



Diocese of Sale
Catholic Education Ltd

2024

Annual Report to the School Community



St Joseph's School

4-8 Raymond Street, ORBOST 3888

Principal: Kirsten Daly

Web: www.stjorbost.catholic.edu.au

Registration: 1177, E Number: E4013

Principal's Attestation

I, Kirsten Daly, 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 2024 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 26 Feb 2025

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

During 2024, more than 18,200 students were educated in 43 Catholic schools, owned and operated by Diocese of Sale Catholic Education Limited (DOSCEL).

Across our Catholic schools 2,900 staff were employed nurturing students in their academic, spiritual, physical, and emotional development.

Working with the Bishop of Sale, the DOSCEL Board, DOSCEL Secretariat, schools and parishes, the mission to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best, remained at the forefront of our work.

Investing in school staff and leadership teams to promote expert learning and teaching practices continued to be a priority. Efforts to develop new recruitment strategies against a national teacher shortage were also fruitful.

In 2024, we partnered with Swinburne University of Technology to launch the first Accelerated Bachelor of Education (Primary) degree. The program is tailored for staff working as Education Support Officers (ESOs) in our Catholic schools, providing a structured pathway for them to become qualified teachers. In November 2024, we welcomed 29 ESOs who will commence the program in 2025.

Reflecting on 2024, we have much to be proud of.

Ongoing significant investment in new learning facilities and refurbishments through the Capital Grants Program and school community funding continued across our schools.

In December 2024, we were thrilled to complete construction of the new St Josephine Bakhita Catholic Primary School at Clyde North in preparation for its opening in 2025. This is the 39th primary school within the network of primary and secondary schools owned and operated by DOSCEL. The project was supported by the Victorian Government Capital Funding Program (VGCFP) and a loan from the Capital Development Fund (CDF).

We also welcomed capital funding announcements from the Victorian and Australian governments to support continued school infrastructure development.

Most notably we welcomed Victorian Government funding announcements to support the building of two new primary schools in growth areas - St Oscar Romero Catholic Primary School Stage 1 at Drouin and Blessed Carlo Acutis Catholic Primary School Stage 1 at Clyde planned to open in 2027. The funding support recognises the demand for Catholic education in these growth communities.

The care, safety, and wellbeing of children and young people remain a central focus and fundamental responsibility of everything we do. Child Safety Week 2024 was an opportunity for schools to share with their communities their activities and programs to keep young people safe every day.

I extend my deep appreciation to everyone involved in Catholic education within the Diocese of Sale for their commitment to our vocation of Inspiring Faith, Inspiring Learning.

Paul Velten

Director of Catholic Education - Diocese of Sale

Chief Executive Officer - Diocese of Sale Catholic Education Limited

Vision and Mission

Our School Vision

United, as a school community,
we walk in the light of faith,
guiding our students in learning with compassion towards a purposeful future.

School Overview

St Joseph's Catholic Primary School provides primary education for children from the communities in and around Orbost, drawing pupils from all outlying areas. Our school was founded by the Sisters of St Joseph in 1923 and has developed a strong tradition in the local community guided by the Gospel values of peace, justice, love and hope. We are a school for the whole community, warmly inviting enrolments from all families, including those with other faith traditions.

The multi-age grouping of children reflects life experience, provides valuable social education and enables children to recognise their own responsibility in developing an atmosphere informed by the values of Jesus Christ.

The school culture of inclusion and acceptance enriches us all and helps us to develop a strong sense of self-worth and independence. The school grounds create a safe, stimulating environment where the students can appreciate and enjoy outdoor learning and recreation. Having modern facilities and being technologically well-resourced, St Joseph's Primary School has the tools to support innovative teaching and personalised learning. The focus of Learning and Teaching is clearly on collegial, strategic planning and evidence-based practice, to support targeted teaching and enable appropriate learning adjustments so that outcomes are improved for all, particularly in the key learning areas of English and Mathematics. Participating in Religious Education and specialist programs affords students opportunities for holistic growth. To achieve this goal, we offer specialist subjects such as Music, Dance, LOTE (Auslan), Design & Technology, Kitchen/Garden, and Visual Arts. These subjects provide students with opportunities to recognise and appreciate their own talents, as well as those of their peers.

Staff, students and parents work together to create an excellent educational experience and provide effective pastoral care. The wellbeing of students is well supported by all staff members, who assist students in understanding and managing their emotions and developing positive relationships.

Our multifaceted educational environment enables children to reach their full potential in a rapidly changing world. In this way, the religious, spiritual, intellectual, emotional, social and physical development of each child is nurtured and developed.

Principal's Report

At St Joseph's, we recognise the importance of creating a safe and supportive environment that fosters student learning. Our Whole School Approach to Positive Behavior and Support is a cornerstone of our practice, focusing on three core values: Caring for Self, Caring for Others, and Caring for Our Environment. This approach cultivates a nurturing atmosphere where staff and students work together to achieve great things.

Our professional learning workshops, in collaboration with DOSCEL, emphasise key universal behaviors such as effective communication, active supervision, efficient space utilisation, the implementation of routines, and visual support. These initiatives are designed to establish consistent and predictable learning environments across the school.

We are committed to enhancing our staff's knowledge and understanding of students with disability, focusing on inclusive practices and learning adjustments tailored to meet individual needs. Additionally, we have continued to integrate Child Safety Standards into all our policies and procedures to ensure a safe environment for all students.

At St. Joseph's, we are dedicated to empowering our teachers with the knowledge and skills needed to deliver exceptional learning experiences. Aligned with our annual improvement plan goals, our staff, including teachers and learning support officers, engaged in ongoing professional development. We focused on targeted opportunities to enhance our teachers' expertise in the Victorian Curriculum, with a particular emphasis on addressing common misconceptions in Mathematics and Reading, high-impact teaching strategies and data analysis. This included weekly team and staff meetings, full-day collaborative planning sessions and online workshops.

Our students have had access to a broad curriculum, including specialist classes in Auslan, Physical Education, Design and Technology, Stephanie Alexander Kitchen/Garden program, and Art. Throughout the year, they participated in an intensive swimming program and various sporting opportunities in collaboration with other schools.

In terms of community building, we established a Parents and Friends Committee and embarked on a new front-of-school garden project, which included removing the front fence to create a more welcoming space. We are grateful for the many contributions made by our community, and I would like to extend special thanks to our dedicated staff and supportive families, who are truly at the heart of our school.

Finally, a heartfelt thank you to our inspiring students, who constantly remind us that the future is filled with hope.

Kirsten Daly

Principal

Catholic Identity and Mission

Goals & Intended Outcomes

Goal:

- To invite a deeper understanding of a recontextualised Catholic faith through a focus on Catholic particularity.

Intended Outcomes:

- Deepen the expertise of teachers to deliver high quality Religious Education using the *To Live in Christ Jesus* curriculum.
- That there is a clear and consistent articulation of Catholic Identity at St Joseph's.
- That there is a promotion of Catholic Social Teaching across the community.

Achievements

St Joseph's Primary School cultivates a culture of active collaboration with the Catholic Identity and Religious Education (CIRE) team at DOSCEL, supporting staff to deepen their understanding of the Religious Education Curriculum. This ongoing partnership is strengthened through Religious Education closure days and pre-planned staff planning afternoons, ensuring a consistent focus on the inquiry-based approach to teaching Religious Education.

Our school's Religious Education closure days were specifically designed to deepen all staff's understanding of the Catholic faith, recontextualisation, prayer, and the inquiry approach to teaching Religious Education. This focus was further strengthened through termly professional learning meetings for teachers, with an open invitation extended to all staff to participate. As a result, teachers have continued to implement the *To Live in Christ Jesus* curriculum, planning engaging and meaningful learning experiences for our students.

During 2024, we implemented a range of actions to address the identified goals and outcomes of the implementation plan. These included:

- Staff professional learning supported by the DOSCEL Religious Education Learning Advisor, alongside facilitated planning with the Religious Education Leader (REL) to deepen teacher knowledge of the curriculum and promote collaborative practice.
- REL attendance at Religious Education Network meetings and Parish (PPC) Meetings to strengthen leadership capacity and bring new ideas and strategies back to the school and Parish community.

- Introduction of staff-planned and led whole-school weekly prayer mornings, encouraging active staff participation in the prayer life of the school. Classrooms also included a dedicated prayer table and space.

We promoted Catholic Social Justice initiatives throughout the year, including participation in Project Compassion, Jump Rope for Heart, and the celebration of Harmony Day, embedding the principles of Catholic Social Teaching into our school culture. In addition, we engaged in Environmental Stewardship projects, such as setting up recycling programs, participating in Clean Up Australia Day activities, and planting trees 'On Country' at the Moogji Nursery. We also celebrated NAIDOC Week and Reconciliation Week, further deepening our commitment to caring for creation and recognising the rich cultures and histories of Aboriginal and Torres Strait Islander peoples.

Value Added

St Joseph's Primary School hosted a variety of events that strengthened the bond within our school community and deepened our connection to the Catholic identity of the school and the broader community, including:

- Holy Week, with whole school prayer and Stations of the Cross rotational activities
- St Joseph's Day, featuring reflection and shared lunch
- St Mary Mackillop's Feast Day - Parish Mass and morning tea with Bishop Greg Bennet
- Mother's Day High Tea and Pamper afternoon and Father's Day Breakfast
- Catholic Education Week, marked by two Open Days and Footy Colours afternoon
- Building community relationships with a 'Christmas in July' event
- Grandparents Day prayer and combined activities
- Christmas concert themed on Luke's Gospel and a shared dinner with families
- End of year Mass incorporating Year 6 Graduation
- Providing daily prayers (digitally) on SIMON for families

These events not only brought the school community together but also enriched the students' experiences and connections with their faith and community.

Learning and Teaching

Goals & Intended Outcomes

Goal:

- To build an expert teaching team to enhance the learning outcomes and well-being of all students.

Intended Outcomes:

- That school leaders create the conditions in which expert teacher practice is developed to enact the curriculum and students have access to learning entitlement.
- That teachers encourage and assist students to monitor their own learning and to set goals for future learning.
- That leaders and teachers have the capacity to read; interpret and action data and evidence for school and student performance.
- Whole School Approach to positive behaviour support is known and implemented throughout the school

Achievements

The staff at St Joseph's Primary School remained committed to prioritising the learning and well-being of each child. This dedication was reflected in our focus on developing teachers' knowledge of the Victorian Curriculum, using evidence from both formative and summative student data to inform planning, and implementing evidence-based strategies to target teaching for all students.

As a small school, we are uniquely positioned to closely track the learning and well-being of each student through a variety of formative and summative data sets, including NAPLAN, PAT, Maths Assessment Interviews, and Benchmark Assessments in Reading. Additionally, we started the implementation and use of IntelliSchools, to consolidate and analyse student data to inform teaching practices.

To deepen staff understanding of student abilities and how these impact learning and behavior, we prioritised professional learning in inclusive practices and learning adjustment for all staff. Additionally, we continued to integrate the Child Safety Standards into all our school policies and procedures.

During 2024 we implemented a range of actions to address the identified goals and outcomes of the implementation plan. They included:

- A leadership restructure was implemented to include both classroom teachers in leadership roles, allowing for active participation in DOSCEL-led 'Collective' practices within the targeted area of Mathematics. This restructure facilitated collaborative work on a Mathematics Inquiry, promoting a team-based approach to teaching and learning.
- The Professional Learning Team (PLT) Inquiry cycle was redesigned to focus on a term-based theme, with weekly check-in opportunities incorporated into PLT meetings to ensure ongoing reflection and collaboration.
- Facilitated planning with DOSCEL leaders in Maths, reading, Whole School Approach to Positive Behavior Support and Religious Education.
- Use of Essential Assessment and DIBELS for Years F-6 to track and support student progress.
- All Learning Support Officers (LSOs) completed their Certificate IV in School-Based Education Support, enhancing their skills in providing targeted assistance.
- Staff membership to the Australian Teacher Aide Association, offering whole-school professional learning on Understanding Pathological Avoidance Demand (PDA), Autism and ADHD.
- Collaboration with other DOSCEL schools, including a partnership with St. Mary's Bairnsdale, to support the development of our third-year teacher and combined camp experiences for our year 5/6 students.
- Auslan Professional Learning facilitated by a DOSCEL representative, enhancing staff skills in teaching Auslan as LOTE.
- The staff retreat focused on deepening our understanding of the local Aboriginal culture and connection to Place. The Professional Learning day, held "On Country" at Lake Tyers Trust, provided an opportunity to enhance cultural awareness and respect for the land.
- Access to a Speech Pathologist for both students and staff, providing support in developing oral language skills and strategies.
- Personalised Learning Plans developed for students with diverse well-being and learning needs, ensuring tailored educational support.
- Weekly Mind, Body Connect program implemented to provide self-regulation strategies, fostering emotional and mental well-being for students.
- Employment of a Student Wellbeing Officer.
- Partnerships with Allied Health Services to support students with additional needs, including physical, emotional, and developmental support.
- Regular meetings with our Learning Adjustment Advisor from DOSCEL to ensure ongoing support and adjustments for students requiring individualised attention.
- Creation of a Student Focus Room, offering a safe and engaging space for targeted learning interventions.
- The focus on improving technical resources included the addition of a new Design and Technology room, the purchase of new Chromebooks, a TV for the hall and school

foyer, a stage for school performances, and an upgraded administration computer monitor.

- The newly established 'Student Council' provides an opportunity for student voice and active participation in school decisions.

Student Learning Outcomes

In 2024, only eight students completed NAPLAN (six in Year 3 and two in Year 5) due to the small student numbers in the targeted year levels. At St Joseph's, teachers use a range of assessments to track student growth, particularly in English and Mathematics. ACER Maths and Reading PAT testing data were analysed to identify growth and gaps in student learning in these key areas. Teachers also utilize the Mathematics Assessment Interview (MAI), Fountas and Pinnell Reading Benchmark assessment systems, and DIBELS to closely monitor individual student growth in numeracy and reading. This data-driven approach helps guide instruction, ensuring students are taught at their point of need.

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 2024 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

Goal:

- To build an expert teaching team to enhance the learning outcomes and wellbeing of all students.

Intended Outcomes:

- That student agency is evident through student voice and ownership of learning.

Achievements

At St Joseph's, the staff understand the significance of fostering a safe and predictable environment that supports student learning and wellbeing. As part of this commitment, we have worked consistently to implement the Whole School Approach to Positive Behaviour and Support, focusing particularly on building positive relationships and establishing effective routines. This work has been further strengthened through professional learning opportunities, guided by the Learning Advisor from DOSCEL.

The government-funded initiative to introduce a Mental Health and Wellbeing Leader (MHWL) in schools enabled us to appoint a new MHWL for 2024 on a six-month basis. This appointment reinforces our ongoing commitment to prioritising the mental health and wellbeing of both students and staff.

Student leadership remains a top priority for us, even with only two Year 6 students in 2024. We introduced various leadership opportunities for them, including designing student tops, purchasing blazers, establishing a Student Council, leading assemblies, creating a student notice board, and organising lunchtime club activities.

During 2024 we implemented a range of actions to address the identified goals and outcomes of the implementation plan. They included:

- Regular, scheduled meetings between the principal and the Mental Health and Wellbeing Leader (MHWL) to discuss and monitor key agenda items.
- Whole staff meetings were dedicated to Social and Emotional Learning (SEL) and student wellbeing each term, utilising the BELTS tool to gather insights from all staff members.
- Targeted professional learning focused on analysing student SEL data to identify at-risk students, as well as researching, identifying, and implementing Tier 2 and Tier 3 evidence-based interventions.

- Introducing Lunch Club activities to build social skills, focusing on developing friendships, problem-solving, and getting along with others.
- Celebrating national days such as No Bullying Day, Harmony Day, and R U OK? Day.
- We adjusted the way we record behaviour on SIMON (our online platform) so that it is more accessible and streamlined for all staff.
- Redesigning school assemblies, resulting in increased student engagement and family attendance.
- Participation in Kids Roar and eSafety digital licence
- Including a Wellbeing section in our school newsletter, written by the Mental Health and Wellbeing Leader (MHWL).

Value Added

A range of initiatives and extra curricular activities were staged in 2024 to support student wellbeing. They included:

- The continued upgrade of playgrounds and passive play/learning areas, with the addition of a Gaga Pit, Nudel Cart and sand/water play items.
- We maintained a continued focus on the Child Safe Standards, ensuring a heightened awareness of the needs of our Indigenous students and that these needs are met in a culturally safe and appropriate manner.
- We also strengthened our connection with Moogji, inviting participation in NAIDOC Week and Reconciliation activities with students.
- Collaborated with a local artist and students to create cartoon images for our Whole School Approach Positive Support 'Expected Behavior Matrix', featuring the 3C's, to enhance visual engagement for both staff and students.
- The introduction of the St Joseph's Award, a termly recognition nominated by staff for students who consistently demonstrate the 3C's (Caring for Self, Caring for Others, Caring for Our Environment).
- Staff Professional learning and the implementation of 'Grow Your Mind', 'Social Sam', Body Bright and 'Zones of Regulation' evidence based programs for year F to 6.
- Ongoing "Student Commendations," announced daily over the PA system, aligned with our 3C's: Caring for Self, Caring for Others, and Caring for Our Environment.
- Continued Art Therapy sessions for students, providing an additional approach to Social and Emotional Learning within the school.
- Weekly "Mind, Body Connect" lessons aimed at fostering self-regulation strategies. Whole school excursions and incursions.

Student Satisfaction

Our 2024 Insight SRC School Improvement survey student data shows that student motivation, teacher encouragement of learning, focus on literacy, and collaboration are all ranked in the top 25% of Victorian primary schools. Notably, there was an increase in

students' sense of connection with their peers, which is also reflected in our incident tracking data, showing minimal to no incidents occurring during playtimes in the yard.

Student Attendance

Parents are encouraged to notify expected absences in advance via PAM - SIMON Everywhere App or to ring the school office on the morning of an unexpected absence. Class teachers mark the roll each morning and afternoon on SIMON. Parents of students who are absent, without explanation, are contacted by telephone each morning and an explanation is requested. Voice messages are left requesting a call back if calls are unanswered. An additional call is made later in the morning if no response is received. If contact is still not made, a text message is sent advising the parent of the child's absence and requesting an explanation. In the case of prolonged or regular absences, the principal requests a meeting with the parents to explain the importance of regular attendance and seeks advice from relevant staff at the Catholic Education Office.

Average Student Attendance Rate by Year Level	
Y01	91.5
Y02	87.2
Y03	90.9
Y04	
Y05	86.1
Y06	69.3
Overall average attendance	85.0

Leadership

Goals & Intended Outcomes

Goals:

- To embed an inclusive child safety culture in the school.
- Strategically resources in line with school improvement priorities.

Intended Outcomes:

- That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.
- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.
- That student outcomes drive the allocation of school resources.

Achievements

St Joseph's Primary School thrives as a close-knit community where collaborative leadership is embraced to foster effective learning and teaching practices. Despite our small size, we work together as a cohesive team to drive educational excellence and achieve our shared goals.

In 2024, we implemented a range of actions to address the identified goals and outcomes of our implementation plan, including:

- Pre planning of Professional Learning Team and Staff Meeting agenda meant a greater rigour and more effective outcomes.
- Fortnightly whole-school staff meetings were scheduled and prioritised to strengthen communication and enhance role clarity across the team.
- The Staff Annual Review Meeting (ARM) process was redesigned to align with Expert Teacher Practice, supporting deeper reflection and professional growth.
- As part of our leadership strategy, targeted staff were entrusted with greater responsibilities to build leadership capacity across the school. This included assigning administrative staff to complete OH&S training and undertake our comprehensive Risk Assessment Audit.
- A new public address (PA) system, security sensor alarm, and surveillance cameras were installed to enhance communication, safety, and security across the school.
- Student Wellbeing Initiatives: Implementing programs focused on social-emotional learning to support student mental health and resilience.

- Child Safety is a standing agenda item at all meetings and is included in weekly briefing communications (via SIMON) to ensure it remains a consistent and visible priority.
- Community Engagement: Strengthening partnerships with families and local organisations to enrich the educational experience and foster a supportive learning environment.
- Communication to parents about Child Safety was strengthened by including a dedicated Child Safety section in the school newsletter, regular messages at assemblies, and updates on the school website.
- Regular meetings were held with administration, DOSCEL Finance support, and school leadership to determine the allocation of resources, ensuring a safe and suitable environment for all students and staff.

These initiatives reflect our commitment to continuous improvement and our dedication to providing a high-quality education for all students.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2024	
<p>Whole day/ Whole staff PL</p> <ul style="list-style-type: none"> • Aboriginal 'On Country', Child Safety Standard 1 and Victorian Curriculum • Religious Education - Prayer and Inquiry Process <p>Leadership</p> <ul style="list-style-type: none"> • Collective meetings focusing on Mathematics (Dr. Matt Sexton) • Learning and Teaching - DOSCEL Network meetings (each term) • Religious Education Leaders Conference • Principal Formation • Principal conferences, briefings and meetings <p>PLT (facilitated by experts)</p> <ul style="list-style-type: none"> • Staff planning using To Live in Christ Jesus <p>Online Learning Modules</p> <ul style="list-style-type: none"> • Australian Teacher Aides Association membership and professional learning Literacy • NCCD • First aid, CPR, Mandatory Reporting and Reportable Conduct, Anaphylaxis Training, Mental Health • Body Bright Implementation Training certificate - all staff • Website management, SIMON administration training • NAPLAN online administrator and supervisor training • Learning adjustment, Nationally Consistent Collection of Data and Inclusive Education Other <p>Emergency Management, OH & S Training</p>	
Number of teachers who participated in PL in 2024	5
Average expenditure per teacher for PL	\$300.00

Teacher Satisfaction

The 2024 Insight SRC data revealed a notable improvement in the Organisational Climate for staff, with positive feedback in areas such as Supportive Leadership, Role Clarity, Teamwork, Empowerment, Ownership, Appraisal & Recognition, and Professional Growth.

In the Teaching Climate, significant gains were observed in Student Management, Student Motivation, Respect for Students, Parent Partnerships, Teacher Confidence, Engaging Practice, and Quality Teaching.

Teacher Qualifications	
Doctorate	1
Masters	3
Graduate	3
Graduate Certificate	0
Bachelor Degree	4
Advanced Diploma	0
No Qualifications Listed	2

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	5
Teaching Staff (FTE)	3.6
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	4.47
Indigenous Teaching Staff (Headcount)	1

Community Engagement

Goals & Intended Outcomes

We have been intentional in our efforts to engage with the broader community by actively participating in community events and developing a presence in local organisations. We remain outward-facing and welcoming to all, and continue to strengthen our connections with parents and the wider Orbost community to support the learning and wellbeing of our students.

Achievements

It took some time for our families to re-engage with school life, but in 2024, we saw the spark return. Our Parents and Friends group was formed and continued to meet regularly. One of the major projects was improving the front appearance of the school, challenging preconceived community views by removing the solid front fence. This allowed us to open up the space and showcase the glorious beauty of the school yard. With the generous donation of plants and shrubs from Bunnings, the Parents and Friends group, along with families, helped prepare and plant a new garden. We are incredibly grateful for their support and encouragement and look forward to seeing this partnership thrive in the future.

Achievements in our school community included:

- Participation in Snowy River Education Community (SREC), The future of Orbost and Orbost Early Years Network termly meetings.
- Combined school sporting events, such as Athletics, Cross Country, Swimming Carnival, and both Winter and Summer Team events.
- Sporting Schools grants enabled skills-building activities in Ultimate Frisbee, lawn bowls, mini-golf, and soccer, culminating in our indoor swimming program at Lakes Aquadome to prepare students for the summer break.
- Continued attendance of staff and students at the ANZAC Day ceremony in Orbost.
- The whole school engaged in the official opening of Forest Park, providing a valuable opportunity for our student leaders to take on key roles. They had the privilege of presenting and welcoming community members with official speeches, showcasing their leadership skills and fostering a strong connection between the school and the local community.
- Annual visits from the School Dentist Van and local community nurse (Foundation student health checks and year 5 & 6 Personal Development lessons).
- Participation in our local library storytime and neighbouring school activities, such as the Coastal School event.

- Providing students with the opportunity and learning experience to create entries for the Orbest Show allowed them to showcase their creativity and talents.
- Showcasing the success of our kitchen/garden program by hosting visits from other schools and organisations provided an opportunity to share our achievements and inspire others. This not only highlighted the impact of the program but also fostered a sense of community and collaboration.
- Participated in NAIDOC Week celebration and Reconciliation activities.

These initiatives contributed to our ongoing commitment to fostering community engagement, student development, and wellbeing.

Parent Satisfaction

Parent satisfaction can be reflected in the increased participation of families in school events and activities. This is demonstrated by higher attendance at events such as Mother's Day, Father's Day, Parish Mass, Easter Bonnet Parade, Christmas in July, family BBQs, and informal conversations during pick-up times. These increased engagements signal that families feel connected and involved in the school community, which is a strong indicator of their satisfaction with the school environment and its programs. Their active participation suggests they value the school's efforts in fostering a welcoming and inclusive atmosphere.

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.stjorbost.catholic.edu.au