



2023

Annual Report to the School Community



St Joseph's School

Campaspe Street, ROCHESTER 3561

Principal: Elizabeth Trewick

Web: www.sjrochester.catholic.edu.au

Registration: 603, E Number: E3018

Principal's Attestation

I, Elizabeth Trewick, 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 27 Mar 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

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

Vision Statement

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

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

Our Graduate Outcomes

At St Joseph's Primary School, we seek to educate our students to be;

- *Confident – to be themselves, to achieve great things and be resilient in their learning*
- *Collaborative – to be open to new ideas and learn with others*
- *Inclusive – to always be welcoming and be respectful to all*
- *Compassionate – to consider each person and to take action for those who are unable*
- *Courageous – to be a risk taker, to challenge themselves and to lead with a just heart*

School Overview

Rochester is located 176 kms north of Melbourne with a population of approximately 2, 999 situated on the banks of the Campaspe River. Larger regional centres, Echuca, Kyabram, Bendigo and Shepparton, are within close proximity. Located centrally within the Rochester township, the school attracts numerous children from the surrounding district, encompassing areas such as Nanneella, Lockington, and Bamawn.

With a rich educational legacy dating back to 1893, St. Joseph's Primary School has been an integral part of the community for generations. Evolving over time, it has transitioned into a co-educational Catholic Parish School. In 2023, the student population at St. Joseph's Primary School Rochester comprised 105 students distributed across seven classrooms. With multi-age classes except for Foundation, teachers employed collaborative efforts to ensure effective practices catered to the diverse needs of all students.

Driven by our motto, "People of Strength, People of Gentleness," we are dedicated to fostering love and support within our Catholic community, where inclusivity is paramount. Our school embodies a distinctive sense of community, where parents, staff, and students cherish and honour one another, ensuring that every individual who walks through our doors feels embraced and valued.

Principal's Report

2023 was a year to celebrate many things.

We began the school year learning on our own school grounds. While our children were playing in familiar spaces, for some, they were learning in makeshift classrooms BUT they were home.

To begin the year, families were invited to tour the 4 classrooms that had been restored. We were able to support children and families to become familiar with their surroundings before the year started. Most of our families were still living in temporary accommodation; caravans and rental properties outside of Rochester.

We welcomed Eliza McNamara, Michelle Mannes, Elli Williams and Amanda Rogers to our staff. They were brave to take a position at St Joseph's without being able to visit the school until January 2023. We celebrated Amy Eade who transitioned from Learning Support Office to Classroom Teacher. Hannah Schwab joined us in a more permanent role as a Learning Support Officer.

Grade 5/6 children learned in a portable classroom loaned to us by St Luke's Primary School Shepparton and one grade 3/4 class learned in the Parish Hall. We were very grateful for the generosity of St Joseph's Parish for the use of their hall and car park. The rest of the classes were excited to be learning in restored classrooms. This was the result of a great deal of hard work from builders and community members.

The St. Joseph's community demonstrated unwavering dedication to nurturing a supportive learning atmosphere for every child. Despite facing challenging circumstances, all families prioritized communication with teachers to ensure their children remained prepared for learning, even amidst turmoil. Initiatives such as daily breakfast offerings and more frequent family check-ins were implemented to further bolster support.

Catholic Education Sandhurst Limited provided substantial assistance in comprehending the building code and insurance requirements. Following extensive consultation, it was determined that the remaining structure with deteriorating stumps would undergo transformation into a concrete slab. This held up the restoration of the second building, however, the long term future of St Joseph's was of paramount importance.

Children were very excited to enter the remaining classrooms for Transition Day in December 2023. Even the new furniture had arrived and been placed in classrooms with the help of some supportive families. Final touches to these buildings was to happen during the Summer break.

During the aftermath of the 2022 flood in Rochester, our community, especially, rallied together to overcome the trauma. Families persevered in attending events and actively fundraising to uphold St. Joseph's as the preferred school in Rochester. Despite the challenges, anticipated events for children proceeded as planned, and through collaborations with external organizations, families could partake in the festivities rather than solely focusing on managing them.

In September, St Joseph's Church reopened meaning we were able to attend mass and connect with our parish community. We celebrated the Sacrament of Confirmation as a school and parish community.

One standout event of Term 4 2023 was the introduction of the Community Connections program. Drawing inspiration from Dr. Michael Carr-Gregg, children engaged in activities every Monday and Thursday, each lasting an hour, aimed at reigniting their joy and enthusiasm. Emphasising the theme of connection in their inquiry learning, students collaborated with diverse community members to explore activities outside their usual scope, broadening their experiences.

In 2023, the community members collectively rose to their best. Clear communication was essential as we upheld our commitment to delivering top-notch education tailored to the needs of every child.

In 2023, our teachers deserve praise for their resilience and perseverance. Despite working in makeshift classrooms and using the staffroom for various purposes, they remained dedicated, showing up consistently even when they might have thought no one was paying attention. But we were, and we recognise their efforts.

In 2024, there's a lot on the horizon to anticipate, and our commitment remains steadfast in supporting both our families and one another as we embrace the ethos of recovery and fostering connections.

Catholic Identity and Mission

Goals & Intended Outcomes

Goals and Intended Outcomes

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

Achievements

The Catholic culture of St Joseph's is embedded in everyday actions and expectations. The school and parish worked together, as much as they could. We were grateful for the support of Fr Caldwell in these trying times.

Due to the October 2022 flood event, students were unable to attend mass until the restoration of the church. In place of this, students celebrated many liturgies in the pavilion and in classrooms.

- Parents & Friends cooked pancakes on Shrove Tuesday. All children participated in an Ash Wednesday liturgy at school
- Feast Days were celebrated as a school community and parishioners were invited to join in
- Teachers included Assessment of Religious Education each term as a part of the Seesaw Assessment and Reporting routine
- Whole staff and level teams plan and implement Religious Education units using the Source of Life Religious Education Curriculum Framework for the Diocese of Sandhurst
- Professional Learning Team meetings are allocated for Religious Education planning and professional learning
- The Religious Education Leader was present and offered assistance to all staff when planning events for the school
- The end-of-year mass commemorated the achievements of graduating students alongside the 2024 Foundation students.

Value Added

The newsletter included content on Catholic Identity and prayer, and it was distributed to families every two weeks, often reflecting the Church Year or important school themes.

Classes engaged in morning and afternoon prayers, and the sacred spaces mirrored the seasons of the Church Year.

Teachers collaborated with Catholic Education Staff to deepen their understanding of the Prayer Strand of the Source of Life.

Teachers also collaborated with Catholic Education Staff to design and deliver compelling Religious Education lessons. There was a focus on Knowledge Building before planning.

Learning and Teaching

Goals & Intended Outcomes

Goals and Intended Outcomes

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

Achievements

The educational program adheres to the Victorian Curriculum, which integrates the Australian Curriculum. This curriculum provides students with a universal foundation of knowledge and skills necessary for lifelong learning, social growth, and participation in society as active and informed citizens. Additionally, the school's curriculum includes Religious Education, focusing on faith development, social justice, and fostering an understanding of the Catholic tradition. The Literacy and Mathematics programs prioritize explicit instruction and targeted group activities, informed by continuous assessment and monitoring data. Students also engage in Science, Performing Arts (Drama and Music), Digital Technologies, and Physical Education.

Numeracy remained a central focus throughout the school year, starting with Math Assessment Interviews (MAI) conducted for each student at the beginning of Term 1. Professional development days and PLC meetings were dedicated to analyzing schoolwide numeracy data. Collaborating with Bernadette Pearce from the Catholic Education Office, staff delved into the impact of place value on student learning across all numeracy aspects. This commitment to numeracy education persisted throughout the year as staff continued to enhance their skills and knowledge in this area.

A significant shift in pedagogy in the teaching of English began in the Foundation, Grade 1 & 2 classrooms using resources from Decodable Readers Australia. Staff began to explore Explicit Direct Instruction in order to improve student outcomes. Middle / Senior teachers observed this change in practice knowing they would be supported in change management in 2024.

The Kelly Sports program began at St Joseph's with a coach attending every Friday to facilitate physical education for all classes.

Speech therapy support continued for students with an exceptional Speech Pathologist.

Weekly staff meetings with a focus on professional learning

Opportunities for students to participate in excursions and camps

Student Learning Outcomes

2023 NAPLAN information

Grade 3 Literacy

Information gathered suggests that 33% of Grade 3 students meets challenging but reasonable expectations in Reading and 33% of Grade 3 students results indicate they are working towards expectations

In Spelling, 33% of Grade 3 students results indicate they are working towards expectations and 44% of students meets challenging but reasonable expectations.

When writing, 55% Grade 3 students meets challenging but reasonable expectations and 33% of Grade 5 students results indicate they are working towards expectations

Grade 3 Numeracy

Data indicates that 44% of Grade 3 students meeting challenging but reasonable expectations and 44% of Grade 3 students results indicate they are working towards expectations.

Grade 5 Literacy

Information gathered suggests that 65% of Grade 5 students meets challenging but reasonable expectations in Reading and 29% of Grade 5 students results indicate they are working towards expectations

In Spelling, 53 % of Grade 5 students results indicate they are working towards expectations and 29% of students meets challenging but reasonable expectations.

When writing, 58% Grade 5 students meets challenging but reasonable expectations and 41% of Grade 5 students results indicate they are working towards expectations

Grade 5 Numeracy

Data indicates that 52% of Grade 5 students meeting challenging but reasonable expectations and 35% of Grade 5 students results indicate they are working towards expectations.

The data collected from NAPLAN and other assessments have underscored the necessity of revising the pedagogical approach for English.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	*	*
	Year 5	462	44%
Numeracy	Year 3	*	*
	Year 5	462	59%
Reading	Year 3	*	*
	Year 5	475	67%
Spelling	Year 3	*	*
	Year 5	430	33%
Writing	Year 3	*	*
	Year 5	443	50%

*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

Goals and Intended Outcomes

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

Achievements

St Joseph's Primary School provides an inclusive education which values diversity and celebrates difference.

Resources are effectively used to ensure that the needs of individual students are met. The school provides early intervention and detailed personalised learning/behaviour plans for students who require additional support in academic, physical, social and/or emotional areas. Learning support staff are a close-knit team who work flexibly towards addressing the needs of students with special needs under the guidance of the Learning Diversity Leader. Program Support Groups are regularly organised with families to implement and monitor developing progress.

All staff have completed the online modules of the Intervention Framework that has consolidated understandings of a culture of inclusive practices, identification, targeted assessment, data analysis, learning and teaching and evaluation. This has reinforced for staff the important relationship between interventions and affirmed the important role that adjustments and interventions play in the growth and wellbeing of all students.

The team exerted tremendous effort to establish connections with staff from Catholic Education Sandhurst, prioritising the welfare of every child, particularly during this period of distress and disruption.

St. Joseph's leaders took the community's long-term needs into consideration when prioritising well-being initiatives.

A morning meeting space was provided for children requiring assistance in entering school and preparing for their day.

Children who required a respite from the bustling schoolyard were provided with Alternative Lunchtime Activities.

The Enrolment Process was complemented by Transition visits, where preschool children were encouraged to explore the Foundation Classroom. Communication with families is highly prioritised at St. Joseph's.

- Bi-weekly newsletters were regularly published online
- All families were automatically enrolled as subscribers

Value Added

St Joseph's continued with many activities which supported and enhanced outcomes for our students.

People

- Families were welcomed to discover more about the Peaceful Kids program during a parent session.
- Come & Try Information Sessions for 2024
- A Morning Meeting Space was created for children that need extra support entering school
- Alternate Lunchtime activities were organised on a Tuesday and Thursday
- Breakfast was offered to students every day if needed
- Whole school involvement in 'Bully No Way' Day, Ride 2 School Day, Walk to School Day to enhance student's personal wellbeing
- Sharing events happening in our school community during remote learning via our social media platforms
- Student Leadership Roles for 2023
- Weekly whole school assemblies
- Acknowledgement of significant events (eg. ANZAC Day, Remembrance Day, RU OK Day, Run for Mums, Footy Colours / Father's Day)
- Family and Community Partnerships were fostered through; Golden Hammer Day, Elmore Tractor Pull, Elmore Charity Ball, Elmore Field Days, Community Chat Breakfasts)

Learning

- Consistent visits from the Wellbeing Officer of Catholic Education Sandhurst persisted as children resumed their classroom activities. These were appreciated.
- Program Support Group Meetings (PSG's)
- Learning Support Officers (LSO's)
- A Cyber Safety evening was hosted at St Joseph's with Grant Fitzgerald from Catholic Education Sandhurst

- Ongoing professional development for staff and LSOs in student engagement and wellbeing
- School Camps; Grades 5 & 6 to Anglesea and Grade 3 & 4 to Camp Kookaburra in Corop.

Student Satisfaction

A School Engagement Survey was used in 2023 to collect information about Student Engagement at St Joseph's for Grades 4, 5 & 6 students.

There were some significant key findings:

A high percentage of students feel encouraged by their teachers to do their best, indicating a positive teacher-student relationship and feel supported by adults in the school, which is essential for student well-being and academic success.

Most students indicated they were focused on classroom activities. This might suggest a need to explore methods to increase student engagement or address potential distractions.

The majority of students perceive their teachers as excited about teaching, which is crucial for fostering a positive learning environment.

A significant portion of students feel respected by their teachers, highlighting a positive teacher-student dynamic.

About half of the students feel their teachers genuinely listen to their responses when asked how they are. This could be an area for improvement in fostering better communication.

Approximately half of students consider themselves good at learning, indicating varied levels of self-efficacy among students.

Some students feel they have the opportunity to suggest ways to improve school safety, indicating a potential area for enhancing student involvement in school decision-making processes.

While most students find the student leadership structures effective, there's a desire for more opportunities to express their views, suggesting a need for increased student voice and participation in school governance.

A majority of students perceive school celebrations and traditions as an integral part of school life, indicating a strong sense of belonging and community.

Overall, the survey highlights both strengths and areas for improvement in fostering student engagement and well-being at St Joseph's. Addressing the identified areas for improvement can contribute to creating a more inclusive and supportive learning environment.

Student Attendance

At St. Joseph's, we strongly believe in the importance of consistent attendance for the academic and socio-emotional growth of each student. Being present at the beginning of the school day lays the groundwork for their learning journey.

We closely monitor student attendance through SIMON. If a child is absent, we require parents to notify the school using any of the following methods:

- PAM (Parent Access Module)
- Website
- Verbal communication via phone call or in-person
- Written communication via email, text message to the school phone, or a note
- Classroom attendance is recorded twice daily, at 9:00 am and 2:15 pm.
- We also track children who consistently arrive late, reaching out to families for clarification.

To ensure effective communication, a text message is sent to families at 10:00 am if their child is absent and no communication with the school has been received.

Attendance is also monitored by Catholic Education Sandhurst Limited.

Average Student Attendance Rate by Year Level	
Y01	89.0%
Y02	86.7%
Y03	87.9%
Y04	83.8%
Y05	85.1%
Y06	86.6%
Overall average attendance	86.5%

Leadership

Goals & Intended Outcomes

Goals & Intended Outcomes

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

Achievements

School leaders committed to external groups to ensure resources for recovery were shared equitably throughout the community.

Middle Leaders receive support to attend network meetings specific to their leadership roles. They are then encouraged to establish connections with CES staff while fulfilling their responsibilities.

Professional Learning Team meetings occur weekly, where leaders in various roles lead discussions on student outcomes, professional development, and collaboration.

Student Leadership Conference:

Students in Years 5 and 6 had the opportunity to attend a leadership conference at St. Mary's PS in Echuca, alongside other Catholic schools in the 'HUB' (Kerang, Cohuna, Pyramid Hill, Heathcote, Inglewood, Elmore, and Rochester).

The activities presented at the conference enabled each child to actively contribute to the day and embody our Graduate Outcomes of Collaboration, Compassion, Inclusion, Confidence, and Courage.

Intentional connections were made with the community. Attending the community breakfast during the year has been a highlight.

Community Connections were an important of community recovery and supporting the families and children at St Joseph's.

The School Advisory Council convenes twice per term, focusing on school priorities outlined in the Strategic Plan.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Staff participated in a number of professional learning opportunities</p> <ul style="list-style-type: none"> • Pastoral Wellbeing meetings with CES Wellbeing team (Steve Hicks) • Principal & Deputy Principal Meetings • First Aid for all staff • Learning Diversity PD • Numeracy PD and ongoing PLCs throughout the year • Literacy support during planning time and ongoing PLCs throughout the year • Child Safe Code of Conduct & Standards • Mandatory Reporting • Knowledge Building workshop with Jocelyn Seamer • Source of Life Theological Background Learning and planning support • Real Schools introduction and Year 1 action plan 	
Number of teachers who participated in PL in 2023	22
Average expenditure per teacher for PL	\$1515.00

Teacher Satisfaction

The staff School Engagement Survey results provide valuable insights into various aspects of the school's culture, leadership, and support systems.

A significant majority of teachers feel confident in teaching expected student behaviour, indicating a clear understanding of behavioural expectations within the school community.

A significant portion of staff feel that important decisions are made with little input from teachers, indicating a potential need for more inclusive decision-making processes.

A high percentage of teachers observe students helping each other without prompting, suggesting a positive peer support system within the student body.

A relatively low percentage of staff receive feedback on their work from school leaders, indicating a potential gap in communication and professional development opportunities.

The majority of staff members receive support from school leaders when facing challenges at work, indicating effective leadership support structures.

Some staff feel that school leaders defer to their expertise, suggesting a potential area for improvement in valuing and leveraging staff knowledge and skills.

Less than half of the teachers feel that the workload is manageable, suggesting potential challenges in workload distribution or resource allocation.

The majority of staff members feel comfortable experimenting with new approaches to their work, indicating a culture that supports innovation and creativity.

Some staff members believe that professional learning experiences have improved their practice at school, suggesting a potential need to evaluate and enhance the effectiveness of professional development initiatives.

Only half of staff members believe that the school improvement plan is achievable, indicating varying levels of confidence in the school's strategic direction and goals.

These results highlight both strengths and areas for improvement in the school's leadership, support systems, professional development, and organizational culture. Addressing the identified areas for improvement can contribute to creating a more supportive and effective working environment for staff members.

Teacher Qualifications	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	54.5%
Advanced Diploma	36.4%
No Qualifications Listed	9.1%

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	16
Teaching Staff (FTE)	13.4
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	11.0
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

To intensify the capacity of our school community to respond to and enact the gospel values.

- To encourage and actively engage parents in partnerships about student learning.

Achievements

Parents are actively involved in the school community and can participate in a variety of ways including the Parents and Friends, classroom volunteers and the School Advisory Council.

All schools, Catholic Schools in particular, rely heavily on their Parents and Friends to contribute both physically and financially throughout the year.

- The school year began with a gathering of community to celebrate the return to our home site. Families enjoyed coffee and tours of the school on day 1 of 2023
- Welcome BBQ night @ Rochester Golf Club
- Pancake Tuesday
- Lunch for Golden Hammer Day
- Elmore Charity Ball (fundraiser)
- Elmore Tractor Pull (fundraiser)
- ANZAC Day
- Run for Mums
- Footy Colours Day
- Elmore Field Days (fundraiser)
- Community Learning days
- Community Connections

Parent Satisfaction

Family school engagement results provide valuable insights into the perceptions and experiences of families within the school community.

Approximately half of families indicate discussing their children's school with other parents from the school, suggesting a moderate level of communication and interaction among parents within the school community.

A significant majority of families are likely to recommend the school to prospective families, indicating a high level of satisfaction and positive perception of the school among current families.

About 80% of families perceive childcare needs as a barrier to engagement, indicating potential challenges in participating in school-related activities or events due to childcare responsibilities.

Sixty percent of families feel comfortable asking for help from school adults for their child, indicating a moderate level of trust and openness in seeking support from the school community.

A vast majority of families feel that the staff at the school are approachable, suggesting a welcoming and supportive environment for parental engagement and communication.

Half of the families consider physical conflict a concern at St. Joseph's, indicating a perceived need for addressing and managing behavioural issues or conflicts within the school environment.

Most of the families believe that the school helps them understand how their child is doing in other aspects of their school life, such as peer/social relationships, communication, and well-being, highlighting the importance of holistic support and communication from the school.

These results provide valuable insights into the strengths and areas for improvement in family-school engagement and communication at St. Joseph's. Addressing the identified barriers and concerns while building on existing strengths can enhance the overall school experience for both students and families.

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.sjrochester.catholic.edu.au