



2023

Annual Report to the School Community



St Joseph's School

142 North Road, CHILTERN 3683
Principal: Jennifer Hogan
Web: www.sjchiltern.catholic.edu.au
Registration: 367, E Number: E3008

Principal's Attestation

I, Jennifer Hogan, 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 24 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

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact all schools demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

IDENTITY STATEMENT

At St Joseph's we are a welcoming Catholic community, where every child is safe and is nurtured and empowered to realize their potential

VISION STATEMENT

At St Joseph's we strive to:

Model and live the teachings of Jesus

Encourage action for social justice and hope for the future

Educate and nurture the whole child spiritually, academically, socially, emotionally and physically

Provide an engaging and challenging learning environment that encourages excellence and lifelong learning

Develop students who have respect and care for God's creations and the need for sustainability

GRADUATE OUTCOMES

At St Joseph's we commit to educating students to:

- be open to the wonders of God among us.
- be able to make moral judgements and stand up for what is right.
- embrace diversity, culture and the individuality of all.
- be equipped with strong foundations in literacy and numeracy and all academic pursuits.
- be confident and inspired learners, willing to experience new challenges and broaden their horizons.
- be positive and resilient individuals with the ability to love and be loved.
- be compassionate, contributing and reconciling members of their community.
- be faithful stewards of the planet.

School Overview

St Joseph's Chiltern seeks to live out our motto: Living, Loving, Learning

Situated near the Chiltern-Mt Pilot National Park, our students learn in and about the natural environment and are committed to sustainability and care of Creation.

St Joseph's works consistently to ensure that there is a strong sense of community. We endeavour to provide the best possible learning environment for all children, where their individual talents, abilities and strengths are valued and respected.

In 2023, we have 31 learners across three classes- Foundation & Year One, Year 2 & 3 and Year 4/5/6. We have a staff of 9, consisting of Principal, three classroom teachers, three learning support staff, one administration officer and two specialist teachers for Art and Italian and Science.

Our school has undergone a complete refurbishment with modern facilities and state of the art learning spaces for all our students. The opening of the new spaces took place in March of this year.

After coming through COVID lockdowns and disruptions to our normal program, we now have a very strong focus on continuous improvement for each of our learners. The explicit approach to learning is consistent in all classrooms.

We continue to have a focus on Positive Behaviour Interventions and Strategies (PBIS) to support social emotional learning and positive behaviours.

We completed our VRQA this year and we were commended on our organisation and collaborative approach to planning and Child Safety.

St Joseph's Education Advisory Council continue to be an incredible support network for all stakeholders within the school. The Advisory Council provided feedback around school improvement and community building.

Principal's Report

The year of 2023 has been a year of new spaces and wonderful experiences for our students.

It has also been a difficult year health wise for some of our families including our Parish Priest Father Carey. It is in times like these that small communities look after each other.

Our staff have remained the same over the last few years which has definitely helped to continue programs, initiatives and relationships with our students and families.

Our achievements have been numerous, and the staff need to be congratulated for their continued dedication and the support that they offer to all the students in the school.

We began the year with the tradition of family sports night and a movie night, which were both well attended. One of our highlights of the year was our Blessing and Opening of our new facilities, it was a very proud and exciting time. Among the invitations were our current families and parish community, along with past families, students, and teachers there were dignitaries from CES, Indigo Shire and our own Parish Priest Father Carey.

Again, this year we were invited to be part of the 'Creative Lands Project.' This was an 8-week program as well as the Mandela Project through Gateway Health and Festival of the Sacred. These experiences allow our students to be part of a bigger group with other schools involved.

We continue to offer our students many different experiences through programs, excursions and events which take them out of their comfort zone and give them different experiences. Some of these were Winton Wetlands, Creative Lands and Festival of the Sacred as well as the Chiltern Hub opening, Men's Shed, an Italian Performance at the Memorial Hall, and visits to the Senior Citizens and the Chiltern Playgroup.

The CASEA team lead by Erica Watchorn has been a welcomed support in 2023 for students, teachers and parents. CASEA is funded through Albury Wodonga Health and supports schools in the area of mental health and allied health services.

This year we began with a strong focus on Writing using evidence-based practice and the resource 'The Writing Revolution'. Each classroom begins with a review and explicit teaching at a sound, word, and sentence level each day. The new spaces are working well and have given the students and teachers modern classrooms with flexibility.

I would like to express my sincere appreciation to the dedicated staff of St Joseph's and for the support from our Education Advisory Council and Parents and Friends.

As we approach the end of this school year, I thank everyone in our community for their enthusiasm, assistance, and support. I look forward to our a 2024 and wish everyone a very happy new year with peace and blessings.

Jenny Hogan

Catholic Identity and Mission

Goals & Intended Outcomes

In Catholic Identity and Mission we strive towards achieving the following goals and outcomes:

- To develop a recontextualised faith community

Students, staff and parents have a deeper understanding of the Catholic faith. Parents will be confident to accompany their child on their faith journey.

- Expand and enrich existing links with the Parish and wider community

That students will have a clearer understanding of Social Justice and how we can help others in our world. To have a greater connection to Parish and Wider community through different events and activities

- Enrich Staff Spirituality and professional learning opportunities

That all students, staff and parents have a greater awareness of our indigenous culture.

To have an indigenous perspective running through our curriculum.

Achievements

Catholic Identity is at the core of everything we do and works alongside our Respectful Relationships and PBIS (Positive Behaviour Intervention in Schools) school expectations. We offered Life relationships as a Parent /Child workshop in the senior school, which was well attended.

Maria Ford & Miss Kerrie Hill led our Spirituality Day in Term 3. We also received professional learning on Scripture which was carried out on two occasions with Kevin Lawlor from CES.

We have slowly made our way back into the church which began with a visiting priest Father Boniface celebrating Assumption Day with the parish. We have celebrated Liturgies on the special events including Mother's and Father's Day, Grandparents Day, and many feast days.

Our weekly assemblies continue with a focus on prayer and an opportunity to acknowledge students who have followed our PBIS expectations. Our parents have been encouraged to attend again, to be part of this gathering and celebrating achievements together.

We have also had a continued focus on the Indigenous culture with the acknowledgement read at all gatherings with students and parents. Sorry Day, Reconciliation Week have both allowed us to have a greater awareness and an opportunity to work on developing a school cultural plan as well as a cultural plan with one of our students. As part of the Creative Lands Festival we had an aboriginal elder, Aunty Marlene who led the whole school in art and performance.

Value Added

- Connections to parish – through St Vincent de Paul and our own Mini Vinnies and masses throughout the year
- Building community- through neighbourhood house, Men's Shed, Chiltern Kindergarten and the Chiltern Playgroup. Walk and Ride to school days as well as the opening of the Chiltern hub.
- Social Justice - Caritas awareness raising, fundraising and solidarity actions; Mini Vinnies can drive and supporting families in need
- Continuing our connections- St Mary's Rutherglen, Combined REL communication and planning; Chiltern Neighbourhood House; St Vincent de Paul.

Learning and Teaching

Goals & Intended Outcomes

In Learning and Teaching we strive towards achieving the following goals and outcomes:

- Develop staff capacity in Teaching and Learning in the area of Reading, Writing, Speaking and Listening to improve student outcomes.

Staff will be focussed on best practice based on research which will be driven by our Learning and Teaching. Use evidenced based research to drive learning sprints in Professional Learning Team meetings.

- To continue to use Assessment Processes to drive planning of learning and teaching work together
Staff work together to develop a data plan and framework to have clear and consistent approach to collecting data
- To improve the writing of Personal Learning Plans (PLP)
Teachers feel supported and are confident working with students with disabilities

Achievements

This year we began with a strong focus on writing using evidence-based practice and the resource 'The Writing Revolution'. Each classroom begins with a review and explicit teaching at a sound, word, and sentence level each day.

We introduced Essential Assessment this year which has proved to be an effective tool for pre and post testing and to track the progress in Mathematics. The tool allows students to move forward with their learning and gives teachers a snapshot of where they are at.

The NAPLAN testing for our Year 3 and 5 students was all online this year except for writing for Year 3.

As part of our wellbeing program and in collaboration with Gateway Health our Year 4,5,6 was part of an 8-week program called the Mandala Project, which focused on student leadership and confidence. Our Yr. 6 students were again part of the Men's Shed program and made a timber toolbox each. The whole school were also given the opportunity to be part

of the 'Creative Lands Project' which supports mental health and wellbeing and our seniors were involved in 'Festival of the Sacred'.

Sue DeSilva from CES worked with the staff On the NCCD collection and we were congratulated on our hard work on the Personalised Learning Plans.

Student Learning Outcomes

We had a big focus on the PBIS and improving confidence in themselves as learners some of the programs which enhanced attendance and engagement included:

- Gateway Health – Mandela Project Year 4/5/6 with a focus on Leadership
- Creative Lands and Festival of the Sacred
- Consistent approach to PBIS
- Writing Revolution and consistent approach to writing sentences
- Learning in new spaces together and in class groups this brought excitement to the learning
- Peaceful Kids embedded into the timetable

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	*	*
Numeracy	Year 3	*	*
	Year 5	*	*
Reading	Year 3	*	*
	Year 5	*	*
Spelling	Year 3	*	*
	Year 5	*	*
Writing	Year 3	*	*
	Year 5	*	*

*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

In Student wellbeing we strive towards achieving the following goals and outcomes:

- Embed the Social Emotional Learning program into all aspects of school life

To use Respectful Relationships and other programs including PBIS and Peaceful Kids as a tool to drive change. For all classes to have regular RR lessons and to be able to articulate their learning. To have collegial support from neighboring schools in RR networks which includes the Respectful relationship forum, led by Galen College.

- Focus on independence to build the student self efficacy and confidence

To have a consistent approach across the school in SWPBIS (School Wide Positive Behaviour Intervention in Schools) to allow students to problem solve and work things out before coming to an adult.

- Use outside specialists for Professional Learning

To have a consistent approach and understanding of how to help all learners across the school.

Achievements

We continue to have a strong focus on student wellbeing and continually revisit our SWPBIS, reflecting on how we are all going. Every Monday we have our flag raising and acknowledgement which is led by our school leaders. It is has also been a time to remind students about the SWPBIS focus of the week and what behaviour is associated with each of the expectations. We explicitly teach and reteach expectations on how we work, learn and play. The expectations are rewarded through raffle tickets and student awards at the assemblies each week.

We have also been part of the Respectful Relationships cluster led by Galen College. We have an annual student voice forum where our school leaders are invited to be part of the day.

Again, this year we were invited to be part of the 'Creative Lands Project' this was an 8-week program as well as the Mandela Project through Gateway Health and CES sponsored Festival of the Sacred. These experiences allow our students to be part of a bigger group with other schools involved.

We continue to offer our students many different experiences through programs, excursions and events which take them out of their comfort zone and give them different experiences.

Some of these include Canberra Camp for Year 5 & 6 and Borambula Camp for Year 3 & 4. We also ran excursions to Winton Wetlands, Creative Lands and Festival of the Sacred as well as the Chiltern Hub opening, Men's Shed, Italian Performance at the Memorial Hall, and visits to the Senior Citizens and the Chiltern Playgroup.

The CASEA team led by Erica Watchorn has been a welcomed support in 2023 for students, teachers and parents. CASEA is funded through Wodonga Health and supports schools in the area of mental health and allied health services to school communities.

Value Added

- Students are using problem solving skills and working as a team to find solutions in the classroom and out on the yard
- Respectful Relations and SWPIS are understood and used by all school community
- Consistent expectations and language have resulted in each student following expectations and feeling safe at school
- Greater engagement in learning and clear routines which the students follow each day

Student Satisfaction

The Year 4-6 students took part in surveys in Term 4 2023, there were 10 domains. These were :

1. Rigorous Expectations
2. School Engagement
3. School Climate
4. Teacher- Student Relationship
5. School Belonging
6. Learning Disposition
7. Student Safety
8. Enabling Safety
9. Student Voice

10. Catholic Identity

Due to the small number of Year 6's the results were not evident however the Year 5 students were more positive overall than the Year 4's.

The highest score for the Year 4 students was 80% for School belonging where the Year 5's was 56%. The Year 5 students rated themselves at 75% for the student /teacher relationship in comparison to Year 4's at 60%. The next highest for Year 5 was 70% for School Engagement in comparison to Year 4 at 60%.

The lowest score was 42% for the Year 5 school climate in comparison to 60% for Year 4 students.

The overall school positive endorsement for Year 4 was 59% and Year 5 was 62%

Student Attendance

Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term, unless parents have provided an approved reason for the absence. The school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006.

If a child has prolonged absences the parent or carer will be notified, and a meeting arranged with the principal to support the parent/carers to get the child to school. If it continues the Catholic Education Office Sandhurst would be notified and further action taken to support the child's learning. Student attendance rolls are marked electronically via SIMON (School web based software program). When a child is absent after the attendance roll has been marked, the administration office is notified, and the parent/carers is called on the same day.

Average Student Attendance Rate by Year Level	
Y01	81.6%
Y02	87.6%
Y03	93.3%
Y04	90.0%
Y05	85.3%
Y06	83.8%
Overall average attendance	86.9%

Leadership

Goals & Intended Outcomes

In Leadership we strive towards achieving the following goals and outcomes:

- To improve the Parent Partnership Strategy-

Timetable Parent Education nights to assist parents in supporting their child e.g. Student Goal Setting

To work together to promote the school through learning walks with a purpose.

To provide information on the learning focus to provide guidance for parents to work with their children

To communicate school priorities to the wider community

Achievements

As a school we have a strong focus on SWPBIS and coming out of the last two years, we needed to make sure that this was consistent across the school and the expectations visible and taught. Jenny Griffiths from CES has continued to lead us in Professional Learning around this area.

We moved to Seesaw as our internal communication to parents which has proved to be a success. We also have a closed Facebook page which then reaches the wider community.

Again, this year we were invited to be part of the 'Creative Lands Project.' This was an 8-week program. We had Aunty Marlene an aboriginal elder who led the students in art activities and prepared for a performance. Our hip Hop instructor Lou, worked with the Year F-3 students and also prepared them each week for a performance.

We continue to offer our students many different experiences through programs, excursions and events which take them out of their comfort zone and give them different experiences.

Learning in the area of Literacy has again had a strong focus on explicit teaching - in sound, words and sentences. This has been a consistent approach across the school, following a Scope and Sequence which has been developed over the last two years.

We have had the parents attend a number of activities related to learning including the learning walks, information session, Life relationships and sporting activities.

Expenditure And Teacher Participation in Professional Learning

List Professional Learning undertaken in 2023

2023 Staff Professional Learning Record

Child Safe - Mandatory Reporting

Sharing and Multi Agency Risk Assessment and Management (MARAM) Online Learning System

Pastoral Wellbeing - SWPBIS Praise: Correction review and goal setting for 2023

CES Jenny Griffiths

VRQA Policy Connect

CES Pastoral Wellbeing and School Improvement Teams

Pastoral Wellbeing - SWPBIS- Learning Walk Feedback and work on matrix

CES Jenny Griffiths

Child Safe - Child Information Sharing Scheme - Ovens Murray Schools

Dept Ed Vic RRRR Tammy Smith

CASEA Team- Understanding Sensory Processing and Regulation

CASEA (Alb Wodonga Health)- Lucia Torrisi, Erica Watchorn

Learner Diversity - NCCD PLP Q&A and quality assurance check

CES Sue de Silva

Catholic Identity - Catholic Social Teaching

CES Kevin Lawlor

Child Safe & Pastoral Wellbeing - Restraint and Seclusion Training

CES Jenny Griffiths

Catholic Identity- Staff Spirituality Retreat

CES Maria Ford/ Kerrie Hill

Expenditure And Teacher Participation in Professional Learning

Child Safe & Pastoral Wellbeing - Respectful Relationships Staff Updates PL
Dept Ed RRRR Tammy Smith

Child Safe & Pastoral Wellbeing - One-Page Safety Plans
CES Jenny Griffiths

Selena Fisk - Data Storytelling

Selena Fisk

Critical Incident Training
CES Frances Browne and Pastoral Wellbeing Team

Child Safe - PROTECT 4 Critical Incidents Understanding - Staff Meeting
CES Megan Gerrish

Managing Behaviour - CASEA Staff PL
CASEA (Alb Wodonga Health)- Lucia Torrissi, Erica Watchorn, Evalyn McDiarmid

Child Safe & Aboriginal Education- Understanding a Cultural Plan
CES Jye Warren

Expenditure And Teacher Participation in Professional Learning	
Understanding PAT Data CES Andrea O'Connor	
Understanding NAPLAN & PAT Data CES Andrea O'Connor	
Learner Diversity - Looking at assessment screeners and data CES SP Lauren Naish	
CASEA PL - Polyvagal Tracking Better PL CASEA (Alb Wodonga Health)- Lucia Torrisi, Erica Watchorn, Evalyn McDiarmid	
CPR Update Yatson Training	
Number of teachers who participated in PL in 2023	8
Average expenditure per teacher for PL	\$193.47

Teacher Satisfaction

The staff took part in a survey in Term 4 2023:

The overall school positive endorsement was 80% in comparison the CES overall average of 65%.

The highest percentage was Staff/Leadership relationships at 98%, followed by Collective Efficacy at 91% The school climate was at 89% and psychological safety at 86%.

The lowest percentages were collaboration around improvement strategies in teams at 57% and collaboration in teams at 64%.

Overall the staff are very satisfied working at St Joseph's Chiltern.

Teacher Qualifications	
Doctorate	0.0%
Masters	28.6%
Graduate	14.3%
Graduate Certificate	0.0%
Bachelor Degree	42.9%
Advanced Diploma	14.3%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	4
Teaching Staff (FTE)	3.2
Non-Teaching Staff (Headcount)	4
Non-Teaching Staff (FTE)	2.5
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

In Community we strive towards achieving the following goals and outcomes:

- Build capacity of parents and increase parent engagement
- Incorporate Garden resource to connect with school community and wider community

Achievements

We continue to have a presence in the Chiltern Community and with the parish through different events. We have a strong Social Justice commitment and through the Mini Vinnies we have supported St Vincent De Paul through our gift collection and five cent Friday collection as well as the Caritas initiative run each year.

We participated in the ANZAC parade in the main street of Chiltern and the will be part of the Chiltern Christmas parade.

I was also invited to be part of the Chiltern land Reference group, which met over the year to come up with a plan for the parcel of land purchased by the Indigo Council.

It is always important to connect with the Kinder and Miss Kerrie Hill continued her visits to Chiltern Kindergarten on several occasions reading and taking activities. It is a great way to connect and to observe some of the students in their own setting.

Parent Satisfaction

Unfortunately due to the lack of numbers in our Parent Survey we do not have enough data however we have our Education advisory Chair report which gives snapshot of the parent satisfaction.

St. Joseph's School Chair Report 2023

With building works coming to an end and a grand opening of the new learning spaces punctuating the first quarter of the year, it is important to reflect on the importance of bringing all the students and staff together to be educated in the main school building, allowing the portable area to be used as a specialist area. The new look bright and airy arrangement will certainly carry the school forward in years to come. The school grounds also had a much-needed upgrade, with a new look AstroTurf multi-sport use arrangement at the front of the

school. Other more traditional green play spaces were developed encouraging student exploration in the new landscaping with a more native planting scheme.

All in all both inside and outside spaces have improved student safety and given St Josephs a more modern feel whilst still being sympathetic to its historic past with the buildings heritage features being maintained where possible.

This year also saw the Federal Government pushing for more Indigenous acknowledgement in schools, of which I believe St. Josephs continues to maintain a healthy balance and awareness for the school community. Students were presented with multiple opportunities to connect with community groups continuing to raise the school's profile in the greater Chiltern community.

Attempts throughout the year have also been made to involve the local Primary School in joint events, however this is a work in progress.

I have now completed my 14-year parent journey with St Joseph's Primary School, throughout those 14 years a major task has been to attract new students and families to the school, I believe this remains to be the school's greatest challenge.

Having had 2 children progress through this school, 1 child already completing VCE and onto university. I believe I can comfortably say although a small rural school St Joseph's provides an education that gives opportunities for all children to succeed, with facilities, staff and resourcing that many schools would envy.

Matt Williams

Education Advisory Council Chair

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.sjchiltern.catholic.edu.au