



St Joseph's School Cobram

2022 Annual Report to the School Community



Registered School Number: 1152

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Minimum Standards Attestation

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

Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed 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. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on 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.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

St. Joseph's endeavours to educate students to become:

- Problem solving, inquiring & critical thinkers with high competencies in literacy and numeracy.
- Confident, competent and ethical users of technology.
- Hope filled, independent, resilient and confident young people capable of contributing to building a just and fair society.
- Knowledgeable and appreciative of the Catholic faith.
- Socially adept, respectful, just, environmentally conscious and appreciative of diversity.

St. Joseph's school strives to:

- Create a child safe and positive environment in which each person academically, socially, spiritually and emotionally flourishes.
- Be a community where the teachings of Jesus are taught, modelled and lived.
- Build and value collaborative partnerships with parents, the Parish and wider community.
- Build a learning community that fosters best teaching practice to enable improved student learning.

School Overview

St Joseph's, Cobram is a Catholic co-educational primary school of 317 students in the North East of Victoria, on the Murray River. The school was originally established in 1922 by the Mercy Order and maintains a strong commitment to Mercy core values. We provide many opportunities for students to participate in a wide range of activities. The modern facilities, including an auditorium, canteen, function area, and several playgrounds are situated on extensive grounds with football and cricket ovals and basketball/netball courts. The school has a highly-regarded, diverse, and inclusive curriculum. We take our responsibility for the well-being of students seriously with an effective pastoral care system, including two part-time well-being officers, five days per week. Our parent community is closely involved with school activities. Fundraising and social activities are conducted with great enthusiasm. The School Fete draws crowds from the surrounding districts. The school operates a partial canteen run by the year six leaders, offering low-cost food and the parent-run uniform shop keeps the cost of school uniforms affordable.

Principal's Report

It is with great pleasure that I present the Principal's Report as the first student to become Principal in the school's 100th year. St. Josephs celebrated turning 100 this year with several celebrations, including cupcakes for the students and fun activities. We had an open day, that saw many different past and present students returning to have a guided tour through the school. We had tables of memorabilia, including photos, old uniforms, and report cards on display. The students also enjoyed a disco in the Josephinum. The school's 100 years of successful history is a tribute to the Mercy sisters who founded the school in 1922. Students continue to learn about the Mercy traditions and Sister Mary Austin, our last surviving Mercy sister, plays a large part in the school's charism.

One of the main reasons St. Joseph's School Cobram has enjoyed many successful outcomes is due to the wonderful relationships between staff, students, and their families. 2022 allowed many of our favorite events to once again be held, including; Book Week, and Caritas. K, Catholic Education Week, St. Joseph's Day, Footy Day, Confirmation/Eucharist, Colour Fun Run, Cross Country, Anzac Day, Jump Rope for Heart, Camps, and Excursions to name a few.

Returning to school full-time after Covid-19 has come with its challenges. Students in Year Two were experiencing their first full year onsite, since their first Foundation year. Onsite learning continued in 2022, with a focus on:

- supporting students to re-establish friendships, and class groups and providing additional support where necessary
- re-establishing regular school routines
- ensuring students continue to develop their literacy and numeracy knowledge and understanding,
- ensuring students continue to build their personal and social capabilities and are physically active.

Overall 2022 was a very successful year of learning, friendship, and faith at St. Joseph's. I look forward with anticipation and a great sense of hope to the year 2023, with the famous fete returning in March, after the covid-19 break.

May we recognise the value of our work in this space and ask that God continue to bless us abundantly, in all that we do.

May God bless you and hold you in His loving care,

Sarah Iddles

Catholic Identity and Mission

Goals & Intended Outcomes

Like all schools, across our diocese, we were very grateful to enter a new school year without the challenges of remote learning ahead of us.

Most importantly we celebrated our school 100th birthday - we hosted a series of events throughout the year to acknowledge this huge school/parish/community achievement. We had a BIRTHDAY DAY on the 14th of February, a school disco, a paver fundraiser and an attempted to host a school reunion which unfortunately was unable to go ahead. We still invited past present and past families, students and staff on a weekend to come in for a school tour which was great.

Our award focus this year was on our St Joseph award values - Acceptance, Compassion, Courage, Good Judgement, Cooperative, Faithful, Patience, Perseverance, Reliable & Respectful. These awards were taught in learning spaces and presented to a recipient from each class each fortnight at assembly.

Staff were part of a Professional Development Session highlighting the importance and use of our Sacred Space in the school. As a result of this staff felt more confident and inspired to use this space with their students - taking them outside for lessons, prayer and reflections.

Similar to 2021, we did our best to acknowledge and celebrate special events such as Holy Week leading up to Easter - we introduced a new event which is an annual 'Holy Week Liturgy' where each learning community presented an event from Holy Week to the school and wider community. This was presented through short performances and song - it was live streamed to the community for those who were unable to attend the Liturgy onsite.

Our Student Leader Sustainability Team has been instrumental in promoting Care for God's Creation by initiating actions to educate students on the management of Waste, Water and Energy. We also became an Earth-Care school and attended the ceremony in Nathalia (Principal, REC and a mix of Grade 5 and 6 students). We achieved Level 1 and received our first certificate for this Earth Care journey.

Our Sacramental program for Confirmation & Eucharist took place in Term 2. This Program is run over many platforms - at school through the Source of Life Curriculum, at home, group sessions lead by parishioners and during Week and Weekend Mass. The ceremony then took

place over a weekend (Saturday night & Sunday morning), where 24 students received the Sacraments through a beautiful celebration of their continued faith journey.

Social Justice causes remained a priority with our school community embracing and supporting opportunities to give back to our community. In order to continue acknowledging our 100th Birthday - we held a 'race to 100' food items to donate to Cobram Food Share - each school house team was asked to bring in a food item with the aim of collecting 400 items (100 from each team). At the end of the school term we donated over 700 food items to the Food Share and there was a great sense of achievement and 'good-deed-done' by the entire school community.

At the beginning of Term 3 Staff attended a Retreat to Moama with Maria Ford from the CES which was a beautiful way to begin the term. Through self-reflection staff were reminded of the privilege they have in children's lives and how they have such an impact on their spiritual well-being. Maria highlighted that as educators God has 'chosen us' for this vocation.

Grandparents Day was celebrated in July with the Parish on the weekend - students were invited to attend Sunday morning Mass with their grandparents/families to then share a morning tea with parishioners. It was then celebrated at school inviting grandparents to attend an afternoon tea, sharing a cup of tea with some delicious homemade scones with jam and cream.

Sacrament of Reconciliation was celebrated through two beautiful ceremonies and 26 students participating in the Sacrament. Parents facilitated the home-based program with their children, as well as students learning about the Sacrament at school through the Source of Life Unit (taught across the school). After the ceremony students celebrated at school with a special provided lunch.

The Feast of the Assumption was celebrated in August by attending a whole school Mass. Students participated in the Mass through prayer and song.

Father's Day was celebrated with a Breakfast - inviting all fathers and special people to come to school for a bacon and egg roll with their child. This event was a huge success with so many special people attending.

Mission Month was acknowledged in October through a running of a Book Drive. This event involved encouraging students to donate books from home which were then donated to Cobram Youth Op Shop. This was to encourage students to appreciate the feeling of giving back to the

community and to teach our students the value of generosity, donation and thinking of others less fortunate. Over 350 were collected and donated to Cobram Youth Op Shop!

In Term 4, 10 Grade 5 students attended a Leadership day in Maroopna. The purpose of the Just Leadership Days was to encourage and enable students to be actively involved in challenging injustice and to develop the leadership qualities necessary to encourage others to do the same.

During Advent, the school community supported the Cobram Community Christmas Gift Appeal. Staff and families were asked to donate a gift for a child in need. It was heartwarming to see the many gifts that were donated from the school community.

At the end of the school year Grade 5 and 6 students participated in Leadership Retreat sessions run by Maria Ford and Colleen Hampson from CES. These sessions were focused on the transition to becoming Grade 6 leaders in preparation for 2023 and for the Grade 6s it was a day about celebrating the leadership they have shown throughout the year and how they could take these skills into secondary school. They also prepared and shared a Liturgy together.

Our End of Year Liturgy and Award Ceremony was held on December 7th. The Liturgy focused on highlighting the preparation time of Advent in readiness for Christmas - it was a beautiful way to celebrate the end of the year with many students participating in various roles.

To all our families; to our staff and their families; to the CEO staff we would like to say THANK YOU. Thank you for the continuing support in 2022. Thank you for trusting us to do things differently and in many ways better! Finally, thank you to our teachers at St. Joseph's who once again have lived by Catherine McCauley's example and words when she said "We must strive to do ordinary things extraordinarily well."

Achievements

The goals achieved this year were:

- Our School Action Project; Our Charism Units of Work were taught at the beginning of the school year.
- The Sacraments of Confirmation/Eucharist & Reconciliation were celebrated (back onsite and with our families and community present)

- Timetabling in 2022 continued to enable release to ALL teachers in their respective learning community at the same time, so collaborative planning in RE could occur.
- Staff morale & well being was at the forefront of our year; ensuring we continued to celebrate milestones, special occasions and achievements.
- We became an Earthcare school and have started a journey to 'doing better' when it comes to caring for our 'Common Home'
- We were proud and HAD FUN while acknowledging and celebrating our school 100th Birthday!

VALUE ADDED

Masses (indoors and outdoors)

Liturgies (on-site and online)

Faith community evenings,

Sacramental Programs

Aboriginal Culture

Awareness Activities

Social Justice Activities

Sustainability Activities for the Care of God's Creation and Community Events.

Learning and Teaching

Goals & Intended Outcomes

Continue to work on embedding Visible Learning and the TAP approach to create better outcomes for

students and teachers.

To utilise PIVOT Student Wellbeing Survey and PIVOT Student Feedback Survey to better understand impact and effect within the classroom.

To continually look at data and how we use this for best teaching practice and learn about the brain and how children learn.

To focus on NCCD adjustments for students during specialist lessons and ensure students with additional needs are adequately planned for during school celebrations and excursions.

Achievements

2022 saw us spend the whole year in the classroom! An opportunity not experienced since 2019. Collaborative learning and planning were achieved.

We initiated the use of the PIVOT platform for staff receiving feedback about their performance in the classroom. Unfortunately, the platform was not as ready as the company had hoped and the full benefits of this tool weren't experienced by staff. Students from Years 3-6 utilised the PIVOT Wellbeing platform on a weekly basis. This set of questions allowed students to reflect on their wellbeing and seek support when necessary.

Learning adjustments continued to be looked at and improved. Our 'Leader of Learning Diversity' leads several staff meetings and PLC meetings to engage in a collaborative conversation, always student-focused. We are committed to ensuring a high level focus and support is placed on learning adjustments and Personal Learning Plans (PLPs). We have a committed team of teachers who support the Leader of Learning Diversity consisting of a representative from each learning community across the school. Program Support Groups (PSGs) are conducted each term which strengthens the learning partnerships between paraprofessionals, home and school for these students.

The knowledge gained from our visible learning journey continues to drive our decisions. Staff participated in a school closure day that focused on team teaching, open plan learning. On the morning of this day we visited a neighboring school who have been team teaching for quite some time. For the remainder of the afternoon we unpacked team teaching, open plan learning, collective teacher efficacy, professional capital and teacher clarity. These topics remained a focus for the entire year. Visible Learning has taught us the importance of data when making

decisions. Data remains an integral element of the decision making process at St. Joseph's. Collaborative planning continues to be an integral part of our school learning and teaching culture. Throughout this collaborative planning time and PLCs meetings, learning communities and leadership regularly tap into the advice, expertise and support of the consultants at Catholic Education Sandhurst.

We structure the meeting schedule to include fortnightly 1hr sessions where our graduate staff and their mentors could meet. This was another step to ensuring that each graduate was adequately supported in their new roles.

We restructured our Senior Learning Community to have straight Year 5 and 6 for the first time in many, many years. With this came a school wide change in attitude around student leadership. The Year 6s were provided in a brand new Year 6 Leadership Centre. Extra responsibilities ensued, running the canteen, lunchtime jobs and just to name a few. High expectations were established and student leadership development was offered to the students through the Values for Life Program.

The Science of Reading remains the driver for literacy. All staff completed professional development (Little Learners Love Literacy - LLLL and Jocelyn Seamer) to support their understanding and implementation of the structured literacy approach. We continued to utilise the support and expertise of the TAP initiative. Assessments were conducted and data was utilised to support the planning and teaching of Literacy. MacqLit was identified as a program that would benefit students who required intervention for reading, predominantly decoding. Professional development was sought by leadership and groups were implemented for Terms 3 and 4.

In Semester 2, staff began learning about evidence based approaches to teaching numeracy. This was supported by consultants from the Catholic Education Sandhurst. This new focus for staff saw the Middle Learning Community pilot a new style of Maths Planner and way of delivering and sequencing content. Staff participated in a school closure day around these topics. Whole school data was collected from students and staff.

STUDENT LEARNING OUTCOMES

Students participated in NAPLAN for 2022. As a school, we completed our end-of-year assessments PAT Mathematics, PAT Reading, and PAT Social Wellbeing. Teachers have looked at the data and completed an online digital red book to keep track of the data going forward.

Numeracy baseline attitudinal data was collected from staff and students to aid in the designing of future school closure days.

NCCD moderation was conducted and all audits were passed.

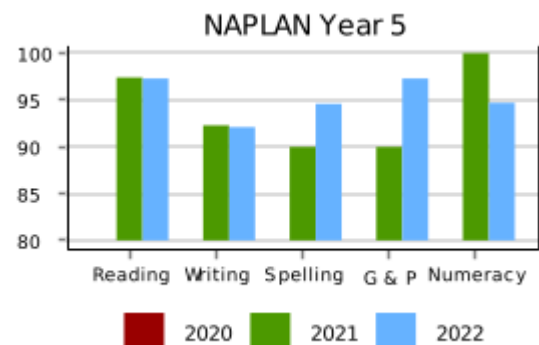
PIVOT was determined by all stakeholders as a troublesome platform to use. We endeavor to find a platform more suitable and user friendly.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	90.5	-	96.2	5.7
YR 03 Numeracy	-	100.0	-	94.3	-5.7
YR 03 Reading	-	100.0	-	96.2	-3.8
YR 03 Spelling	-	97.6	-	90.6	-7.0
YR 03 Writing	-	95.3	-	100.0	4.7
YR 05 Grammar & Punctuation	-	90.0	-	97.3	7.3
YR 05 Numeracy	-	100.0	-	94.7	-5.3
YR 05 Reading	-	97.4	-	97.3	-0.1
YR 05 Spelling	-	90.0	-	94.6	4.6
YR 05 Writing	-	92.3	-	92.1	-0.2

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

To revise and re-evaluate the process and procedures pertaining to Behaviour Escalation Plans

To learn and have an awareness of RRRR and use consistently in the classroom, to assist with social and

emotional needs of students.

To provide information to our community in regards to RRRR, Play Therapy and other social emotional programs being taught in the school.

Achievements

The Pastoral Wellbeing Leader worked closely with John Mitchell the schools Catholic Education Sandhurst consultant for Pastoral Wellbeing. John regularly met with the Pastoral Wellbeing Leader to ensure all processes and procedures were correctly implemented. John supported the Pastoral Wellbeing leader and Behaviour Support Team (BST) during fortnightly meetings.

Our Wellbeing Officer was responsible for liaising with DHS and other agencies, working with vulnerable families, monitoring attendance, running Season for Growth, Peaceful Kids, social skills and ALERT sessions.

The BST continued to meet frequently to put supports in place for teachers to use with students who are presenting undesirable behaviours. Each term, escalation plans were updated and adjusted for any students who required them. Yard plans were made and implemented and alternative programs were required for some students. Using SIMON to document behaviour incidents was continued and data was used to inform decisions.

Coco, our school dog, continues to be a support for students. Many students incorporated walking her and caring for her into their support plans. She also spent time in classrooms and on the yard with students as needed.

The daily breakfast program is offered to students. Several Year 6 student leaders have led this for 2022. The students and staff have noticed the positive results this has produced.

The outcomes of the RRRR program continued to be covered by Mappen lessons and once a week by specialist teachers for Grades 3-6, with the exception of Topic 7 and 8 which was taught in Term 4. F-2 continue to generate their own throughlines in conjunction with

VicCurriculum and teaching RRRRs as a stand alone subject area. Ditto Bravehearts Show performed for students in F-2.

Our Whole School PBIS incentive system continued to award house points for displaying expected behaviours and the Student Leadership Group tallied and displayed the points for each house. They also helped to choose and advertise whole school rewards. Feedback from staff and students in regards to house points and rewards has been positive and will be continued. Many children gather to see the points thermometers be upgraded and are awaiting the announcement of the House Cup trophy.

Cybersafety and how to respond to online bullying was again addressed as part of the iPad Learner's Licence and the Matrix was adjusted to accommodate new learning.

A Pastoral Wellbeing Team was established which met fortnightly to ensure all matters under the Pastoral Wellbeing banner are met and dealt with accordingly. This team includes the Deputy Principal, Pastoral Wellbeing Leader, John Mitchell and the Wellbeing Team.

VALUE ADDED

Behaviour Support Team continue to meet regularly and collaborate with class teachers to put supports in place for students. Simon is used to track behaviour incidences, which in turn drives decision making and allocation of resources. Professional development focused on developing positive relationships with students and using data to inform supports is ongoing. In 2022, we had a Wellbeing Officer work 4 days a week. We were lucky enough to secure a placement student Wellbeing Officer for the end of 2022. We continue to develop resources for lessons and videos to teach social skills for Always Safe, Always Respectful and Always Learning.

STUDENT SATISFACTION

PIVOT Wellbeing survey 3-6 - Results from this survey indicated that a large majority of students felt safe at school.

In 2022, we had a yearly average 85.89% student attendance. This demonstrates that students are satisfied with their learning environments and feel safe and happy to attend school.

We have an average of 10 students attend the breakfast program each morning, some of these students also utilise the space to make lunch.

STUDENT ATTENDANCE

Students' attendance is recorded on SIMON. A text message is sent to parent each day at 9:30am if children's absences have not been recorded. The Wellbeing Officer checks these daily and contacts parents if the school has un-notified absences 2 days in a row. Our classroom teachers also keep an eye on absence percentages on SIMON when marking rolls and will flag to leadership as needed. In 2022, we had a yearly average 85.89% student attendance. The Deputy Principal, Leader of Pastoral Wellbeing and Wellbeing Officers work in close consultation with Catholic Education Sandhurst around this topic.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	87.8%
Y02	87.7%
Y03	87.5%
Y04	86.0%
Y05	84.3%
Y06	83.2%
Overall average attendance	86.1%

Child Safe Standards

Goals & Intended Outcomes

- To continue to refer to the Child Safe Standards in planning
- Continue to consider Child Safe Standards in risk assessments
- Continue PD in Mandatory Reporting
- Provide information to students to empower them to act if they feel unsafe
- Continue a Child Safe Team and provide training for members
- To ensure all staff, volunteers, contractors etc are aware of their responsibilities regarding Child Safe and Code of Conduct

Achievements

- All Risk Assessments include a Child Safe component
 - Volunteer induction outlines roles and responsibilities regarding Child Safe
 - Staff completed PD in Mandatory Reporting
 - Outcomes of RRRR continue to be covered over a 2-year cycle through Mappen (3-6) or separate lessons (F-2)
 - Lessons for teaching children what to do if they feel unsafe were included in PBIS matrices and this will be explicitly taught to all students
 - Leader of Pastoral well-being works in collaboration with Catholic Education Sandhurst Well-being Officer(s)
 - Ditto for Junior students
 - Child Safe Standards incorporated into the online safety portion of iPad Learner's Licence
 - Child Safe Team established and members received training
 - PIVOT Wellbeing survey fortnightly 3-6
-
- New Child Safe Standards PD with John Mitchell with all staff, advisory council, CRTs
 - CISS/FVISS PD (Tameryn, Stephanie and Sarah) - attendance policy and follow up each day
 - All staff signed and read code of conduct - Francis Browne Google Form New Child Safe Standards PD
 - risk assessments and excursion documentation,
 - BST fortnightly meetings (Stephanie, John, Sarah, Janita, Tam, Gin, classroom teacher)
 - PWB fortnightly meetings (Tameryn/Stephanie/Sarah and John Mitchell)
 - Graduates completed Dan Petro Series of PD

Leadership

Goals & Intended Outcomes

- * To improve middle leadership through professional development; read the book crucial conversations.
- * To develop a whole school approach to understanding and implementing a structured literacy approach.
- * Using an evidence-based approach to implement relevant and meaningful Mathematics tasks.

Achievements

- * We celebrated our 100th birthday; including cupcakes, liturgy, a school tour, and memorabilia.
- * Leadership continued to develop skills and use adaptive leadership strategies learned, especially in relation to the norms of collaboration and the language used at school.
- * Staff to build their own spiritual development through a retreat in Echuca, run by Catholic Education Office, Maria Ford.
- * Implemented purposeful and meaningful Annual Review Meetings - with goal setting, for all staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- * Analysis of data at all levels of the school to improve student learning outcomes
- * Leadership Days
- * Budget workshops
- * First Aid
- * C.P.R, anaphylaxis, and Asthma - whole school
- * Child-safe training
- * Writing analysis and moderation - Catherine Bodenham
- * Network Days for roles; Principal - Director's Briefings, Deputy Principal, REC, Pastoral Well-being Leader, Learning Diversity, Numeracy.
- * Science of Reading - all staff
- * Corwin Press - Visible Learning
- * Little Learners Love Literacy
- * Struggling Readers - Jocelyn Seamer

- * PIVOT - well-being surveys for students and staff
- * Essential Assessment training for staff in Numeracy
- * Sacred Space
- * TAP - Targeted Assisted Phonics
- * RE accreditation
- * VIT Provision Teacher Assignments
- * VIT Registration criteria
- * Graduate conference
- * Critical Incident training (2 staff members)
- * Positive Partnerships - Intro to visual supports. working together to support school aged students on the Autism Spectrum DEET (Visuals)
- * Epilepsy Refresher,
- * Maria - Tell the Good News
- * New Child Safe Standards John Mitchell
- * Graduates did the Dan Petro PD series (behaviour management)

Number of teachers who participated in PL in 2022	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

Staff had an opportunity to meet with the principal to gain feedback and set goals.

Staff indicated that leadership was supportive and understanding during the year and indicated the following:

- * They felt supported during the year with behaviour, professional development, and parents, as the leadership had systems and structures in place to access information
- * I felt that communication was always at the forefront and this made life easier, as I knew what was going on in a timely manner.
- * I felt that I was well-supported in my well-being, as leadership constantly supported me.

Staff also appreciated the kindness that was shown towards them, this was evident in a meeting with them all individually each term.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.3%
Graduate	17.4%
Graduate Certificate	0.0%
Bachelor Degree	73.9%
Advanced Diploma	39.1%
No Qualifications Listed	4.3%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	30.0
Teaching Staff (FTE)	24.6
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	16.3
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Goals for 2022:

For the school Community of St. Joseph's to be collaborative, inviting and work together educationally, spiritually and socially for the good of all members of our community.

To reengage with families and the broader community post COVID-19.

Achievements

While the school's 'open door policy' to the school community was physically hindered during COVID-19. 2022 allowed us to re-establish the understanding that the school is open (physically) to families to come in visit, spend time face-to-face with the school community and participate in school life.

The advisory council has operated very successfully throughout 2022, advising the school on parent voice, including school fee's.

Reestablishing a 'Parents and Friends' group called 'the Dough Raisers'. This community of parents decided an online messenger platform was the best fit for a post-COVID parent group. This group supported many school events and were instrumental in raising funds for the students.

Reestablished a strong and supportive Fete Committee. The St. Joseph's Fete is well known throughout the district. Many families and staff felt it necessary we continue the tradition in organising a Fete for 2023. Preparation, support and meetings began in late 2022 for this.

Students and staff engaged with the community on many different levels and events:

- ANZAC ceremonies - Cobram Memorial, Cobram Regional Care, Cobram Secondary College
- Sandbagging during the floods
- Food Share - over 700 food items
- Book drive
- Remembrance Day
- 100 years tour
- Kinder visits
- Grandparents day/mothers/fathers
- Lions Club - public speaking competition
- Dough raisers

- Fete - beginning of group
- 100 years committee
- Parish in for liturgy
- Sacramental program
- Afternoon tea at Mass for students sacraments
- Grandparents at Mass and morning tea
- End of year awards - sponsorships awards
- Melanoma awareness presentation
- 100 Years Disco

PARENT SATISFACTION

Parents are surveyed and asked for opinions throughout the year on various aspects of school life the advisory council is always speaking on behalf of the parent body in our meetings. At St. Joseph's we have an open-door policy that allows parents to come and be heard at any time.

During 2022, parents were welcomed back to parent-teacher-student interviews, and to enhance engagement we held them each term. These were available face-to-face or via Google meet.

Below are some of the comments that indicated satisfaction with the school:

- * Thank you for all you and your staff are doing to support us in returning to school full-time
- * We appreciate the constant communication at home
- * The students are enjoying being back to normal and the school is doing a great job, with student well-being.

Future Directions

The goals set out in each area of our School Improvement Plan were the source of direction for us through 2022. Progress was reported on at each of our School Advisory meetings throughout the year and documented in the meeting reports and minutes. At the end of 2022, our Staff and School Advisory Council took time to review the overall situation and assess how we worked to achieve what was planned. It was most satisfying to take this time and identify that much of what was set out has been done as well as many other achievements that came to be along the way. We look to set a new plan in action for 2023.