

St Joseph's School Coleraine

2022 Annual Report to the School Community



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E NUMBER	E2031

Minimum Standards Attestation

I, Karl Dwyer, 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.

03/03/2023

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and Mission

Vision Statement

At St. Joseph's School, we are committed to the teachings of Jesus Christ and the Gospel Values. We believe that all students can achieve high levels of learning, and we are committed to embedding and providing a culture of child safety. We actively promote and respect the cultural diversity of all members of our school community.

Mission Statement

At St. Joseph's School, we will:

- work in partnership with the parents, the parish and the wider community to provide Religious Education that is meaningful, challenging and supportive of parents who provide the foundation of their child's faith education.
- work together to challenge each child to achieve their potential and fulfil their personal goals.
- provide a learning environment that is welcoming, safe, supportive, and that celebrates success.
- be vibrant members of our caring, friendly and cohesive community.

School Overview

Statistics

2022 enrolment- 39

Number of families- 28

Several teachers:

1 Principal (full-time)

4 Teachers (2 full-time - 2 part-time)

Ancillary Staff

2 Administration Officers – (2 part-time)

3 Education Support Officers (3 part-time)

1 Maintenance Staff (part-time)

St Joseph's School is located in Coleraine, a country town with approximately 1,000 residents. Coleraine is located some 240 km west of Ballarat, in Victoria's western district and is best known for its agricultural significance during Victoria's flourishing wool industry boom of the last century.

The first Catholic School in Coleraine was built on the corner of Winter and Church Streets around 1903 and was established by Fr. O'Connell and Miss Phelan (a lay teacher). Owing to a shortage of students and sometimes staff, the school closed and reopened many times through the early years.

In 1924 the Sisters of St Joseph of the Sacred Heart, having closed their Catholic school in Dunolly, was approached to take over the school at Coleraine, and later that year, two sisters arrived to take up the offer. The sisters began the new year with 99 pupils, and the school operated on that site until June of 1934 when the school was relocated to the Church grounds on Read Street.

The first lay principal was appointed in 1987, with the Sisters of Mercy handing the administration over to the new staff. The school received government funding to undertake refurbishments in 2003, which saw the original hall building, situated on the school grounds, restored. As time passed, ongoing structural concerns regarding the integrity of the forty-year-

old classrooms resulted in the complete demolition of the school building in late 2014. In early 2015, a new, modular school complex was constructed and formally blessed and opened by the Most Reverend Bishop Paul Bird CSSR in October of that year, where it proudly stands as a showpiece school in our diocese today.

Teachers at St Joseph's are committed to working as a Professional Learning Community with other teachers in the Western Trinity (Sacred Heart Casterton and St Malachy's Edenhope). We focus on learning at high levels for all students, teacher collaboration and using data to plan for successful results. All students work towards a viable and negotiated curriculum.

The school's spirit is enhanced through a welcoming atmosphere and a high level of parent engagement in student learning. The school community works in a culture of mutual trust with a deep commitment to and ownership of Catholic education.

Principal's Report

I am pleased to be able to present this report on the growth and development of St Joseph's School through 2022. The following outline offers a summary of key decisions, events and achievements of the school that are detailed in the body of this document.

COVID 19

Our school year was impacted by COVID-19 in terms of staff and student absenteeism. Some students and staff contracted the virus more than once throughout the year, and many students were confined to homes with other illnesses. Absenteeism was highest in Term 3, and many children continued to fall ill in Term 4.

School Wide Positive Behaviour Support

We continued our work with Anne Ruddell from Catholic Education Office Ballarat in refining our structures, professional mindsets and practices and took on a number of strategies intended to increase positive relationships and learning experiences around behaviour for both students and staff. Ongoing support was received from Anne in the form of PLTs and the students made regular videos highlighting expected behaviours, and they were shared at weekly assemblies.

School Chaplain

Janette Rovers from CatholicCare continued to support students and their families with regular counselling sessions. She will finish work with Catholic Care in 2023.

Janette continued to support staff in managing students who require scaffolded assistance with emotional regulation and run our transition to secondary school program, START. The chaplaincy role is funded through the Catholic Education Office Ballarat.

Professional Learning

All staff participated in coaching conversations in Terms 2 and 4 with one-on-one meetings with one of the Western Trinity Principals. At the meetings, they reflected on their goals and wrote in new actions that supported Western Trinity's Annual Action Plan Priorities. We introduced the inclusion of the whole staff PD on our school closure days, where the LSOs also engaged in PD, which was targeted at their needs. Rather than being given tasks such as changing displays and covering library books for the day, they participated in PD on dyslexia, phonological awareness, supporting students in mathematics and an introduction to Autism Spectrum Disorder. The admin staff had time together to discuss protocols and procedures relevant to their roles.

Literacy & Numeracy

Kate Plush resigned from her role as Learning and Teaching Leader for the Western Trinity at the end of 2021. Her resignation meant that the Principals met to discuss how we can make the role manageable both financially and to make sure the role continues in spite of staff changes. We decided to ask for expressions of interest for a POL2 position from each school. Time release and support from CEB would be organised on a needs basis. Chloe Finnigan (Sacred Heart), Patrick Sinnott (St Joseph's) and Cara Watt (St Malachy's) became the Learning and Teaching Team (now known as the LaTT). They participated in the Leading 4 Learning program offered by CEB and, with support from the Guiding Coalition, focused on the area of Writing and Scaffolding Literacy.

Student Leadership

Our new model of shared leadership and increased student voice was much more successful this year with no lockdowns; the students were able to grasp their role and responsibilities by the end of the year. They became more confident in airing their ideas, sharing information and plans with the student body. Each leader shared their future wishes for their area for the coming year and worked with the grade 4 and 5 students to hand over their titles.

School Advisory Council

With the change of governance structure (DOBCEL), the role of the SAC has changed significantly. We worked with Tony Dalton both at a SAC meeting and at the Southern Zone Principals' Meeting on the role of the SAC and how to engage school families in the work of the SAC.

Karl Dwyer

Principal

School Advisory Council Report

CHAIRPERSON REPORT 2022

I'd firstly like to take this opportunity to welcome Rhianna Paton to the committee this year and give a big thank you to all our committee members for their ongoing efforts in 2022.

A few special thanks:

- To Karl for his tireless work behind the scenes. We wouldn't have the school that we have today without him. He keeps the wheels turning day in and day out. Putting his own personal touch and changes for the better of the school. Congratulation on another great year!
- To Fiona for all the work that she does keeping us financially on track. Each year brings new challenges and
- To the Parents Association for their ongoing commitment to the school and many hours spent organising and running various events throughout the year so money to go back into our school.

As a committee, we had another successful year in 2022.

With the constant changes in legislation, it has made Ellie Guthrie's job very busy with keeping up with all the changes, but we would be lost without her expertise.

While our master plan has been at the forefront of our meetings and the challenges that have come with trying to obtain quotes and builders, I am confident that our next goal of a basketball court will come to life very soon, from all the hard work of Karl & Lachie. We really appreciate all the hours of work that have gone into it already and are sure that the children will benefit from it for years to come.

I wish the committee well and thank the outgoing committee.

Regards

Andrea Munro

Catholic Identity and Mission

Goals & Intended Outcomes

- To enhance our Catholic Identity (Annual Action Plan Goal 3)
- Create a communal culture of learning and faith development in partnership with staff, students, families and the wider community
- To deepen staff, student and parent understanding of the meaning of Catholic identity in today's world
- Develop a whole school approach to consistent and purposeful teaching of the new Religious Education Curriculum: Awakenings
- Deepen the integration of Catholic Values across the curriculum
- Improve parent understanding of the religious nature of a Catholic School
- Expand opportunities for student leadership within the school and the wider community through Mini Vinnies.
- To develop a common understanding of the role of the Parish Priest in the light of the new governance structure.

Achievements

- Religious Education units of work were planned with teachers from the Western Trinity schools and supported by Catholic Education Office staff.
- PD in the 'Worlds of the Text', Recontextualization and Values Education were run by CEB staff.
- Students were supported by experienced staff to explore ways to lead morning prayer in creative and reverent ways.
- Mini Vinnies members were commissioned at the start of the year and met regularly to plan and reflect on their projects and fundraising.
- Parents were educated about Catholic Identity through the newsletter and School Advisory Council meetings.
- Our school involved students, staff and parents in many religious events through Mini Vinnies such as the St. Vincent de Paul Winter Appeal, Mission Month Activities and the Christmas Appeal.
- A whole school Liturgy combined with our Award Ceremony was held in the last week of the year.
- Students were consulted on a range of issues that affected them, eg. how to fundraise for the underprivileged and raise awareness of social justice issues and in regards to setting work expectations for projects and assignments through the Mini Vinnies Student Committee.

VALUE ADDED

- Our Year 5/6 students visited Sacred Heart Casterton to gain an understanding of what Mini Vinnies is and how we run our group.
- Senior Class visited the local St Vinnies shop to see what they do and how it fits in with what we were doing at school.
- Mini Vinnies invited St Vinnies rep, Bryan Roberts to their meetings to plan projects like the Winter Appeal.
- Shrove Tuesday was recognized with pancakes which were prepared by parents.
- Attendance of Ash Wednesday Mass- first Mass in a while due to restrictions.
- Principal attended a two-day faith-formation retreat.
- Staff attended a half-day faith formation session led by our REL.
- PD in the 'Worlds of the Text', Recontextualization and Values Education were run by CEB staff.
- Visit Saint Mary MacKillop Centre by F-1 class with Sacred Heart and St Malachy's students.
- Mission Month liturgy was run by Grade 5/6 students.
- Mission Month's goal was to raise awareness rather than fundraising.

Learning and Teaching

Goals & Intended Outcomes

During 2022, teaching and learning professional development focused on;

- linking reading, writing and spelling to improve student outcomes in Literacy.
- enriching Catholic Social Teaching learning and outcomes in Religion

Achievements

Our school continued its collaborative work with our two neighbouring Catholic primary schools, St. Malachy's, Edenhope and Sacred Heart, Casterton, 'The Western Trinity Catholic Schools Network.' During staff induction in January, all staff were briefed on how a PLC works and time was spent on building team relationships, norms, data and file storage practices. The network used the PLC model to improve student learning outcomes across the three schools, with a specific focus on Writing and Spelling.

3-6s headed to Edenhope to compete in a Maths Olympics event organised by St Malachy's teacher, Sherryn Simpson, and CEB Education Officer, Teresa Hadden. The activities were designed to give every student an opportunity to experience success in Mathematics. Students used teamwork, interpersonal, logical, visual, spatial, and kinesthetic skills to solve problems and score points for their team. The activities included a relay where teams solved one problem at a time, sending a runner to check their answers and collect the next question to complete as many questions as they could in a set time. The teams were made up of students from each of the three Western Trinity schools based on house colours; a great way to make new friends.

Over the course of the year, the 4/5/6 students have been learning Maths problem-solving strategies in their groups. They have competed in five separate Australasian Problem-Solving Mathematical Olympiads (APSMO) Games. I'm pleased to say that all of our St Joseph's students need to be congratulated on their results. We have worked hard on improving our problem-solving skills throughout the year, and it looks like it has paid off.

The development of the Learning and Teaching Team (LaTT) has been successful in developing confidence and knowledge around running a Scaffolding Literacy sequence in their class. NAPLAN data shows an increase in student achievement in Writing. Foundation children have come a long way with their reading. Their decoding has improved significantly. All year 1 & 2 children have improved with reading and understanding of phonics, as was witnessed in the Year 1 Phonics test.

Teaching staff unpacked the PAT data in October and as a result, developed a sequence of explicit lessons on inferencing and retrieving information from texts which were delivered in

Term 4. This model of small group-focused teaching for 30 minutes each day will continue in 2023.

Through the development and revision of Essential Curriculum Standards for our school in Writing and Spelling, the teachers' knowledge of the curriculum and how to teach each of these subject areas has improved.

STUDENT LEARNING OUTCOMES

PAT M -63% of students were at or above standard (Stanine 4-9) in Mathematics in October 2022, a decrease of 9% from the previous year. Only 13% of students were significantly below (4 students). 77% of students experienced expected or high growth from 2021 to 2022.

PAT R - 46% of students were at or above standard (Stanine 4-9) in Reading in October 2022, with 29% significantly below (9 students). 72% of students experienced expected or high growth from 2021 to 2022. This continues to be an area of concern and a priority in 2023, especially in the junior year levels.

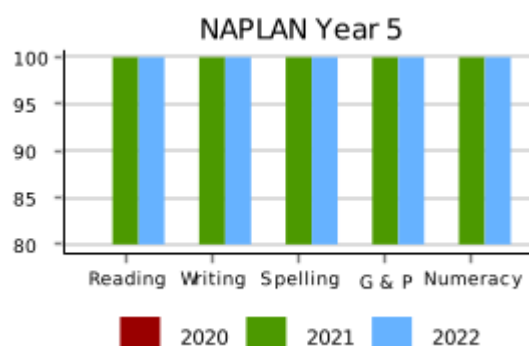
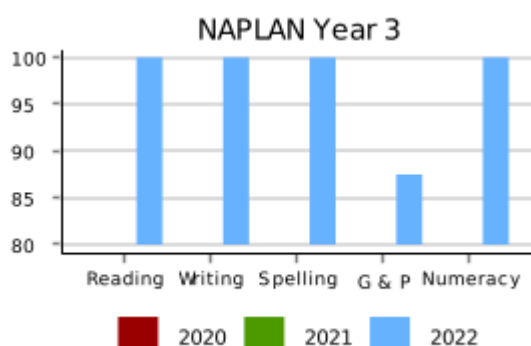
PAT S- 50% of students were at or above standard (Stanine 4-9) in Spelling in October 2022. Alarming 5 students in Year 3 are significantly below (50%). This continues to be an area of concern and a priority in 2023, especially in the junior year levels. On a more positive note 77% of students in Years 5/6 are at or above standard in spelling.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	**	-	87.5	**
YR 03 Numeracy	-	**	-	100.0	**
YR 03 Reading	-	**	-	100.0	**
YR 03 Spelling	-	**	-	100.0	**
YR 03 Writing	-	**	-	100.0	**
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
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

- To improve student wellbeing outcomes (Annual Action Plan Goal 2)
- To support students in becoming confident, engaged and reflective learners
- Fully implement the “Respectful Relationships Curriculum Program” and to implement its associated practices
- Identify and use evidence based student self-assessment and self-reporting practices, such as, using rubrics (proficiency scales and marking guides) designed by teachers and used by the students in assessment and reporting
- Ensure a whole school approach to sharing and displaying learning intentions and success criteria
- Learning intentions and success criteria were shared with the parent community
- Establish and implement whole school behavioural expectations
- Students have a voice in decision making
- Employment of a school counsellor
- Implement a transition program for Grade 6 students.

Achievements

- The students' responses in their termly wellbeing check in were used to gauge how they were travelling emotionally.
- PLC has focused our attention on improving how we write and share learning intentions and success criteria with students; this has assisted in students knowing what is expected of them in class.
- The Student Council Leader attended each class meeting and reported back to the Student Leadership team successes and challenges to be shared at the assembly that week.
- START Program for Grade 6 students run by School Counsellor for 6 six weeks in Term 4 as support to transition to secondary school.
- A Stepping into Leadership program ran for six weeks for the Grade 5 students..
- Students participated in activities promoting anti-bullying strategies (Bullying No Way day and Day for Daniel)
- School Counsellor held regular meetings with the Principal to ensure all students were being supported.

VALUE ADDED

- Promoted and encouraged student leadership with Year 5/6 students
- Led by the Wellbeing Leader, the school recognised and celebrated National Anti Bullying Day and Day for Daniel as proactive ways to promote positive wellbeing strategies.
- Staff and students supported the continuation of the school's student Mini Vinnies group.
- Provide Pastoral Care to school families in many ways, one being by supplying meals to families in need when necessary'
- Devised and implemented Personalised Learning Plans and held termly support meetings for students with special needs and those deemed at risk.
- The student wellbeing leaders were invited to unpack the Student Wellbeing Survey results and came up with some ideas to address the areas of concern.

STUDENT SATISFACTION

According to the Insight SRC survey, Grade 5/6 students scored high in personal development, eagerness to learn and desire to learn, and connectedness to peers. There was also a significant increase in their ability to manage emotions. They felt that cyberbullying was not an issue and that collaboration was very high, as was their teachers encouraged them to learn.

Grade 3/4 students scored low in learning confidence, teacher empathy, and peer connectedness.

STUDENT ATTENDANCE

Attendance is recorded in the web-based password-protected site SIMON. Attendance is monitored carefully. Parents are required to send a notification to the school of their child's absence via a handwritten note, an email or through the SIMON Everywhere app indicating the reason for their child's absence from school, either prior to or on the morning of the absence. If a student's absence is unexplained by 9:30 am without notification, the school contacts the family for verification of non-attendance. Any students with an attendance percentage below 90% are monitored carefully. If the percentage does not improve over time or dips below 85%, the school contacts the families concerned. The school asks parents if there are any concerns or reasons for absences that the school is unaware of. The school explains to parents that poor attendance often negatively affects academic progress and isolates students socially and emotionally. In severe cases, poor attendance is reported to the Catholic Education Office and the Department of Education.

Student attendance data for Semester 2 shows a significant increase in absenteeism. COVID and other illnesses explain many absences, but staff are concerned about the impact on student learning outcomes.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.0%
Y02	85.7%
Y03	88.2%
Y04	86.1%
Y05	92.5%
Y06	87.7%
Overall average attendance	87.7%

Child Safe Standards

Goals & Intended Outcomes

- The school is to be compliant with the new Child Safe Standards.
- Staff and parents were to be familiar with the eleven standards and were provided with regular updates and briefings.
- All staff complete Mandatory Reporting Modules and are aware of their obligations by law. Review all Child Safe policies and procedures.

Achievements

- Delivery of the Relationships and Sexuality Program in Term 4, which was written by the Catholic Education Office Ballarat.
- Staff and parents have embraced the expectations placed on all adults in relation to ensuring student safety. They are aware of the steps involved in making a report if there are concerns about student safety.
- Over the past 12 months, St Joseph's School has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students.
- The continued application of our student wellbeing program, Respectful Relationships, has encouraged the students to engage in conversations about their welfare and safety, which addresses Child Safety Standard 7. These Child Safety initiatives have formed the foundation for our students' 'Code of Conduct.'
- New Child Safe Standards were advertised widely, and the Principal attended a briefing in the lead-up to the new standards coming into effect.
- Briefings on new DOBCEL Child Safe Policies run at staff meetings by Elle Guthrie.

Leadership

Goals & Intended Outcomes

- To strengthen the school's culture of professional learning, feedback and recognition
- To improve role clarity
- Use data effectively to plan, monitor and assess student learning
- Whole school Professional Learning opportunities
- Investigate and unpack the AITSL Professional Teaching Standards through writing Professional Learning Plans with all teachers
- To build leadership capacity
- All key teaching staff to be part of a PLC team, where a range of leadership skills are shared amongst the group and were developed
- Improve student voice and a sense of ownership through Student Leadership roles.
- To provide support to individual teachers and PLC teams through a Learning and Teaching Leadership team.
- To support a second-year Principal.

Achievements

- WT Schools restructured the Learning and Teaching Leader role after Kate Plush's resignation, to create a team comprising members from each school. All teachers were encouraged to submit an application for this Position of Leadership. One teacher from each school was selected.
- The Learning and Teaching Team (LaTT) attended the Leading 4 Learning days in Ballarat, completing their project in October. The Leading 4 Learning program has been designed to enable the development of capabilities of current and aspiring education leaders to lead themselves, others and the organisation; subsequently, teams of teachers/education leaders from individual education settings or clusters of education settings are invited to participate. This team has been working on developing teacher understanding and putting in place a coordinated approach to teaching writing.
- All staff attended Professional Learning in 2022 appropriate to their role within the school.
- Annual Action Plans and policies were created with the input of all teaching staff and the principal to cater for the needs of students.
- Teaching staff- mentoring program was changed to be more cost effective- principles mentored teachers at other the Western Trinity schools. Professional Learning Plans were developed for all teaching staff in these meetings.
- Teachers increased their understanding of the AITSL Professional Teaching Standards as these were referenced and used in the Annual Review Meeting with the Principal.
- Principal attended one two-day Induction Workshop in Halls Gap.

- Western Trinity Principals met weekly for a catch up and wellbeing check in- extended later in the year to include Penshurst Principal in order to provide support for Principals who are new to the job and in small schools.
- Introduction of PL for LSOs at our school closure days in order to support them in their roles working with our most vulnerable students.
- Time allocated on school closure days to Business Managers from all three schools to liaise and provide support for each other.
- Weekly meetings with LSOs were held to ensure the intervention and support programs are running smoothly.
- Regular Leadership Team meetings with a long-term plan for meeting foci is documented in the calendar.
- Staff meetings also have a main agenda focus planned out, and different staff are responsible for the running of meetings in their area of expertise.
- Successful grant to Sporting Schools to fund our swimming program.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- The Religious Education Leader (REL) attended three days of REL network meetings
- All staff attended a school closure day which included Child Safety Briefing, Mandatory Reporting Briefing, OHS Briefing and PLC.
- Teachers attended a Worlds of the Text RE PD day run by Kate Lawry (CEB)
- ECSI Data day with sessions on Recontextualisation and Values Education
- Teachers were allocated release time devoted to unpacking PAT Data run by CEB Education Officers.
- LaTT attended six PD days in Ballarat - completing the Learning 4 Learning Project
- LSOs attended numerous online session about Autism Spectrum Disorder
- LSOs attended two days of school -run PD on Dyslexia, Phonological Awareness, ASD, Mathematics and Screeners used by teachers.
- CPR, Anaphylaxis and Asthma updates
- PLTs run by Education Officers in Running Records, Scripture and Mathematics.
- Six Early Literacy Inquiry Project days run by Helen Bettes were attended by our Prep teacher.
- Whole staff attended the SWPBS introductory day and two follow-up PLTS run by Anne Ruddell.- Developed Minors and Majors, Flowchart of responses, acknowledgement token system
- Teachers and LSOs attended a half day PD run by the Learning Diversity Leader to deepen understanding of information on the NCCD students' profiles.

- Preparation day for 2023 School Review attended by Principal and 5/6 teacher
- Teachers and LSO had two 'coaching conversations' with Suzie McManus.
- Principal attended Zoom and one face-to-face meetings with a mentor principal throughout Semester One.

Number of teachers who participated in PL in 2022

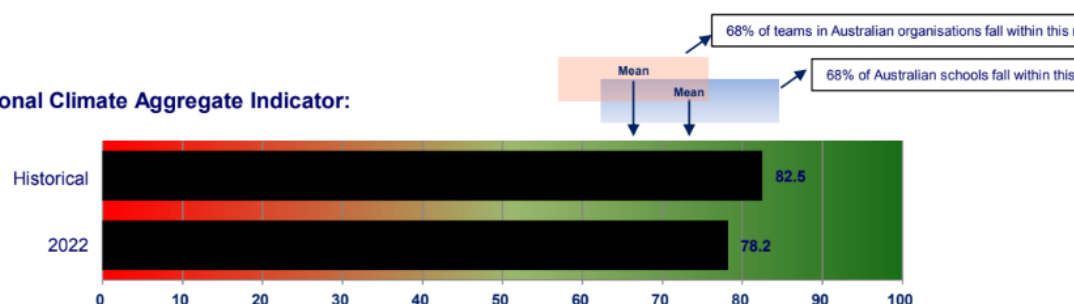
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Average expenditure per teacher for PL

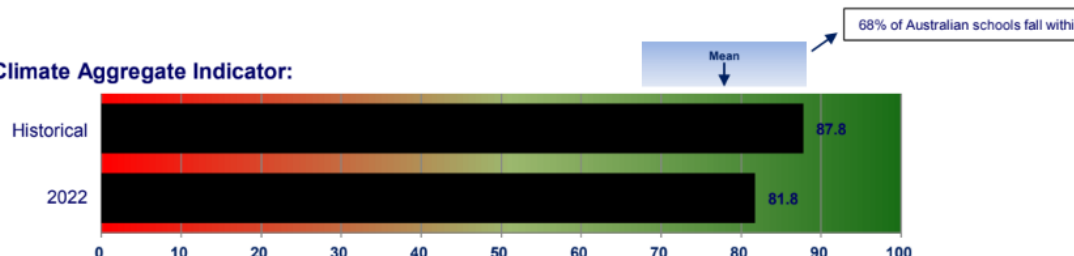
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TEACHER SATISFACTION

Organisational Climate Aggregate Indicator:



Teaching Climate Aggregate Indicator:



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

97.5%

ALL STAFF RETENTION RATE

Staff Retention Rate

81.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	5.0
Teaching Staff (FTE)	3.7
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	4.8
Indigenous Teaching Staff (Headcount)	1.0

Community Engagement

Goals & Intended Outcomes

- To strengthen parent and community involvement in all aspects of school life
- Identify opportunities for students to issue personal invitations to parents and the wider community to participate in school community activities
- Participate in a variety of community events
- To develop a sense of welcome from St Joseph's School to the wider community and a willingness to be a part of community events
- To strengthen relations between St Joseph's and the Coleraine Kindergarten.

Achievements

- Students competed in the local schools Sports Association days.
- Students attended the ANZAC Service and parade and for the first time since COVID started, entered the ANZAC writing competition.
- Students participated in Clean up Australia Day.
- Networking with Diocesan principals created the opportunity for us to attend a "Come and Try" day at Monivae College.
- Lions Club Speeches- Congratulations to Hannah Lambert and Lacey Dickson who were awarded a prize for their outstanding speeches, and a place in the Finals where they represented St Joseph's School beautifully.
- Learning Walks- Family and Community Engagement Consultant, Tony Dalton, ran one Learning Walk and a workshop with the SAC. Three new families came for a look at the learning that was happening in each classroom. In the pre-walk session the parents were asked to think of a question they have about learning at St Joseph's, then to take photos of things in each room that helps them to answer the questions. The facilitator's role is to point out things along the way that might answer people's questions and to highlight things that they might not otherwise notice.
- Kevin Cummins, CEB, spent two days recording a promotional video which showcased the school and involved interviewing staff, parents and students.
- Update of our radio advertisement to include the students' perspective. The ad has been the same for over four years and needed updating.
- Parent teacher interviews were changed to student-led conversations where the students shared work from the semester for part of the interview and parents had the opportunity to speak with the teacher for the other part of the meeting. Meeting times extended to 20 minutes in order to promote deeper discussion

PARENT SATISFACTION

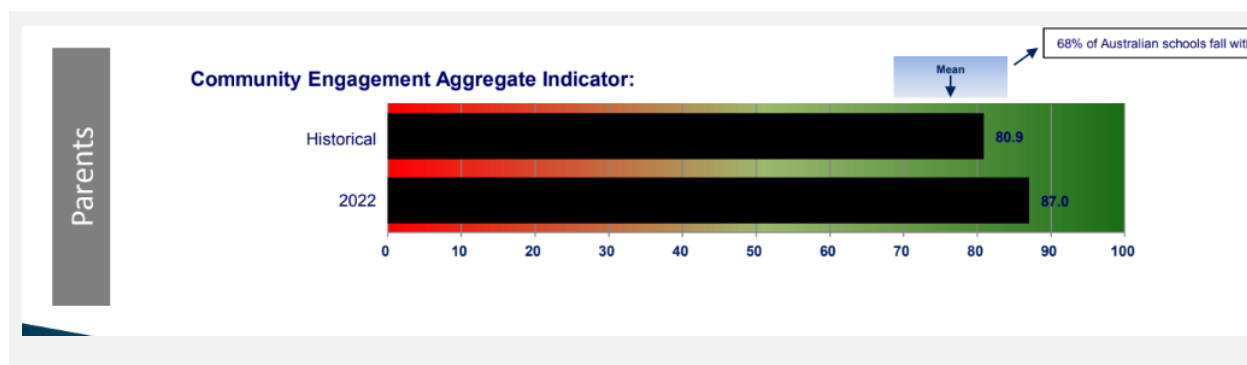
In 2021/22, we undertook the following activities and initiatives to embed further and engage families and community partners into our inclusive school environment:

- Parent Information Night
- Mother's Day High Tea
- Kinder visit by Teacher and Kinder to School Transition Program
- Book Week Festivities
- ResourceSmart initiatives (garden, farm, orchard, waste reduction)
- School website updated and ResourceSmart blog updated weekly
- Bees Wax and Produce Bag workshops

Our parent community strongly support the following initiatives:

- School Advisory Council
- Parent Association
- The Twilight Fair
- Cake Stalls
- Town Market Stalls
- Coleraine Art Show
- Bees Wax and Produce Bag workshops
- Parent Forums
- Weekly assemblies
- Classroom helpers
- Working Bees
- School maintenance roster
- Movie Drive-in night with nachos
- Resource Smart Sustainability Annual Survey

According to the Insight SRC survey conducted in 2022, parent opinion percentile data shows that parents deeply value our teacher morale, our focus on learning and our approachability.



Future Directions

St Joseph's had its major school review in 2018. The following table outlines the school's three strategic goals for the next five years.

1. To develop our staff's professional capabilities to support our students' needs through differentiated learning practices.
2. Enhance the school's Catholic Identity in dialogue within the School and Parish community.
3. Build a safe, positive and inclusive environment to support the well-being of the school community.