase. St. Joseph's is a vibrant and inclusive learning community where collaboration and strong relationships are evident in all aspects of the school's operations.

The classes are structured as 14 straight grades from Prep to Year 6, with two classes in each year level. The classrooms are well-equipped with interactive boards, iPads, Chromebooks and trolleys. In Years 2-6, students benefit from a 1:1 device Chromebook program. Specialist teaching roles include Physical Education, Visual Arts, Music, and LOTE (Italian). Students in Years 3-6 participate in school camp, with Year 6 students going to Canberra for 4 nights. The biennial school production and art show foster a strong sense of community and celebrate The Arts within the school.

St. Joseph's provides a rigorous and contemporary learning environment that aims to inspire a love of lifelong learning. The teaching and learning program is drawn from the Victorian Curriculum, and the use of the Google platform for ongoing collaboration further enriches learning experiences for students. Explicit teaching in key learning areas, such as English and Mathematics, ensures students are provided with strong foundational knowledge and skills.

The staff are trained and supported to use evidence-based teaching strategies, with a focus on pedagogically sound teaching methods. This is supported with an evidence-based intervention program, which reinforces these foundational skills. The school's involvement in additional learning programs, such as Tournament of the Minds, Maths Olympiad, and STEM Club, further enhances student motivation and engagement.

St Joseph's approach to learning and teaching involves more than providing academic instruction. It is about nurturing the individual - academically, spiritually, emotionally, and physically - equipping students with lifelong skills to become compassionate and contributing citizens. The school develops quality relationships with students, families, and staff - built on respect, inclusiveness, and a strong sense of welcome. St. Joseph's prides itself on knowing each child and family, and aims to develop the whole child. Wellbeing is at the forefront of all practices, as the school believes that the connection between wellbeing and positive learning outcomes is vital. The school strives to help students develop an understanding of the world, their community, and their role in it.

St. Joseph's outstanding academic results are achieved by working collaboratively with families. The school's goal, in partnership with parents, is to provide a comprehensive education within a safe, happy, and rich learning environment. A dynamic 'Parents and Friends' association drives many fundraisers to support the school throughout the year, and classroom helpers are welcomed across the school. Parental assistance with curriculum programs, e.g. Literacy helpers, excursions, guest speakers, and sports events, are highly valued. Parents also run basketball, netball, and soccer classes before and after school. Currently, 23 basketball teams (220+ children) from St. Joseph's represent 'The Joey Giants Club' in daily afternoon competitions.

The school has undergone several major refurbishments in recent years, with additional playground spaces, shade cloths, building projects, and adventure playgrounds completed from 2014 - 2019. In 2020, the school was successful with an application for Supplementary Capital Grant to support a building/refurbishment program. The focus of this program is to replace the

old roofing area of the Junior school, and refurbish and modernize the current facilities and learning spaces to mirror the Middle and Senior school. At the end of 2021, the school received funding to install a new shade cloth on the rear deck, providing an outdoor learning environment for students and it was installed in mid-2022.

Principal's Report

The year 2022 has been an incredibly productive and successful year at St. Joseph's. Despite the challenges posed by the COVID-19 pandemic, illness, and staffing shortages, we can certainly say that we have been delighted with how our year has unfolded.

At the beginning of the year, we cautiously entered with restrictions in place, but with a sense of hope that things would slowly return to normal. Our focus was on readjusting to school life after two years of remote learning, and this will continue into 2023 with the introduction of new wellbeing programs that will further enhance the programs and practices already in place.

In the area of teaching and learning, we continued to focus on building teacher capacity to improve classroom practice and learning for all students. Our community demonstrated that we are a community where faith is central, and our Catholic culture is strong and robust through prayer, Mass, and curriculum. Our students enjoyed numerous successes and were provided with many opportunities to show initiative, creativity, and leadership through various activities such as STEM Club, Year 6 leadership program, Tournament of the Minds, Cross Country, Hoop Time, Craft Club, and the School Choir.

Our vibrant and active parent community and P&F worked tirelessly to ensure our community re-connected, providing numerous opportunities for parent and community engagement. We also thank our highly committed School Advisory Council, who collaborated on many important initiatives in 2022, most significantly the sub-committees to promote and support key aspects across our community. Our families continue to contribute significantly to the welcoming culture and spirit within the school community.

The school continued to work on the proposed building/refurbishment program. The focus of this program will be to replace the old roofing area of the Junior school and refurbish and modernise the current Prep, Year 1, Year 2, Year 6, Art, Atrium and Library learning spaces. With an excellent reputation within the broader community, the retention of senior students, and the intake of another two Prep classes, the new contemporary facilities will adequately meet the demands of this growth. The building program is anticipated to commence in mid-2023.

In June, it was announced that the Acting Principal, Claire Tobin, was formally appointed to the role of Principal.

In July, 11 new Child Safe Standards were released, and all staff and the School Advisory Council participated in Child Safety professional learning and training to ensure we remain compliant.

Our community shares a tremendous sense of satisfaction for our achievements in 2022. As we look to the future, St. Joseph's anticipates a period of increased growth, learning, and wellbeing for all in our community.

School Advisory Council Report

The St Joseph's School Advisory Council is made up of 8 council members who value and share the educational mission and ethos of the Catholic Church, comprising of:

- The Principal (ex officio).
- The Parish priest (ex officio) (custodian of mission).
- Two parents of children attending the school.
- One parishioner.
- Another person who in the opinion of the principal has the relevant knowledge, skills, expertise or interest and commitment to the mission of the school to serve a particular need on the council.
- Additional parents of children attending the school.

Each member of the School Advisory Council assumes a leadership role in the school. Members are committed to the values and principles outlined in the Terms of Reference.

The following are some examples of the many ways the School Advisory Council may support the school and the principal:

- Articulating and enacting the school's vision and mission.
- Promoting the school's Catholic ethos and culture.
- Promoting faith formation and development.
- Supporting school policies as required.
- Giving advice to the principal on issues such as school improvement plans and enrolment trends.
- Engaging in discussion with the principal about the annual school budget and other financial matters.
- Giving advice to the principal about the school master plan.
- Providing capital resource planning and maintenance support to the principal.

This year has seen the School Advisory Council collaborate on important initiatives including:

- Assisting with planning for capital works project.
- Branding and marketing strategies to secure the schools ongoing profile.
- Maintain relationships with the Parish and Parish Priest.
- Planning for extra-curricular activities for families (outside school hours).

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To encourage all members of our school community to collaborate in enhancing the Catholic identity of St Joseph's.

Intended Outcomes:

- That the level of importance placed on prayer, sacrament and liturgy is improved.
- That student engagement in Religious Education learning is improved.
- That understanding of, and involvement in, social justice activities will be enhanced.

Achievements

A strong emphasis has been placed on the Catholic Identity of the school, with a focus on our faith, beliefs and actions within the classroom and school community. We enhanced our focus on Social Justice and the principles of Catholic social teaching. Students participated in a range of social justice activities, such as Harmony Day and St Vincent's Winter Appeal, and were able to link this to their understanding of faith - that as Catholics we are called to serve others.

Staff participated in regular professional development on the Religious Education curriculum, the Principles of Catholic Social Teaching and Pedagogy of Encounter. Building teacher capacity and understanding, in the provision of a purposeful and engaging RE curriculum, remained a focus. The creation and provision of multiple opportunities for prayer, liturgies and the celebration of the sacraments increased as the year progressed. Parents, extended family and members of the parish are regularly invited to these events. Families were invited in for class liturgies and morning prayer. The introduction of Christian Meditation practices across the school has been a welcome addition to our prayer routines in the morning.

Links between the school and Parish were strengthened. The availability of Father Varghese for classroom visits and student participation in weekday masses enhanced the sense of Catholic identity at St Joseph's. Regular weekday and Sunday masses were scheduled, with morning teas held after Sunday Mass for all members of the community. We thank Father Varghese for his leadership within our Parish and we acknowledge the work of our Religious Education leader, Elly Dillon, for her faith leadership with our staff, students and parents.

VALUE ADDED

- Christian Meditation professional learning and Christian Meditation school policy developed.
- REL supported teachers in planning and delivery of Religious Education Curriculum.
- Maintained Social Justice initiatives - Project Compassion, St Vincent De Paul, Ryder-Cheshire Australian (Harmony Day).
- Increasing parent and student involvement at school masses and liturgies.

- Strong student participation in all Sacraments - Confirmation, Reconciliation and First Eucharist.
- Maintaining a strong connection with Catholic children who attend government and private schools through our Sacramental program.

Learning and Teaching

Goals & Intended Outcomes

Goal:

- To challenge and empower students to grow as passionate and successful learners in a rigorous and contemporary environment.

Intended Outcomes:

- That student performance in literacy and numeracy will be enhanced.
- That teacher capacity to analyse data to drive student learning is improved.
- That the Victorian Curriculum capabilities are embedded across the curriculum.
- That the Victorian Curriculum Digital Technologies outcomes are embedded across the curriculum.

Achievements

St Joseph's staff continued to work towards creating a rigorous and contemporary learning environment for our students.

The High Impact Teaching Strategies (HITS) were a continued focus in our planning and teaching. The HITS are internationally recognised as some of the most reliable teaching strategies for delivering strong learning outcomes for all students.

Literacy continued to be a priority, with a strong focus on explicit teaching across Prep to Year 6. Explicit teaching remains a focus at St Joseph's, pivotal when engaging small group sessions and whole class instruction.

Classroom teachers continued to utilise 'The Writing Revolution,' by Judith Hochman and Natalie Wexler. This evidenced-based methodology enables students to master the skills that are essential to writing - explicit instruction, sentences, content, grammar, planning and revising. Our spelling program of Multi-sensory Structured Language (MSL) and Spelling Mastery continued to be delivered in Prep to Year 5, while the Year 6 students developed their spelling knowledge of patterns, syllable types, word knowledge and morphology/etymology. This year, 2 more staff have been formally trained in MSL and, upon completion of their case study, we can officially register as an MSL school.

Numeracy instruction focused on developing teacher capacity in the Number and Algebra content area. Prep - Year 2 continued to implement the Learning Framework In Number, or LFIN, which focuses on developing fluency and understanding of key number facts. Multiple exposures formed the focus in Years 3-6, with research demonstrating that deep learning is developed over time, via multiple and spaced interactions with new knowledge and concepts. It is most effective when exposures are used deliberately to assist learners to master new knowledge and skills, and when the exposures are spaced over time. We congratulate and thank our Numeracy and Literacy leaders, Tom Hartney, Lisa Mclean and Alannah Harrison, for their strong, instructional leadership in this space.

We continued to look for ways to keep our learners engaged. STEM Club (in school and extra-curricular) continued to be a welcome highlight. The ability to understand and apply data, and develop solutions to complex problems, will be important life skills and STEM is something we value and celebrate at St Joseph's. This will remain a focus into 2023. We were delighted to be

able to submit teams to compete in the Tournament of the Minds competition. 6 teams participated and 1 team placed second in their category for Social Sciences - a notable achievement.

STUDENT LEARNING OUTCOMES

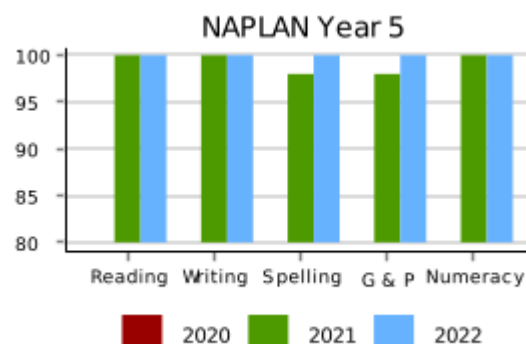
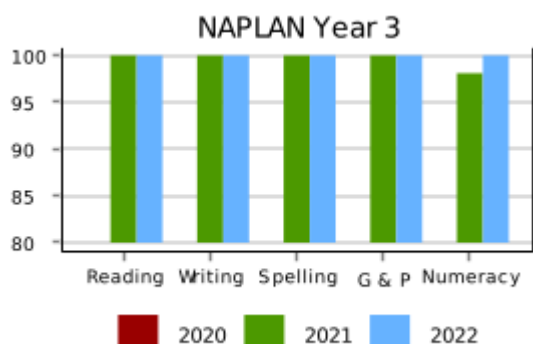
Student learning outcomes continued to be observed and analysed across a range of school-based and national assessments. Due to NAPLAN not taking place in 2020, we were unable to measure growth across the cohort. However, our students performed strongly in all curriculum areas assessed. The majority of our students were assessed in all subjects to be at or above the state mean in all curriculum areas. Our school-based assessment results were also pleasing. Not only did our students continue to achieve strong academic results, across most year levels and subjects, the growth shown by all cohorts exceeded expectations and normed scores. This is most reassuring after the significant disruptions caused over the previous two years of schooling due to COVID-19-related home learning. These exceptional academic outcomes also provide strong reassurance that our research-informed pedagogical approaches across the school are continuing to set our students up for success.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	98.1	-	100.0	1.9
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	-	98.0	-	100.0	2.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	98.0	-	100.0	2.0
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

Goal:

- To enhance the social, emotional and spiritual wellbeing of all students, who are empowered and committed to making a difference in the world.

Intended Outcomes:

- That the personal and social capabilities of students will be enhanced.

Achievements

St Joseph's continued to support the social, emotional and spiritual wellbeing of all students, empowering them to be effective members of the school community.

We are a school that ensures that relationships are at the heart of its work with students, their families, the community and at the collegial level. Throughout the year, routines, high expectations and predictability were the bedrock of our practice, which allowed students to feel a sense of calm and safety when returning to 'regular' school life.

All staff completed the Berry Street Educational Model of trauma-aware positive education approaches and strategies for mainstream schools, in order to develop teacher skills and sensitivities, thus enhancing their capacity to engage meaningfully and productively with the more vulnerable or marginalised members of their classes.

St Joseph's has comprehensively and collaboratively updated all Child Safe Policies and practices to align with the 11 new CCS and, in doing so, sought to empower students to be active co-creators of the school community.

We pride ourselves on our clear and obvious commitment to catering for diverse needs. This commitment underpins our drive to differentiate the curriculum and personalise student learning. Our 9 Learning Support Officers work across the school to support or extend students identified in wellbeing team meetings. Regular parent support group meetings are held to discuss student growth and progress. We completed our National Consistent Collection of Data review process, an annual collection of information about Australian school students with disabilities, with St Joseph's being acknowledged by the auditors as 'exceeds expectations'.

Two staff from St Joseph's were trained in Peaceful Kids. The 'Peaceful Kids' program is a Mindfulness and Positive Psychology based program to lessen anxiety and stress, and increase resilience in children. This small group program is currently being run in Years 3 and 4 with great success.

The Year 6 Leadership program continued to provide opportunities for students to showcase their leadership skills across a variety of areas throughout the year. This program has been revitalised this year, with all students being given the opportunity to select areas of leadership that align with their strengths, in addition to working with many of our younger students.

At St. Joseph's we firmly believe that respectful relationships and clearly stated guidelines for behaviour underpin and enhance student wellbeing. When relationships are respectful, reliable and strong, excellent outcomes can be achieved for all learners in the school community. Wellbeing continues to underpin all of our practices and lies at the heart of our teaching and learning approach.

VALUE ADDED

- Student Representative Council with clear goals and foci.
- Senior Leadership active and embedded in SRC.
- A whole school understanding and scope of sequence of SEL embedded and developed through regular professional development.
- Mindfulness as a daily practice.
- Wide range of extracurricular activities.
- Personal Safety curriculum for students.

STUDENT SATISFACTION

It was pleasing to note that the following areas were above the MACS average for Primary Schools:

- Student safety.
- Rigorous expectations.
- Belonging.
- Learning Disposition.

STUDENT ATTENDANCE

Non-attendance during onsite learning: All families are contacted should a child not attend school for a specific period of time. An electronic register is completed twice a day, in the morning and afternoon. Parents are required to notify the office or teacher directly should their child be absent from school.

Non-attendance during remote learning: An electronic register is completed twice a day, in the morning and afternoon. Parents are required to notify the office or teacher directly should their child be absent from school (onsite and remote).

For students participating in an onsite teaching and learning program, they should be marked present, as per usual practice.

For students participating in school remotely, they should be marked present using a specific code (ie. Present- Pandemic). Any absences should also be recorded as usual.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.1%
Y02	88.5%
Y03	87.9%
Y04	89.5%
Y05	85.6%
Y06	89.0%
Overall average attendance	88.4%

Child Safe Standards

Goals & Intended Outcomes

At St. Joseph's we hold the care, safety and wellbeing of children as a central and fundamental responsibility of our school. At all times, the ongoing safety and wellbeing of all children at St. Joseph's will be the primary focus of care and decision-making, with particular attention paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability. This commitment to child safety is reflected in all policies and procedures at our school.

Achievements

Child Safety has been, and continues to be, a priority at St Joseph's. We take pride in our commitment to creating a child safe school. Staff meet regularly to update policies and processes associated with Child Safety Standards and child safety is a regular feature in staff bulletins, class and school newsletters, and staff meetings. Our ongoing commitment to Standard 3, 'Empowerment of Children', is visible in our Social and Emotional Learning curriculum. The strategic inclusion of the Daniel Morcombe Personal Safety curriculum and Berry Street Education Model is a testament to this. In 2022, all staff continued to take part in the highly regarded professional development in the Berry Street Education Model.

2022 provided another important opportunity for us to revisit the Child Safe Standards and school-based policies. St Joseph's is a strong child safe organisation, and we seek to continuously improve our practices, regularly reviewing the implementation of policies, procedures and operations to inform long-term planning and, as you can see from the details below, child safety remains a high priority at St Joseph's.

The following list includes a brief outline of the policies, procedures and practices that reinforce our commitment to the safety of all children within our community:

- Child Safety Policies reviewed.
- Members of the School Advisory Council met all required child safety regulations.
- School closure day to unpack the 11 New Child Safe Standards and associated policies with staff.
- Child Safety Policy (student version, written by the Student Representative Council) was updated and displayed throughout the school, and published on the school website.
- Safeguarding Children and Young People Code of Conduct professional development for Staff and the School Advisory Council.
- Fortnightly meeting of the Wellbeing team.
- Child Protection and Reporting Obligations Policy and Procedures, including the 'Protect Protocol' presented to staff and the School Advisory Council.
- Termly child safety professional development.
- Hiring and induction processes with an emphasis on child safety.
- Semesterly staff anaphylaxis refresher.
- Termly safety component of the 'Personal and Social Capability' from the Victorian Curriculum.

- All staff completed the Mandatory Reporting unit and associated modules.
- Inclusion of Child Safety teaching activities in SEL Curriculum.
- Enrolment packs updated with Child Safety policies and guidelines.

Leadership

Goals & Intended Outcomes

Goal:

- To articulate and enact an inspiring vision that creates and sustains a culture of learning, which enables all to flourish and achieve their potential.

Intended Outcomes:

- That a shared vision is evident at St Joseph's.
- That staff learning and engagement is enhanced.

Achievements

The school continues to function at a very high level of effectiveness in the sphere of Leadership and Management. This results in a strengthening of the professional learning culture, which, in turn, positively impacts on student learning and wellbeing outcomes. The school has a clear sense of direction, and leadership structures and processes actively support staff to do their very best work with students.

Strong and supportive leadership enabled the Leadership and Management sphere to guide the community through the transition between the outgoing Principal, Simon Collis, and the new Principal, Claire Tobin, who was formally appointed to the role in June 2022.

The 3 Leadership Teams (Leadership and Management, Teaching and Learning and Student Wellbeing) continued to meet regularly to enact a shared vision and create a culture of learning, aligned with our School Improvement Plan and Annual Action Plan. Ongoing monitoring of these plans ensures a strong focus on school improvement.

Leadership opportunities exist for staff who do not have 'formalised' leadership positions, with the mentoring of new staff members, the implementation of curriculum initiatives and targeted professional development.

The March staff retreat provided a welcome opportunity to spend sustained time on professional development (student wellbeing), data analysis, and developing practices that align with our shared vision, such as the High Impact Teaching Strategies.

The two closure days in August, additional closure days given to us by Melbourne Archdiocese Catholic Schools, provided the staff with time to undertake critical Student Wellbeing and Child Safety professional development.

Opportunities continue to be provided for staff to participate in structured professional development to enhance staff learning and engagement, leadership capacity, classroom practice and student outcomes. Such opportunities this year include Berry Street Education Model, The Writing Revolution, Multi-Sensory Structured Language, Spelling and Explicit Instruction. The school welcomed expert training in the area of Mathematics with the Year 3-6 teachers working with Peter Sullivan on multiplication, division, fractions and decimals, and the Prep-2s and Learning Support Officers working with Jo Pringle on problem solving and number skills.

St Joseph's is recognised as a leading school in the area of explicit instruction. This year we hosted 3 schools to upskill them in contemporary, researched based practice. These schools all

spent time with various curriculum leaders at St Joseph's, observing lessons within the classroom and asking clarifying questions to further develop their practice.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Berry Street - Trauma Informed Practice.
- Mandatory Reporting.
- Anaphylaxis training.
- nForma Parent Portal.
- MSL Spelling.
- NCCD Intervention Framework Modules.
- LFIN - Learning Framework in Number.
- Peaceful Kids.
- St John's First Aid Training Level 2.
- English - The Writing Revolution.
- Mathematics - Jo Pringle (MACS Consultant).
- Mathematics - Peter Sullivan.
- Rights, Resilience and Respectful Relationships.

Number of teachers who participated in PL in 2022	38
Average expenditure per teacher for PL	\$1800

TEACHER SATISFACTION

St Joseph's continues to demonstrate leading practices for teaching, learning and student wellbeing, with data from all domains showing that we are at or above the MACS average primary school.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.5%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	92.1%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	13.0%
Graduate Certificate	4.3%
Bachelor Degree	78.3%
Advanced Diploma	17.4%
No Qualifications Listed	8.7%

STAFF COMPOSITION	
Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	25.5
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	12.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goal:

- To enhance partnerships between school, parish, local and global communities based on a strong sense of social justice, which promotes opportunity for all.

Intended Outcome:

- That student, parent and staff engagement in local and broader initiatives is increased.

Achievements

In the sphere of school community, we recognise that St Joseph's plays a central and critical role in building a sense of community, in which families share a sense of belonging, welcome and trust.

We have proudly created and sustained many initiatives and projects that connect the staff, students and their families to the parish, the wider community, and globally to developing countries.

We enjoy the support of a highly active parent community. This is epitomised by the contributions made by the Parents and Friends Association and School Advisory Council. The generous donations of time, energy and skills by both groups has steered the school in a positive direction. A number of events were held, which raised significant funds that will be put back into the school community, in addition to hosting events that fostered a sense of community and belonging:

- Cake stalls
- Easter Raffle
- Parent cocktail night
- St Joseph's Footy Classic
- Mother's Day
- Father's Day
- Grandparent's Day
- Book Week
- Footy Day
- Prep 100 days of school
- And various expos, excursions and camps

The school has continued to make authentic connections with the wider community, to create rich and meaningful learning experiences for the students and to further enhance the existing positive relationships. This has been accomplished through the enhancement of kinder orientation and buddy programs, conducted in collaboration with Orrong Road Kinder. In addition, the Year 3 students have regularly visited our local aged care centre, Victoria by the Park.

Opportunities have been provided for parents to lend educational support through their involvement in the school. We have welcomed parent helpers back into our classrooms with great success, with parents attending literacy or numeracy sessions to support the classroom teacher and students. Other indicators of support offered by the parent community include participation in regular P&F events (volunteers), sharing of expertise through guest speaking, nominating to sit on the School Advisory Council and attending school events.

PARENT SATISFACTION

St Joseph's continues to demonstrate leading practices for our families, with data from all domains showing that we are at or above the MACS average primary school.