



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Joseph's School

17 Martin Street, CRIB POINT 3919

Principal: Gabrielle Espenschied

Web: www.sjcribpoint.catholic.edu.au

Registration: 1260, E Number: E1115

Principal's Attestation

I, Gabrielle Espenschied, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 10 May 2024

About this report

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Growing Together in Knowledge, Faith and Friendship

St Joseph's aspires to be a school of excellence building knowledge, faith and friendship

KNOWLEDGE- We aim to empower the school community with skills and attitudes to recognise, create and participate effectively in a changing world.

FAITH- We aim to foster an environment where the Catholic Faith is celebrated, communicated and lived, in a spirit of respect for the dignity of each person.

FRIENDSHIP- We aim to develop a caring and supportive school where all members of our community experience a sense of belonging and each individual uniqueness is valued and nurtured.

School Mission "Education through Inspiration, Innovation and Compassion".

School Overview

St. Joseph's school, Crib Point, first opened in 1927 to provide a Catholic Education for children of Defence Force families. St. Joseph's school is situated in a small coastal community on the Mornington Peninsula and belongs to the Parishes of Westernport and HMAS Cerberus. Enrolments are drawn from Crib Point, Bittern, Somers, Balnarring, Shoreham, Point Leo and HMAS Cerberus community.

Learning is Life! Our school is based on a landscape of positive learning experiences where we promote students making sense of the world around them, knowing themselves, their identity, and their beliefs within a context of their faith and being inspired and committed to craft their future with optimism and hope.

Each individual is at the centre of all that we do - developing a love of learning, a strong sense of self and the skills and attitudes to be successful in a changing world. Our Catholic school is a community where positive relationships and belief in people are at the core of what we do. We believe in the promotion of positive education where wellbeing and learning connect ensuring the flourishing and growth of each individual. We believe that building an understanding of self and wellbeing is as important as academic pursuits.

We respect the dignity of every person in our community. We promote and value that each person is an individual, diverse and different in his or her own way. "Every individual has a personal narrative- experiences that colour what they question, the answers they seek, the possibilities they see, and the ways they come to know the truth." (Horizons of Hope 2015)

In our Contemporary world, we recognise the importance of the development of the whole child- spiritually, intellectually, morally, physically, socially and emotionally. Within this ever-changing world we strive to ensure our children are enlivened by the life of Jesus and have a strong sense of respect, compassion and justice.

We promote our students constructing their own beliefs and building character to live a life full of hope and meaning. We encourage our students to continually explore, question, wonder and create inciting curiosity and thinking about the world around them making meaning and understanding.

Learning to learn, partnering to learn, collaborating to learn, connecting to learn, contributing to learning are our key drivers building a wonderful culture of learning for all in our community. We believe that every person in our community is important and deserves the best opportunity to grow and learn by providing access and equity to all regardless of their needs.

We are committed to the highest of expectations based on data and evidence promoting growth and success for every person. We promote the achievement of high academic standards through the connection of learning and life where students can make the necessary meaning from their learning. We promote our students being drivers in their learning and being active citizens committed to making a difference and crafting the world around them. By providing students with the Know, Do and Be of learning our students can develop an understanding of the world, a sense of self and the necessary dispositions and actions to be confident, curious, creative and committed to ensuring the very best learning for their future.

Principal's Report

2023 was a wonderful year of learning at St. Joseph's where we continued to take the opportunity to really dive deeply into an inquiry around where we were currently at in our school and what areas we need to amplify and put a lens over moving forward. At St. Joseph's we use the Helen Timplerly spiral of Inquiry across all areas in our school to truly discover who we are, what we are achieving and where we need to focus on.

Our vision of growing together in Knowledge, Faith and Friendship was present in all that we did throughout the year as we continued to ensure our students make meaning of the world around them, know and understand themselves and feel passionate and motivated to take action and put all of their wonderful learning into practice.

The number one priority continued to be on the growth of our students. We remained focussed on keeping consistency in our school and on our big question of : Who are we as a learning and faith community? This question took on many varied meanings through 2023 as we inquired into all areas of our school scanning our current practice and developing a hunch about what was in fact happening and where our learning and action was required.

Our big question in our school improvement plan for our students continued to be : Who am I? How do I belong, connect and grow? In 2023 we had a high priority on ensuring every student made the recommended positive growth in their learning. We had a priority on ensuring there were no interruptions to the Literacy and Numeracy blocks and that teachers had the necessary time for data collection, analysis and subsequent differentiation to each child's program.

Each person's personal narrative and ways of knowing were at the forefront of our journey as we adapted and differentiated learning and support to ensure every student continued to grow both in their learning and as magnificent human beings.

Our school community went from strength to strength throughout 2023 and was a testament to the strong and positive relationships that were evident in our school along with a high priority on learning. We continued to co- design our learning experiences together with students, staff and parents contributing to a design that is contemporary in design, connecting learning and life in a meaningful way and relevant to every learner's needs.

Our three priorities emerging from our review were as follows:

Priority 1- Build high quality pedagogy and consistency

Priority 2- Data analysis and differentiated practice

Priority 3 - Student voice and agency in learning

This created opportunities for us to ensure we continue to create a school culture for reciprocal feedback shared between students to students and students to teachers and developing student voice and agency through the building of assessment capable learners. It was time in our school to ensure teachers have the time to drill down into data and ensure our students are even more active in their learning.

Our priority on achieving academic excellence continued to be at the forefront of our work underpinned by our inherent belief that the home is the first school, school is the second home and the environment we create is the third teacher. We continued to build an environment and culture where wellbeing and support is imperative to provide a platform where excellence can be achieved.

We celebrated many wonderful achievements in 2023 including being National winners in Catholic education for our work in STEM and participation in the Space for kids project. I felt privileged to be awarded with the VACPSP Principal award in the area of community.

We continued to encourage our students to strive for excellence by making the best possible use of all of their talents and abilities. We believe good learners are knowledge critics, are persistent, have grit and resilience and collaborate with others.

We had a high priority on ensuring consistency in our practise focussing on all staff following the plan we had co-created to ensure our students know what is expected, how this looks and what they need to do to be effective learners.

There was so much to celebrate in 2023 at St. Joseph's as we continued to strive for excellence and continually redesign and contextualise the way we work ensuring every student can reach their full potential working in partnership with our parents, staff and community in inspiring ways.

I am so proud to be Principal of this wonderful school and all we have achieved in 2023.

Catholic Identity and Mission

Goals & Intended Outcomes

Priority: Developing opportunities to connect and celebrate the sacred story of our faith through the scriptures focusing on the life and teachings of Jesus.

Investigation: How do we strengthen and celebrate our faith community centred on the life of Jesus Christ providing opportunities for deep dialogue seeking meaning and understanding and growing with action to be people of faith?

Goals & Intended Outcomes

To develop opportunities to connect and celebrate the sacred story of our faith through the scriptures focusing on the life and teachings of Jesus.

Achievements

Throughout 2023, many examples of our faith in action were evident as the St. Joseph's community went into action assisting and supporting all members of our school community according to their needs. Our Catholic Social Teachings were seen in so many ways as we recognised that we continue to have many vulnerable members in our school who required support.

St. Joseph's presented and connected faith in innovative and creative ways throughout 2023. We continued to strive to be a dialogue and recontextualised model of Catholic Education. This included the continuation of our overarching Faith and Wellbeing overview. Each week we had a whole school theme connecting faith and wellbeing. The faith leader and the wellbeing leader produced a weekly slide show deepening our communities understanding of the theme and we drilled down to each component of our faith overview to ensure a deep and contemporary faith experience for all of our community.

The school recognised the need of guidance as to best practice in the area of contemplative prayer. Further development in the space of Contemplative Prayer and Christian Meditation occurred to allow our students and staff to build a personal relationship between God and themselves in an authentic, meaningful, contextual and contemporary way.

Staff continued to have a strong connection to the Horizons of Hope and Pedagogy of Encounter documents and made links with teaching RE through inquiry. Staff connected scripture to their inquiry concept ensuring faith is an interwoven learning experience for all students promoting dialogue, reflection and promoting students making meaning for themselves.

Data from staff reflections and discussion demonstrated that staff continue to have a strong belief in connecting faith through life experiences using Catholic Social teachings as a connecting point between scripture, sacred story and faith in action.

Value Added

In Term 1 the school community gathered to celebrate the Beginning of the year School Mass. We had a large majority of the families attend. A social BBQ was held at the end of Mass to welcome all the new families to the school community.

Our Sacramental Program began with the Year 3 / 4 community gathering to share a meal together as Jesus did at the Last Supper. This was a symbolic way for the parents and students to begin their preparations for making their First Eucharist and was a lived experience for all involved. We provided the same format for our Confirmation students enjoying a wonderful dinner together with the Sacrament being introduced throughout the night.

In October there was a Big Food Drive to celebrate Mission Month. The Social Justice student leaders worked closely with our social justice leader to make up Hamper Packs and deliver them to the local St. Vincent De Paul Society in Hastings.

The sister schools of St Joseph's, St Brendans and St Mary's continued a "Mini Vinnies group", with each school contributing 3-4 members. This team works with the members of the Parish Stewardship team and focuses on social justice issues that the schools are able to influence.

A highlight of the year was the Mini Vinnie's Cook-Up at the Padua Tyabb Food Technology Facility and was facilitated by chef Matt Demarte. Together the Mini Vinnie's their families and teachers cooked over 200 meals to be distributed to people in need within our school communities.

The Mini Vinnie's along with the REL attending the Catholic Education Week Mass for schools at St Patrick's Cathedral along with the concert for schools in the Treasury Gardens.

Our end of year Mass was a special occasion and the Prep Nativity was filmed and was a highlight of the year with our littlest members of our school telling the story of Christmas in such an innovative and entertaining way.

Learning and Teaching

Goals & Intended Outcomes

To develop children's understanding of themselves, who they are and how they can belong, connect and grow.

To learn and work together to develop a deeper understanding of high-quality learning and assessment designs together with strong pedagogical enactment that ensures the progress and flourishing of every child.

To ensure students achieve the highest growth possible in Literacy.

To build teacher knowledge and pedagogical capacity to explicitly and effectively to teach Literacy (reading)

To ensure students achieve the highest growth possible in Numeracy.

To build teacher knowledge and pedagogical capacity to explicitly and effectively teach Numeracy.

Priorities emerging from review

Priority 1- Build high quality pedagogy and consistency

Priority 2- Data analysis and differentiated practice

Priority 3 - Student voice and agency in learning

Achievements

Throughout 2023 St. Joseph's continued to work on embedding a highly professional learning design. This included ensuring a consistent understanding of our learning philosophy at our school and the execution of this learning design with many strategies and processes automatised across the school. We continued to focus on teaching students how to learn and positioning students as active partners in their learning.

We focussed on our teaching staff following the co- created learning design and plan we have been working on over many years. We continued to highlight explicit learning as an important component of our learning design and the need to allow adequate time for core teaching of Literacy and Numeracy.

St Joseph's School has a philosophy of learning that is evident throughout the school. The school offers a wide range of learning opportunities for students, using the students' backgrounds and the school's local context to engage them in meaningful learning

opportunities. With direct links to Indigenous culture, each year level has an overarching theme that relates to the context of the local environment where the focus for student learning is living and connecting to local community.

The school's science program is supported by Western Port Seagrass Partnership, the Dolphin Research Institute and the Mornington Peninsula Shire. Investigations include mangroves and their importance in Western Port Bay, growing produce in the school garden that is used in the Café or sold at the school's produce stall on Fridays after assemblies and developing deep understanding of Aboriginal and Torres Strait Islander histories, cultures and languages while establishing culturally safe practices throughout the school.

In 2023, we continued making deep learning and connections across learning communities and with the wider community using our learning community STEM themes as outlined below.

Foundation- Making Moments Matter

1/2 - Living Communities

3/4 The Sea is our Best Friend

5/6 Be of Service to Others

By learning to learn, connecting to learn, collaborating to learn and partnering to learn we were able to ensure students were applying and consolidating our school's learning process and making connections with real life problems.

2023 Winners of the the National Competition for STEM

Students were also involved in a 'Kids in Space' program.

Won the 'Future is STEM' award. This category is for projects that meet all the Science, Technology, Engineering and Maths criteria and a Tidy Towns nomination.

Teachers focussed on exploring vehicles to expand the ways they capture and analyse evidence to move student learning forward. They focussed on being better able to monitor and track growth in student learning progress throughout a unit or term as a priority for their own professional learning. Teachers embedded effective student tracking documents to ensure growth for every student.

Classroom observations and explicit feedback processes continued with leaders of learning observing and providing ongoing specific feedback throughout the year.

A focus on data hour continued to be a high priority with individual teachers meeting with a leader of learning to discuss student data and keep a focus on ensuring growth for every

student. Updated assessment and tracking tools with a focus on student growth continued to be best practice in our school.

Teachers connected deep learning and understanding to the principle of stretching and challenging learners and focussed on enabling students to become assessment capable learners.

Discussions with leaders and teachers indicated that having leaders of learning assisting planning and working closely with teams has been effective in supporting staff to continually improve their teaching as well as increasing the consistency of teaching practices across the school.

Relational trust within the school was described as being very high and St Joseph's inclusion of feedback from staff, students and parents within their inquiry approach to school improvement is a demonstration of their strong belief in and commitment to Joseph's being a learning community.

Achievements in the area of Learning and Teaching included the following:

A high priority in 2023 on ensuring every child made positive growth with a focus on Mathematics. This was approached by leading teachers through inquiry spiral and investigation into best practice in Mathematics.

Our Fluency in Mathematics policy went from strength to strength and is based on research and data along with expectation of implementation of this policy and consistency in practice including the implementation of our fluency bricks allowing students to track their learning and set goals.

Whole school engaged in a Mathematics Collective with MACs and St Mary's to build teacher knowledge and student outcomes in Mathematics.

Continuation of the implementation of the Intiallit literacy program from F-2. The program is an evidence based program that builds foundational skills in all 5 pillars of literacy.

Staff revised the use of the tool Colourful Semantics and all staff continued to implement this tool during their Literacy teaching.

Family Fun Fridays were wonderful opportunities for parents to come into the junior learning communities and learn about our design from their children.

Our Joey's Club transition continued fortnightly from Term 3 ensuring our newest community members were ready to commence their journey. This included many parent sessions where we shared our learning philosophy and design.

Many Literacy intervention programs were implemented throughout 2023 including Reading Recovery, LLI and the MacqLit Reading Intervention Program.

STEM extension classes continued throughout the year with the Discovery room revamped and STEM lunch time activities run twice a week.

Teachers built their Mathematical knowledge and pedagogy through the Developing Mathematical Understanding in Geometry online professional learning.

All staff completed the Intervention Modules designed by the CEM to engage staff in understanding of the universal design for learning and the intervention process. Students designed and lead the school concert performance.

Student Learning Outcomes

In reading, our 2023 NAPLAN data showed both our Year 3 had a proficiency rate of 59% and Yr 5 a rate of 79%. We have implemented the explicit teaching program Initialit and look forward to higher proficiency rates in Year 3 in 2024.

In 2023 for writing Yr 3 had a proficiency rate of 86% and Yr 5 had a proficiency rate of 79%. We will continue to inquire into our writing approach to ensure a proficiency rate above 80%.

In spelling Yr 3 had a proficiency rate of 50% and Yr 5 75% and this will continue to be an area of inquiry to raise the proficiency of Yr 3 in particular.

In Numeracy Year 3 had a proficiency rate of 52% and Yr 5 69% and has resulted in a focus on embedding number fluency with a consistent approach from Foundation to Year 6.

Our PAT data has continued to show improvements and we will strive to ensure our students all have the highest learning outcomes in both Numeracy and Literacy.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	372	36%
	Year 5	494	59%
Numeracy	Year 3	388	52%
	Year 5	474	69%
Reading	Year 3	394	59%
	Year 5	494	74%
Spelling	Year 3	378	50%
	Year 5	493	75%
Writing	Year 3	396	86%
	Year 5	483	79%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

To develop children's understanding of themselves, who they are and how they can belong, connect and grow.

Achievements

In 2023, we continued our focus for students on Who am I? How do I belong, connect and grow? At St. Joseph's we have had a high priority on our students developing strong social emotional capabilities. In order for students to flourish and shine we are constantly seeking to understand the individuality of the student, how they make sense of the world, their identity, beliefs, ways of thinking and the many cultures they try to navigate through their unique understanding of themselves and the world around them.

The continuation of our whole school faith and wellbeing theme really was a highlight of the year. This guided our approach ensuring all of our community benefited from our highly professional frameworks. Our whole school wellbeing journal continues to be a wonderful resource for every student in our school. This is the fourth edition of the well-being journal and daily reflections using our school tool kit and other strategies allowed for mental health and well-being support on a daily basis.

Weekly wellbeing meetings with both our wellbeing and adjustment teams ensured all students were being monitored and support and Tier 2 interventions were implemented when required. At a Tier 1 level in the classrooms we had a significant focus on using the St. Joseph's social emotional tools, strategies and procedures to ensure a consistent approach across the school to ensure we were building strong social emotional capabilities and the strategies and action necessary if they are not feeling ok.

This included implementing many take a break zones across the school teaching students the action plan from our positive behaviour approach. Our wellbeing space continued to be a space where students can go and be supported to regulate, reset and re enter the learning environment.

In 2023, the Making Moments Matter approach guided our Joey's transition program. Families were invited to attend sessions both on zoom and onsite during Joey's Club to learn about ways they could engage with their children and make different moments matter. Family Friday also invited parents into the classroom, and children taught their parents a range of different maths games.

In 2023, we further developed student leadership opportunities by working in partnership with the House Spirit Initiative with our student action teams going from strength to strength and the students feeling a deeper connection and sense of belonging to their house teams.

Explicit teaching of social emotional capabilities was a high priority using the domains articulated in the Australian Curriculum; Self Awareness, Self Management, Social Awareness and Social Management. We continue to use a variety of Social Emotional Strategies on our school tool kit to support students. All students have a learner profile based on John Munro's Ways of Knowing and all students are tracked on the social emotional continuum.

Children were also explicitly taught and can articulate the Know, Do Be of our Positive Behaviour Approach. Staff attended Professional Learning specifically related to our Wellbeing Approach to ensure consistency across our school in the use of language and actions related to positive behaviour.

St Joseph's Wellbeing Strategies continued to be displayed in each classroom - Problem Solved, REACT, our social emotional tool kit, and most importantly our Know, Do Be of positive behaviour. This has ensured a whole school approach to Social Emotional Learning as well as consistent expectations across the school.

Strategic individual support was implemented across the school on a needs basis as part of our Wellbeing intervention. This included programs and strategies such as - MPower girls, Revved up, anxiety groups, friendship groups, Canine Comprehension, Drum beat and Art and Garden therapy.

Lunchtime activities continued to be held every day when we were able to be onsite to ensure extensive support in the playground. All playground incidents were recorded, analysed and acted upon to ensure intervention is in place for children showing vulnerabilities.

The health and wellbeing of all our community continued to be a high priority and was evident in activities such as our focus on healthy nutrition with our wonderful community garden and Cafe program.

Our Defence Force Transition aide also assisted with the implementation of wellbeing initiatives and supported all students with their transition to and from St Joseph's.

Value Added

- Revamping and updating of the Wellbeing journals - more targeted and updated based on student, teacher and parent feedback.

- Whole school Wellbeing Hub created take a break zones with a wonderful state finalist award in the Tidy Town Awards
- Play is the Way - Play training program - to continue to foster and strengthen healthy relationships, is a pro-active anti-bullying program.
- Works by directly involving students in creative student-led play at school lunchtimes and recess. Year 5 students were taught how to run play sessions with younger students.
- Explicit sessions run in the Wellbeing Hub - Sessions across the areas of student safety and wellbeing online, Seasons, Respectful Relationships, Healthy Mind and Healthy Body.
- Class meetings linked to weekly faith and wellbeing focus
- Lunch time activities - play Pod, dance, yoga etc
- MPower girls, Revved Up, Drum beat and Art and Garden Therapy.
- Social and emotional tools (toolkit) unpacked further with student voice included (unpacking of I can statements - Mind Master I can..... students helped to create some of these).
- Labyrinth - continued to be used as both a faith and well-being tool
- Chaplaincy program continued to be implemented and is a highly valued resource in our school.
- User B assessments conducted for targeted SEL interventions
- I wish my teacher knew box utilised across all classes to ensure strong student voice
- Child Safety focus with a Review of many policy and procedures
- High focus on ICT in particular Cyber Safety
- Take a Break Zone's updated and reviewed at a Tier 1 and 2 level
- Positive Behaviour approach continued to be embedded across the school with specific LSO training sessions to ensure consistency with all staff
- Professional Learning Team meetings on SEL, Positive Behaviour approach and Tool kit elements including planning and implementation
- Fortnightly Wellbeing slide show created for the whole school community, with links to Faith and SEL toolkit element
- Toolkit elements I can statements redesigned to include more student friendly language Explicit teaching of Toolkit elements weekly SEL focus
- Specific and consistent SEL planners implemented with the SEL curriculum expectations unpacked and established SEL trackers continued to be a focus along with student profiles based on the Ways of Knowing to ensure we understand each individual student in our school.
- Reflection sheets revised to include emotional thermometer and other tool kit elements.
- Emotional thermometers in every learning space with a consistent check in expectation and procedure.
- Story Dogs program.
- MPower

- Respectful relationships.
- Focus on Student safety in particular psychological safety.
- Continued practice of Mindfulness Meditation across the whole school.
- Student leadership group to design a school Labyrinth for mindfulness.
- Weekly class meetings held to ensure student agency and responsibility.
- ESafety focus onsite and on the home learning site.
- Explicit teaching of 'Cybersafety' awareness.
- Collection of Data- Absenteeism, Late arrivals, Yard Duty incidents, Reflection sheets filled in with students and staff.
- Buddy program between Junior and Senior students.
- Continued opportunity for school choir membership.
- Student leaders hosting weekly assemblies and school tours for prospective parents.
- Transition Programs: Maintained regular communication between local kindergartens and regional secondary colleges.

Student Satisfaction

Student satisfaction continued to improve in 2023 with improvements in every area of our 2023 MACSSIS student data. Rigorous expectations rated at 91% in 2023, with student teacher relationships rated at 81% and both school belonging and learning dispositions rated at 83%. We were very pleased to see student voice rating at 84% up from 67% the previous year. This is one of our priorities from the review and we are striving to increase this to a higher percentage with a focus on student voice in learning tasks.

Overall we are very proud of the 2023 student results with improvements from the previous year in all domains.

Student Attendance

We were diligent in analysing our well-being data weekly and addressing any students with low well-being presentations with many support processes in place.

Average Student Attendance Rate by Year Level	
Y01	86.8%
Y02	86.9%
Y03	86.9%
Y04	88.7%
Y05	86.1%
Y06	89.3%
Overall average attendance	87.4%

Leadership

Goals & Intended Outcomes

To co-create the conditions for every member of our faith community to learn, thrive and grow as they experience joy and a strong sense of belonging.

To learn and work together to develop a deeper understanding of high-quality learning and assessment designs together with strong pedagogical enactment that ensures the progress and flourishing of every child.

To provide an outstanding and stimulating environment with excellent resources to ensure every student thrives, grows and flourishes.

Achievements

In 2023, we continued to strive for an agreed and consistent whole school approach to pedagogy that enabled and expected all teachers to display high levels of competency and ensure growth for all of our students.

We focussed on our professional learning team meetings with all staff meetings being PLT'S with minimal operational tasks permitted. Throughout 2023, we continued to offer two after school PLT's whether onsite or on zoom depending on whether we were collaborating with St Marys.

We continued with our team planning facilitated by our leaders of learning and encouraged self-initiated informal dialogue in breaks and after school to ensure our curriculum design was of a high standard. As adult learners, the teachers at St. Joseph's are very aware of what works for them as learners and co create the conditions that they learn in.

We continued with our work on maintaining and developing a Performance and Development Culture at St. Joseph's school with all staff engaging in the Action Inquiry Research projects in the best possible way.

This included an in-depth self-analysis based on evidence and data. This was used to form the individualized goal each staff member. All staff participated in a coaching session with the Principal and then an additional session with a member of the leadership team. Teaching staff also engaged in continuous learning conversations with our leaders of learning team.

Macsis data for 2023 demonstrated the strength of our performance and development culture in our school. We are extremely proud of the staff data in 2023 showing growth in all areas of the survey with results above all MACS averages.

Explicit feedback was given using the feedback bridge strategy providing staff with valuable feedback from coaches. Student feedback was also a key strategy in teachers inquiring into their current levels of performance.

We continued to collaborate with St. Mary's Hastings, providing a wonderful platform of professional practice, collaboration and deeper dialogue into best practise in our school.

We provided a range of opportunities for coaching, mentoring and team teaching to improve classroom practice. It also involved working with facilitator Kelli Simmons from ED Partnerships to deepen teacher understanding, pedagogy and capacity and to inquire into the area of Mathematics.

We continued to work with MACS in the area of Mathematics with regular professional learning experiences throughout the year despite the interruptions occurring with remote learning.

Teachers indicated that they appreciated being able to go to 'purposeful' professional learning and that there is a general perception that staff all share responsibility for actively contributing to creating a learning community at St. Joseph's. The environment at St. Joseph's is seen as one that motivated staff to learn, and most people thought that curiosity was highly valued, and that there was a 'big emphasis on being continual learners and professionals' in this school.

We continued to build staff wellbeing to empower all staff to take responsibility for their wellbeing and their stress. Staff were offered EAP support and many staff also took up coaching sessions with leadership to set weekly goals and action plans.

We had a wonderful staff conference at Presentation Sisters in Balharring where staff went on an inquiry into 'Oh the Places we' will go coming out of review. Staff explored what this meant for care for self, care for others, care for students and care for community and the world.

Decision making processes were improved with regular meetings for the curriculum team, consultative team and staff wellbeing team ensuring voice from all staff.

We commenced the upgrade of our Master plan to ensure the best Contemporary up to date spaces for our students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>We participated in a range of different professional learning experiences throughout 2023. Many professional learning experiences were held using a range of different modes including combined PL with other schools, others via zoom and involved all staff building capacity in many different areas as outlined below:</p> <p>Staff participating in Maths Professional Learning facilitated by MACs Professional learning in Numeracy led by our Learning Leader Sue Jackson</p> <p>Senior teachers built their Mathematical knowledge and pedagogy through the Developing Mathematical Understanding in Geometry online professional learning.</p> <p>All staff completed the Intervention Modules designed by the CEM to engage staff in understanding of the universal design for learning and the intervention process.</p>	
Number of teachers who participated in PL in 2023	18
Average expenditure per teacher for PL	\$2385.77

Teacher Satisfaction

We continued to gather feedback and reflected on how the school was performing and in particular how are staff were travelling in such unprecedented times. There were regular check ins with staff to check teacher satisfaction levels including remote learning google forms. Staff indicated their levels of wellbeing and pyschological safety and felt extremely supported throughout the year.

Feedback through emails, open forums, individual check ins and staff PLTs indicated that our staff felt extremely satisfied and grateful for all of the support they were provided with throughout the year.

Other feedback in the form of celebration for outstanding achievements were found in our 2023 STEM Mad show case award for Maths.

We are very proud of our MACSSIS staff data which all sits above the MACS average. Of particular strength is the staff leadership relationships, school culture and collective efficacy ratings at 93%.

Teacher Qualifications	
Doctorate	0.0%
Masters	8.3%
Graduate	12.5%
Graduate Certificate	0.0%
Bachelor Degree	50.0%
Advanced Diploma	16.7%
No Qualifications Listed	12.5%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	26
Teaching Staff (FTE)	19.6
Non-Teaching Staff (Headcount)	26
Non-Teaching Staff (FTE)	18.0
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

To co-create the conditions for every member of our faith community to learn, thrive and grow as they experience joy and a strong sense of belonging.

Achievements

Community remains a high priority in our school where we highlight the home being the first school and the school being the second home there to support our families in any way we can.

There continues to be vulnerable families in need in the school community and we continued to provide wonderful meals prepared by our brilliant chef Matt and many different hamper and care packages. During that time many different families were supplied with a Helping Hand of freshly cooked meals.

Through engaging parents in their students learning and in other learning opportunities such as the home learning site, see-saw, newsletters, assemblies and social media parents become more aware in 2023 of the learning philosophies of the school.

Parents spoke about the school's strengths in building a culture of learning together through collaboration and partnerships. They highlighted initiatives such as the Mangrove project, Making Moments Matter, Dolphin Research, and connections with local groups and family-school partnerships with recognition of it being a fun, motivating school.

Highlights mentioned regularly were the sense that the school promotes a feeling of belonging and is a caring and happy place. There was recognition that teachers at the school know their students well and all members of the school community are seen as learners and create a sense of welcome, which is evident in the daily meet and greet from staff.

The culture at the school was enhanced through activities such as House Spirit, Family Fun Fridays and sporting days even though all of these wonderful activities were reduced throughout 2023.

Parents were engaged in our monthly masses, assemblies and presentations and these continued to be a high priority in our school throughout the whole of 2023.

There was a general feeling of great appreciation for all that was provided in 2023 to keep our community supported. Feedback was extremely positive and on many occasions families

articulated that there is a lot of care for people and education and the school having a strength in ensuring everyone achieves success.

Parent Satisfaction

Feedback from parents were regular as parents communicated how amazing our team was throughout the remote learning period. Macsis 2023 data showed strengths in communication and family engagement being above the MACS average in almost all areas. The parent data showed improvements across many domains with an overall 80% satisfaction rating. In particular school fit increased to 81% and communication to 84%. We continue to value our parents and highlight the home as the first school and the school as the second home.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.scribpoint.catholic.edu.au