



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Joseph's Primary School
ROCHESTER



2019

REGISTERED SCHOOL NUMBER: 0603

Contents

Contact Details.....	2
Minimum Standards Attestation	2
Our School Vision.....	3
School Overview	4
Principal's Report.....	6
School Education Board Report.....	8
Education in Faith	10
Learning & Teaching.....	12
Student Wellbeing	14
Child Safe Standards	16
Leadership & Management	17
School Community	20
School Performance Data Summary	22

Contact Details

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Minimum Standards Attestation

I, Peter Teggelove attest that St Joseph's Rochester 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

17 April 2020

Our School Vision

Identity Statement

St Joseph's is a proud Catholic Community united in faith and committed in action, to live, learn and grow in God's love.

Vision Statement

At St Joseph's Primary School, we strive to be a community where;

- Students have the right to be treated with respect and will be protected from harm
- Students develop a meaningful relationship with God that inspires social justice and compassion
- Students have a responsibility to care for and sustain our natural environment
- Authentic Learning experiences and celebrations inspire student success
- Parents, students and staff value our school's charism and partnerships with local community

Our Graduate Outcomes

At St Joseph's Primary School, we expect graduating students to be;

- Confident
- Collaborative
- Inclusive
- Compassionate
- Courageous

School Overview

Rochester is located 176 kms north of Melbourne with a population of approximately 3,200 situated on the banks of the Campaspe River. Larger regional centers, Echuca, Kyabram, Bendigo and Shepparton, are within close proximity.

St. Joseph's Primary School Rochester currently has a student population of 138 and has been an important part of the town's existence since 1893. St. Joseph's Primary School is a co-educational Catholic Parish School encompassing levels Foundation (Prep) to Year 6. The school is classified as a low socio-economic school. The school is situated in a central position of the Rochester township and draws many children from the Rochester district. St Joseph's school is friendly and has a supportive environment where relationships are nurtured. St Joseph's has a unique sense of community where parents, staff and students' value and respect each other and where everyone who enters the school feels welcomed.

St Joseph's school is recently refurbished and has modern, comfortable and practical learning areas throughout the school. There is a fully equipped library, a comfortable staff room, administration area, school hall, a covered multipurpose area that includes netball, basketball and volleyball courts with shower/toilet and kitchen facilities. The school is set amongst beautifully landscaped grassed areas with an amphitheater and adventure playground. There are six multi-aged class groupings comprising of Years 2x5/6, 2x3/4, 2x1/2 & F/1.

The school is committed to individual student's learning where they are both supported and challenged in all the key learning areas and where the students experience ongoing success as learners. The school caters for all learning styles and encourages the students to take responsibility for their own learning and to think deeply.

The educational program is based on the Australian Curriculum covering the learning areas through an Inquiry Based Learning approach. The school's curriculum also encompasses Religious Education with faith development, social justice and developing knowledge. The literacy and math programs emphasis explicit teaching and focused group activities are planned from data gained from ongoing assessment. Students also explore science and performing arts (drama and music).

Students who require additional support are identified and supported with intervention programs that are monitored through rigorous and ongoing data analysis. Technology at St Joseph's supports the 21st Century learning pedagogy and has been developed throughout the school with the implementation of the 1:1 iPad program in the middle/senior area. The remainder of the school is provided with the opportunity of 1:2, with all classrooms fully equipped with multi media tools and staff engaged in professional development to support current best practice. Further to this, the school has programs such as, Life Education, pastoral care, wellbeing and social skills programs; Positive Behavior Intervention & support (PBIS) using the 4R's (Resilience, Rights and Respectful Relationships Program), as a key component, Outdoor Education and the Bluearth Leadership Program.

The Learning & Teaching Leader is the school's numeracy coach and consults with staff on a regular basis to assist with math planning and assistance. There is a whole school approach to

planning documents; daily running sheet, timetables, weekly and term overviews and on a weekly basis they are required to be shared via google docs for communal access and in a central place within the classroom.

Formal reports are completed twice a year; however, goal setting sessions are completed during each term so parents have the opportunity to communicate with teachers to discuss their child's progress. These sessions are recorded and filed and is an essential part the child transferring to a new teacher at the end of the academic year.

Policies, as well as the weekly newsletter can be accessed from the school website:

<http://www.sjrochester.catholic.edu.au/>

Our 2017-2020 Strategic Plan can be viewed at:

<http://www.sjrochester.catholic.edu.au/learning-and-teaching/36/p/strategic-plan-2017---2020-/>



Principal's Report

'Catholic education unites the mission of the Church with service to the total development of the human person ... it is about human flourishing in a deeply Christian understanding – whatever makes a student more wise, more loving, more fully human is making the student reflect more fully the image of God.' (COSSI-Charter of Sandhurst School Improvement)

The 2019 school year has been a successful year in so many different ways due to our dedicated staff, the support of parents/carers, the wider community and the enthusiasm of our students. The success of any organization depends on the support of its established Leadership Groups. The St Joseph's School Community is led and supported by Fr Caldwell assisted by a very active, dynamic and committed School Board and School Leadership Team.

St Joseph's Primary Parish School has a proud Catholic tradition. We pride ourselves on being welcoming to the wider community and treating all with dignity and respect. We have committed also to the spiritual development of our children and participate in Masses, liturgy and the Holy Sacraments and programs of the church. St Joseph's actively assists each of our students to flourish into the person God calls them to be. This flourishing is a rich experience that engages and affects the whole person.

School Leadership Team: I am supported by three wonderful leaders who make up the school Leadership Team. Learning & Teaching (Susan Kerlin), Deputy Principal / Catholic Identity (Dave Waters). Learning Adjustment Leader (Cheryl Schwab).

Vision Statement / Graduate Outcomes: Our Graduate Outcomes (Collaboration, Confidence, Inclusion, Courage & Compassion) have been embedded in school culture and tradition.

Child Safe: practices have been identified and enacted at St Joseph's; a specific focus on safeguarding children and young people at St Joseph's Primary School against sexual, physical, psychological and emotional abuse or neglect. It is intended to complement other professional and/or occupational codes.

Enrichment Leave: I was fortunate to be granted enrichment leave this year. This was taken in two parts; Study at Harvard in Boston and a Franciscan pilgrimage to Rome/Assisi.

Staff Wellbeing: This year we worked with the 'Springfox Resilience Project' to highlight the importance of personal wellbeing/ness.

Little Joey's Transition Program: 'Little Joey's' continues to thrive and provide a platform for transition from Kindergarten to school life. Lauren Sortino will continue to run this program in 2020.

Learning walks: we held learning walks throughout the year to highlight the learning and teaching techniques and allow parents to be immersed in the learning culture.

Appraisals: Both Principal & Deputy Principal underwent formal appraisals this year. The feedback is used to shape future goals and self-improvement.

Volunteers Induction Program: All staff, volunteers, contractors, clergy and board/school council members at St Joseph's Primary School are expected to actively contribute to a school culture that respects the dignity of its members and affirms the Gospel values of love, care for others, compassion and justice. They are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children. All volunteers

are now expected to participate in a volunteer's Induction Program before assisting with students of St. Joseph's.

Student Leadership: Our students are offered opportunities to develop their unique leadership skills through opportunities such as; Year six School Representative Council (SRC), Northern Plains Student Leadership Day, Public Speaking, Bluearth Leadership Program, Energy Breakthrough, etc. It is evident that St Joseph's has prepared many students to be strong leaders for the future.

NCCD (National Consistent Collection of Data): The Nationally Consistent Collection of Data on School Students with Disability (NCCD-SWD) gives us a national definition of a student with a disability. The NCCD-SWD also groups students with disabilities by the level of support they need to access and participate in learning.

VRQA: Sandhurst Catholic Schools are expected to maintain VRQA Compliance at all times. We are currently preparing for a full School VRQA in 2020.

Achievement Program: St Joseph's has continued our commitment to the Victorian School's Achievement Program Development. This program complements the 'Personal & Social Capabilities' & 'Health & Physical Education' within the Vic Curriculum.

Complispace: The diocese of Sandhurst and Catholic Schools within have employed the services of 'Complispace' – and online management system for school policies & procedures, OH&S requirements, governance, etc. Dave Waters (Deputy Principal) oversees the operation of Complispace.

Partnership with REDHS: St Joseph's works in partnership with REDHS - sharing a welfare officer (contracted) funded by the Australian Government Chaplaincy Program.

OH&S: As a result of the increased demand and pressure in the area of OH&S, Western Deanery Principal's and schools have engaged an external company (Eastman & Lynch) to assist our schools with OH&S procedure and compliance. The OH&S team has been briefed on the protocols, compliance, etc. schools require to guard against loss and injury, litigation, etc. for staff, families and external contractors, etc.

Extra-Curricula Activity: We continue to expose our children to as many real-life experiences as possible, whether within the school or outside in the wider community. Our children learn social skills such as resilience, tolerance, respect for others and relationship building by being immersed in different situations and settings.

Future Capital Grants: we are close to completing an application for funding from the state government to build a new learning centre and improve admin/staff facilities, as per our current master plan.

Parents & Friends Contribution: All schools (Catholic in particular) rely heavily on their P&F to contribute both physically and financially throughout the year. We are blessed with a wonderful team of parents who give so much of their time and effort to ensuring everyone feels welcome and supported at St Joseph's.

Staffing: We farewell Dave Waters who has served the school for the past years as Deputy Principal & REC. Dave has a large impact on the lives of all student, staff and families in his time. We wish he and his young family all the best for the future. Harrison McPhee also departs staff after a year as a AFL trainee and/or Learning Support Officer - a terrific addition to our staff

this year. And finally, Bailey O'Connor finishes up with us as grounds person/handyman to work closer to home in Bendigo, he will be missed greatly.

I sincerely thank all members of the School Board for both their support and for the many and varied contributions to St Joseph's School and Community.

On behalf of all on the St Joseph's Advisory Board, I sincerely thank out-going Board members; Keith Fletcher & Jane Martin for their services, contribution, support and commitment to the school Board, the School Community and overall School Improvement at St Joseph's Parish School.

Peter Teggelove
Principal

School Education Board Report

As a first time Board Chair, I would firstly like to thank all the members of the board –

Fr. Caldwell, Bill Leahy, Peter Teggelove, Meaghan Connelly, Dave Waters, Sue Kerlin, Cheryl Schwab, Damien McInnes, Jane Martin, Monique Whitehead and Michelle Seabrook, for their support, forbearance and participation over the last year. It is a privilege to be a part of such a motivated group.

School Masterplan

One of the most exciting things the board has dealt with this year is the finalisation of the masterplan. We have seen it evolve from an extension of the entrance and admin facilities to include a huge new learning area of 5 classrooms plus open learning areas and library. It will be submitted by March 2020 and it is hoped that we will obtain the necessary grants to complete all the works starting with the admin area.

We are also submitting an application for a local Schools Community Fund grant with a view to refurbishing the Kildare Centre.

Leadership Gathering

I had the pleasure of attending the leadership gathering early in the year with Peter, where we were able to meet and chat with other board chairs and principals from throughout the Diocese. The dinner wasn't too bad either!

As a School Advisory Board we had input and been involved in:-

- Child Safety Code of Conduct (the school is a Child Safe Area)
- School Code of Conduct (for Teachers and Parents)
- Fiscal management
- Mandatory reporting of abuse
- Maintenance and improvements in school grounds

It is with regret and gratitude that we say farewell to Dave Waters as he moves to a new position in Strathfieldsaye next year. His contributions to the school and the board over the last 3 years have been invaluable and I for one will miss his cheerful outlook on life.

We also lose another long term stalwart of the board, Jane Martin, who will also be sorely missed by the P & F. Jane has been on the board for six years and has been unstinting with her time and enthusiasm. We wish them both best wishes for the future.

We welcome the attendance of Michelle Acocks and Bec Wolfe at the AGM as candidates to fill the board vacancies.

J. Keith Fletcher

Board Chair 2019

Education in Faith

Goals & Intended Outcomes

- *To engage families in liturgies, prayers and rituals*
- *To further deepen the Charism of St Joseph and the Brigidine Sisters*
- *To stimulate a growing awareness of social justice and service to others*

Achievements

At St Joseph's School, the celebration of the Eucharist, within the Mass, has been pivotal to our community. Staff and students have actively participated in the liturgy of the word, offertory procession and altar serving throughout the year with parishioners. The choir leads the singing at all Feast Day masses in the church and joins the parish organist, Peg Haisman, and the parish choir at significant masses throughout the year. Each Friday, a different class celebrates mass with parishioners in Our Lady of Good Counsel chapel within the school grounds. Each month the students are invited to attend Confession as part of their preparation for the Eucharist.

The school year began and concluded with the celebration of mass with parishioners from St Joseph's. On Friday, February 9th, we celebrated the first mass and on Tuesday, December 18th, we gave thanks and praise for another successful year during the celebration of Mass. On March 19th, the students celebrated St Joseph's Day with both the 'Golden Hammer' competitions and mass. We are aware, at St Joseph's, that in attending to the religious dimension of Catholic education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities, therefore we actively celebrate mass with fellow parishioners.

Parishioners supported the sacramental program that is run within the school, as the candidates were presented regularly, at weekend masses, with various prayers and sashes. The reception of both First Confession and First Holy Communion were received in St Joseph's Church on March and June respectively. All candidates were prepared in the classroom during their Religious Education lessons, with support from Fr. Caldwell. Fr. Caldwell led evening faith formation sessions for the candidates' parents during the sacramental program; staff members assisted him as they engaged the candidates in learning sessions.

Data collated from staff, students and parents in recent years has indicated that a focus on prayer was necessary. Prayer has always played a significant part in the life of the school community. This year, we have worked with Kylie Smith, Religious Education consultant with the Sandhurst Catholic Education Office in the streamlining of staff and classroom prayer. Prayer, in all settings follows a similar format, with scripture being highly significant. The daily classroom program also includes informal prayer, song and reflection. Prayer precedes all formal staff gatherings, parent meetings and assemblies, usually focusing on the liturgical season or feast days.

The Catholic school's core focus is one of faith. Throughout the total cultural experience it offers, it shares the Church's work of evangelisation, it provides those elements of catechesis

that are appropriate to individual students, and it teaches Catholic beliefs and practices in a systematic fashion in programs and classroom based Religious Education. Staff have worked regularly throughout the year with Kylie Smith to plan their religious education units and deepen their own knowledge, an example of this is Kylie's demonstration of Godly Play within Religious Education lessons.

The Liturgical Year of the Catholic Church governs curriculum units and activities. Easter was celebrated during the first term holidays, therefore Lenten activities, including the baking and eating of Pancakes, on Shrove Tuesday and the attendance of mass on Ash Wednesday, occurred in the first term. Easter celebrations became part of the Religious Education program when the children returned to school in second term. The season of Advent was celebrated in the final weeks of the school year, where individual classes led a reflective prayer at the beginning of weekly assembly.

Within the classrooms, daily Religious Education lessons were based on units of work from the Sandhurst Diocese, Religious Education program, 'The Source of Life.' This program proposes that Religious Education in its fullest sense encompasses everything within the curriculum. Religious Education units of work therefore complimented the Inquiry units of work being undertaken in all classes, this provided an authentic and purposeful curriculum. Where possible, the same Religious Education topics spanned all year levels, with appropriate content for specific classes being taught.

At St Joseph's we believe that learning and teaching in Religious Education must respond to changing contexts and circumstances. We have endeavoured throughout 2019, to offer our community a structured approach that responds creatively to raising religious awareness, promoting ongoing conversion to Christ and encouraging faith in Christ's basic teachings, in a sense, we too are 'waking the world with dawning'.

VALUE ADDED

- Continuation of a Catholic Identity team working with Catholic Identity Leader and Fr. Caldwell.
- Senior students formed team who helped raise funds and an awareness of the missions.
- Students from years five and six attended the Student Leadership conference in Echuca along with many other schools from the Northern Plains cluster.
- Staff participation in Parish activities including Eucharistic Adoration.
- The Vision and Mission of the school was clearly identified in the review of policies throughout the year.
- Each classroom clearly displays a current prayer space.
- The staff and students celebrated, acknowledged and deepened their knowledge of the indigenous culture during Reconciliation Week and on Sorry Day

Learning & Teaching

Goals & Intended Outcomes

- *To develop a growth mindset for student learning.*
- *To enhance effective teacher practice and performance.*

Achievements

The educational program is based on the Victorian Curriculum (which incorporates the Australian Curriculum). The curriculum is the common set of knowledge and skills required by the students for lifelong learning, social development and active and informed citizenship. The school's curriculum also encompasses Religious Education with faith development, social justice and developing knowledge of the Catholic tradition. The Literacy and Mathematics programs emphasize explicit teaching and focused group activities planned from data gained from ongoing assessment and monitoring. Students explore Science, Performing Arts (Drama and Music) and Physical Education.

The school is committed to individual student's learning where they are both supported and challenged in all learning areas and where the students experience ongoing success as learners. The school caters for all learning styles and encourages the students to take responsibility for their own learning and to develop the skills of critical and creative thinking.

Students who require additional support are identified and supported both in the classroom and with intervention programs that are monitored through rigorous and ongoing data analysis. Technology at St Joseph's supports the 21st Century learning pedagogy and has been developed throughout the school with the implementation of the 1:1 MacBook program in the senior area. The remainder of the school is provided with the opportunity of 1:2 with all classrooms fully equipped with multimedia tools and staff engaged in professional development to support current best practice. Further to this, the school has programs such as, Life Relationships, pastoral care, wellbeing and social skills programs; Positive Behavior Intervention and Support (PBIS) and RRRR (Resilience, Rights and Respectful relationships) as key components, Outdoor Education and Bluearth.

The Learning and Teaching Leader is the school's numeracy coach and consults with staff on a regular basis to assist with mathematics planning and support. There is a collaborative whole school approach to planning documents; daily running sheet, timetables, year and term overviews. Planning documents are shared on a weekly basis through google docs and located in a central place within the classroom. Reports are completed twice a year however goal setting sessions are completed during each term. This provides parents/carers with the opportunity to communicate with teachers to discuss their child's progress. These sessions are documented and filed and are an essential part of the child's transition to a new teacher at the end of the academic year.

STUDENT LEARNING OUTCOMES

Student outcomes are a driving force at St Joseph's as we strive to provide the best possible learning opportunities and experiences. Assessment is used extensively across the school to gather data to inform learning and teaching.

The school performance data show that year three is mainly consistent in all areas of Literacy & Numeracy with most students meeting the national minimum standards.

The year three data show there has been a slight increase in student performance in the areas of Grammar & Punctuation, Numeracy and spelling across 2017-19. Reading has decreased by 5% in the same time.

The year five data shows that there has been a 10% or greater increase in student performance in Numeracy, Reading & Writing across 2017-19, however punctuation has decreased by 10% over the same period.

Student Wellbeing

Goals & Intended Outcomes

- *To engage parents in their child's learning journey.*
- *To embrace the social and emotional development of students.*

Achievements

The pursuit of quality education is based upon the human dignity of each person. The effective implementation of behavioural management practices at St Joseph's should occur as a consequence of its Catholic Ethos and be in line with our School-wide positive behaviour framework. We acknowledge the necessity of creating an environment that is conducive to promoting the social and emotional wellbeing of the whole school community.

As members of St Joseph's school community, we believe student wellbeing to be integral to the daily life of the school, acknowledging the dignity of all and nurturing the growth of each individual, within a well community where members display more effective habits of supporting, encouraging, listening, accepting, trusting, respecting and negotiating.

VALUE ADDED

- Regular visits from CEO Speech Pathologist, working with individual students, parents, teachers and teacher assistants.
- Regular contact with Catholic Education Office Support Staff.
- Literacy and Numeracy Intervention Programs.
- Regular Program Support meetings with parent, child and specialist staff.
- Individual Learning Plans for children.
- Attendance at both Wellbeing and Special-education coordinator meetings.
- Anaphylactic training.
- Celebration of 'Children's Week' – Parents and Friends Association provided the students with a BBQ lunch.
- Affirmation of our students has continued to be a positive means of instilling values and respect – Principal's Award, Aussie of the Month, Star of the Week and class awards presented at school assemblies.
- Alternative activities for students at recess and lunch (e.g. inside programs)
- Extensive involvement in the Social Skills Program - Bounce Back across the school with specialist staff member.
- PBIS (Positive Behaviours Intervention Support) implementation
- Restorative Practices
- Year 3/4 & 5/6 Camps
- Use of information and communication technology (ICT)
- The Arts – rotations twice weekly

STUDENT SATISFACTION

Data analysis of student wellbeing surveys, indicates that there is a high rate of student satisfaction at St Joseph's Primary School. High scores were reflected in the categories of connectedness to school, motivation, student morale, distress (lack of), learning confidence, connectedness to peers and student safety.

STUDENT ATTENDANCE

We believe that it is essential for children to be in school for the majority of the school year. We also require students to be 'on time' in the mornings and remain at school for the whole day.

If a child is absent from school we require parents to communicate absenteeism via;

1. 'Skoolbag' App
2. Verbal – phone call
3. Written note

Classroom attendance is taken twice daily at 9.10am & 2.15pm. Our school process for any unexplained absences is as follows;

1. A generic text message is sent to parents/carers mobile. 'Your child _____ is an unexplained absence from school today. Please contact the school office on 54 841797 ASAP'.
2. If there is no response the school administrative office follows up with a personal phone call.

Children who arrive late for school consistently are monitored and families are contacted.

Child Safe Standards

Goals and Intended Outcomes

- St Joseph's has completed the VRQA Compliance Self-Assessment and Action
- The VRQA Compliance Self-Assessment and Action Plan will be revisited in 2019 to monitor our implementation and compliance with ministerial order no.870
- St Joseph's will use as its statement of philosophy and how it addresses the CECV Commitment to Child Safety
- Implement a Child Safe policy, Code of Conduct, procedures for engaging volunteers and informing the community of the implications of the Child Safe Standards
- Identify strategies to identify and remove risks of child abuse
- Promote child empowerment and participation

Achievements

- We successfully participated in our Child Safe review and audit with excellent comments and feedback.
- St Joseph's has completed the VRQA Compliance Self-Assessment and Action Plan
- Developed policies on Child Safety, Engaging Volunteers, Engaging Contractors, Failure to Disclose, Failure to Protect, Grooming, Mandatory Reporting and Working with Children Checks. These are all on the school web site and available to parents.
- The whole community has received a copy of the CECV Commitment to Child Safety statement.
- The school uses the guidelines as set out by CECV for employing new staff.
- All staff have attended the CEO run Child Safe professional development days.
- Staff have participated in whole school professional development sessions on Child Safe
- Volunteer information sessions have been offered to inform all volunteers of their responsibilities when volunteering at St Joseph's.
- Information and induction videos have been put on the St Joseph's web page to inform parents and volunteers of these responsibilities.
- The embedding of policies and commitments into every day practice
- Training of teachers, non-teaching staff and volunteers
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- Strategies addressing the principle of inclusion
- Child safety Team/Committee structures
- Engagement of Families and communities in promoting child safety
- Human Resources practices
- Child safety – Risk Management practices

Leadership & Management

Goals & Intended Outcomes

- *To establish high expectation and accountability.*
- *To embed an Inquiry Mindset.*
- *To develop rigorous target setting, inclusive of continuous monitoring.*

Achievements

We are into our final year of our Strategic Plan developed by all stakeholders in our school community; staff, board, children & families. The Strategic Plan provides direction and guides all decisions made.

In 2019 the Leadership Team included the Principal, Deputy Principal/Catholic Identity Leader, Learning & Teaching Leader & Learning Adjustment Leader. The Leadership Team met on a regular basis to discuss School Improvement. The leadership team, in consultation with the whole school community, are responsible for the implementation of the School Strategic Plan.

The St Joseph's School Board played a large part in school improvement. The School Board has ratified school policy, revised the School Board Constitution and advised on matters pertaining to finance and governance.

Student Leadership has been enhanced with the inclusion of the Bluearth Leadership Program for all students in years 5&6. Our year four students participated in the Just Leadership Program.

We sought to strengthen the idea of reconciliation through awareness of Indigenous culture and provided many opportunities for the development of leadership skills for all.

Staffing levels and structures were implemented to best meet the needs of the students. Our numbers of children determine our staffing numbers therefore we need to be creative to maximise potential and output.

Staff participated in meaningful professional development to enhance their teaching and leadership skills. It is expected that every teacher is a leader as they influence the lives of those they are in contact with.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- 1:1 ICT Network Meetings
- PBIS Network Days
- Designing Pedagogy
- Fire Carriers Network Days
- Well-being Coordinators/Chaplaincy network days
- Deputy Principals Network
- Religious Education Network Days
- Principal Network Meetings
- Leading Learners Network
- Inquiry Mindset Project
- Budgeting Workshops
- Child Safe Briefings/Workshops
- OH&S Training
- Arts
- AFS workshops
- ICON development training
- Level Two First aid
- Visible Learning Conference
- Students with Disabilities
- Google Apps for Education (GAPE)
- Conversion to Accrual Accounting
- FBT workshops
- Insight SRC school improvement
- National School Chaplain Network
- Simon Computing system
- Performances Assessment Tasks – Reading

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	17
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1720

TEACHER SATISFACTION

The Organizational Climate aggregate indicator assesses the core components of school climate that are known to underpin the wellbeing, engagement, and performance of staff in schools. At St Joseph's we have made steady increases.

The Insight SRC data showed an organisational climate aggregate indicator of 81.6, which was an increase of 1.3. This result has the organisational climate result within the mean range of 82% of all Victorian schools.

The Teaching Climate aggregate indicator assesses schools' team-based practices and teaching and learning environment. The Insight SRC data showed a Student Wellbeing Aggregate Indicator of 78.9. Which was an increase of 0.3 This result has the teaching climate within the mean range of 74% of all Victorian schools.

School Community

Goals & Intended Outcomes

- *To intensify the capacity of our school community to respond to and enact the gospel values.*
- *To encourage and actively engage parents in partnerships about student learning.*

Achievements

St Joseph's has an incredibly strong school community. St Joseph's is committed to ensuring every family an affordable and quality education. When we budget each year we ensure that fees are set at a manageable rate and the school is well resourced.

The following achievements were evident at St Joseph's in 2019;

- The school continues to be extremely well resourced across all areas of the curriculum providing resources to cater for the individual needs and learning styles of each student.
- The school has included environmentally sustainable features in present and future planning.
- The ongoing efforts of the school community in attending to cyclical maintenance tasks through regular working bees, is a valuable asset to the school.
- The quality of teaching and learning facilities are suitable for the teaching of a 21st century curriculum.
- The principal and administrative officer consistently sought advice from Catholic Education Office personnel and peers to develop their knowledge and understanding in the area of finance and administration.

Parental Education Opportunities were offered throughout the year; Parents as learners and teachers, Oral Language at home, reading successfully with your child, Understanding Reporting and Numeracy in the home.

St Joseph's School Chaplain engages and supports our community by running the following initiatives

- Plan and implement the Seasons for Growth program at St. Joseph's.
- Implement our Breakfast Club.
- Assist with the implementation of Cool Cats, our school-based program, that monitors and rewards school attendance.
- Support staff, students and families around the implementation of the Positive Behaviour Intervention and Support (PBIS) initiative.
- Contribute on a regular basis to the community newsletter.
- Implement staff orientated well-being initiatives'
- Liaise with community groups such as Country Women's Association (CWA)
- Implement resilience programs.
- Attend student Camps and excursions.

- Liaise with families, and the support them in meeting the procedural requirements to access our school-based psychologist.

PARENT SATISFACTION

The Insight SRC data showed a Community Engagement Aggregate Indicator of 91.1 to place St Joseph's well above the mean/average for Victorian schools. This showed an increase of 2.4 in the Community Engagement Aggregate Indicator.

Parent rate Staff and Student Engagement in the top 25% of Victorian Schools. Teacher Morale and Stimulating Learning were both rated in the 85th percentile.

Insight SRC data indicates that parents feel there is a slight improvement with the current way we report formally to families, increased from 65 to 75th percentile.

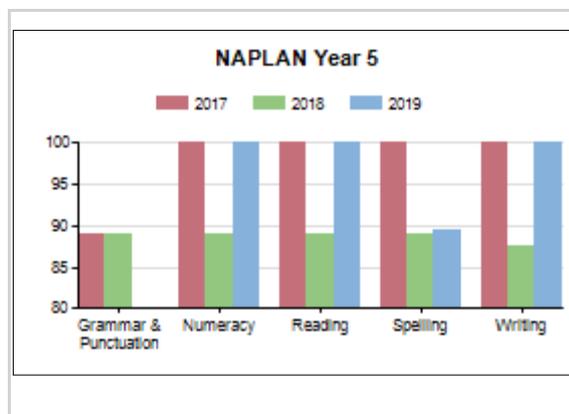
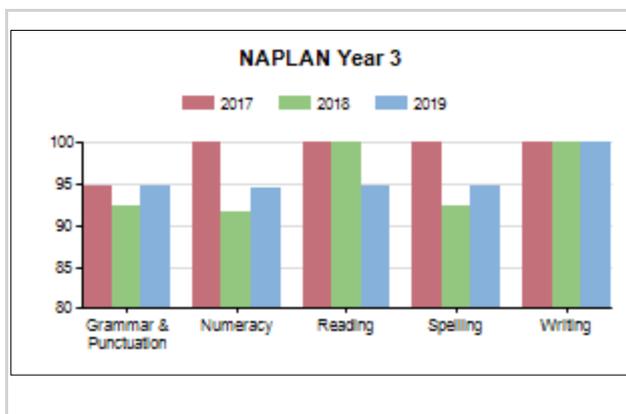
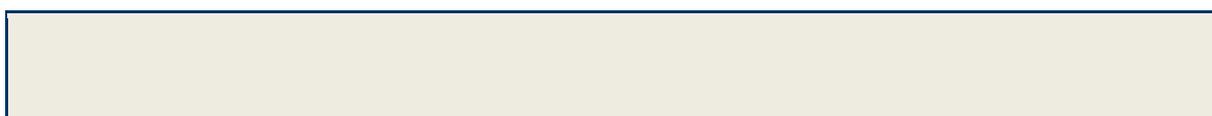
Parents believe their peer relations at St Joseph's are strong with both attitude to student's social skills and connectedness to peers rating in the 85th percentile.

School Performance Data Summary

E3018
St Joseph's School, Rochester

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	94.7	92.3	-2.4	94.7	2.4
YR 03 Numeracy	100.0	91.7	-8.3	94.4	2.7
YR 03 Reading	100.0	100.0	0.0	94.7	-5.3
YR 03 Spelling	100.0	92.3	-7.7	94.7	2.4
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	88.9	88.9	0.0	78.9	-10.0
YR 05 Numeracy	100.0	88.9	-11.1	100.0	11.1
YR 05 Reading	100.0	88.9	-11.1	100.0	11.1
YR 05 Spelling	100.0	88.9	-11.1	89.5	0.6
YR 05 Writing	100.0	87.5	-12.5	100.0	12.5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.8
Y02	91.4
Y03	91.3
Y04	91.3
Y05	90.6
Y06	89.5
Overall average attendance	90.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.3%

ALL STAFF RETENTION RATE	
Staff Retention Rate	73.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	87.5%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	11
Teaching Staff (FTE)	9.6
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	5.5
Indigenous Teaching Staff (Headcount)	0

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