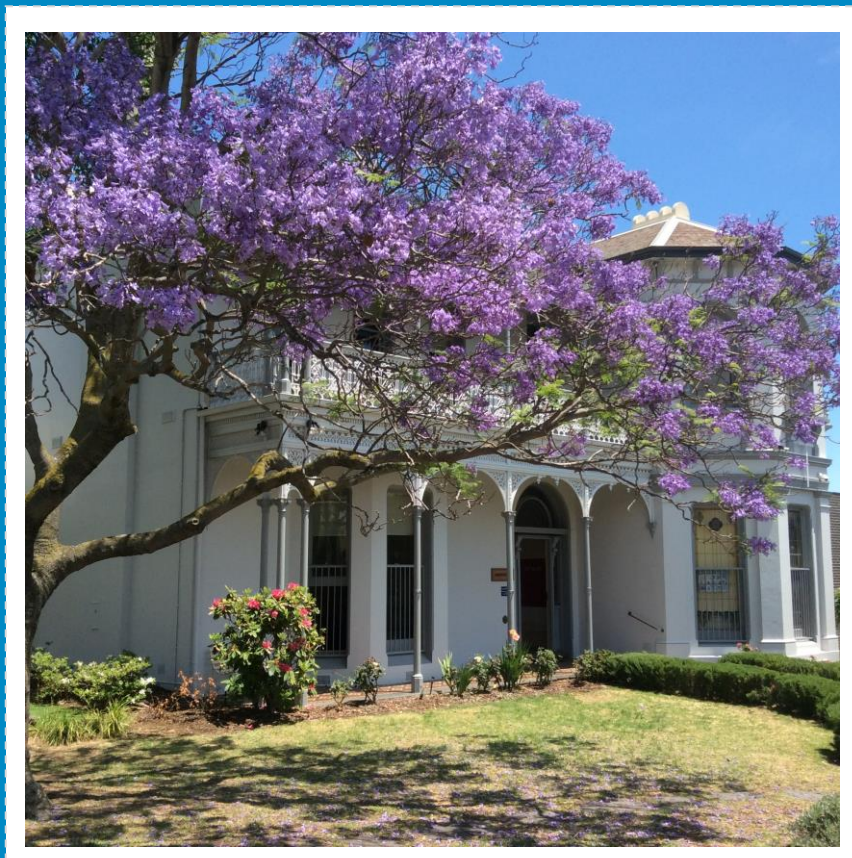




2017 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Joseph's Elsternwick



REGISTERED SCHOOL NUMBER: 1368

Contents

Our School Vision	2
School Overview	3
Principal's Report	4
Parish Priest's Report	6
School Education Board Report	7
Education in Faith	8
Learning & Teaching	10
Student Wellbeing	12
Leadership & Management	16
School Community	18

Contact Details

ADDRESS	28 Sandham Street Elsternwick VIC 3185
PRINCIPAL	Mr Simon Collis
PARISH PRIEST	Father Varghese Kattikattu
SCHOOL BOARD CHAIR	Mr Christopher Ouizeman
TELEPHONE	(03) 95281614
EMAIL	principal@sjelst.catholic.edu.au
WEBSITE	www.sjelst.catholic.edu.au
FEDERAL DET NUMBER	1079
ABN	39223038090



ST. JOSEPH'S VISION & MISSION STATEMENT

Our Mission:

We believe that St Joseph's School finds its heart and its strength within the parish community. With this **encouragement** and **support**, we draw the **strength** to **endeavour** to fulfil our mission of providing a quality, contemporary, Catholic education for our students. We **empower** all learners to become **caring, competent, responsible** citizens who value education as a **lifelong** process.

Our Vision:

Learning to Know:

We strive to develop students who are **engaged** and **curious** about their learning and who are kind, **considerate** and **respectful** as people.

Learning to Do:

We are committed to developing **expert teachers** so that our learning environment is **student focused** and **striving for excellence**.

We strive to effectively engage all learners through meaningful, **contemporary** experiences that utilise new thinking and technologies.

Learning to Be:

We hold close the **values of Jesus Christ**, so that each person experiences love, forgiveness acceptance and hope.

We encourage everyone to reach their **full potential**.

Learning to Live Together:

We strive to develop a caring and respectful community that is considerate towards each other, other people and **the environment**.

We instil a **sense of resilience** in our students to assist them in dealing with life's inevitable challenges.

School Overview

St. Joseph's is a medium size school which reflects the ideals of Christ's teachings and encourages the full development of each individual child. The majority of children are baptised Catholics, but children from other denominations are also welcome. We are a vibrant and inclusive learning community, where collaboration and strong relationships are evident in all we do.

Religious education at St. Joseph's permeates relevant areas of the curriculum, through a 'Faith Inquiry' approach to teaching and learning. This is a way to ensure that Religious Education content is relevant, engaging and challenging for our students. Each year, the Year 3 children are prepared for the Sacraments of Reconciliation and Year 4 Eucharist and the Sacrament of Confirmation is received every second year, at the Year 5 and 6 level.



Our Parish Priest, Fr. Varghese Kattikattu was officially appointed in 2016.

The school has a projected enrolment of 350 children (2018) from a wide variety of socio-economic and ethnic backgrounds and student numbers have increased by 131% in the past 5yrs. Most of the children attending St. Joseph's were born in Australia, with approximately 15% of them having one or both parents born overseas.

Parental involvement in all aspects of school life is strong, valued and always encouraged. We have a Parish Education Board and there is also a most active Parents and Friends Association, which coordinates fundraising events and community building activities such as the school fete. All proceeds in 2017 went into the purchasing of a new Chromebooks, interactive projectors, a shade cloth structure (\$28K) and laptops for the students. Parents assist with curriculum programs e.g. Early Literacy activities, excursions and sports events. Parents also run basketball, netball and mixed sports classes before and after school.



Outdoor facilities at St. Joseph's are very good with several adventure playgrounds covered by shade-cloth structures. The rear playground area caters for accredited tennis lessons for our students before school each morning, and 2 netball and 5 basketball training sessions a week before and after school. There are currently 18 basketball teams from St Joseph's who represent The Joey Giants Club in daily afternoon competitions.

All classrooms have interactive whiteboards/ projectors, iPads, computers and Chromebooks for the children's daily use, with connection to the internet. A flexible Chromebook, laptop and iPad program is used throughout the classrooms with a 1:1 access program to be introduced from Yr.3-6 in 2017. All class structures are straight, with 2 straight grades from Prep to Yr.6. Specialist teacher programs include Physical Education, Music, Library, Visual Arts and Italian.

Principal's Report

Another year filled with exciting challenges and new beginnings in 2017. We celebrated and closed the year with raising in excess of \$40,000, with all proceeds to target student resources and facilities in 2018. We delivered the outstanding student led production of **Dr. Dolittle**, showcasing the stunning efforts of our students from Prep – Year 6, as they sung, acted/performed and danced in front of two sell out audiences of approx. 750. We had most successful teams represent the school for: *Tournament of Minds teams, Maths Olympiad, Zone Athletics, Cross Country, Football, Basketball and Netball Championships*, ensuring our students were provided with many opportunities to show initiative, creativity and leadership. For the first time, St Joseph's entered 8 teams in the **Kokoda Challenge**, taking out the inaugural trophy.

The student leaders continued to embrace leadership roles and worked collaboratively with a variety of teachers and other students to enhance the culture that is central to the St. Joseph's School philosophy of welcome and respect for one another. In addition, and led by our Sustainability Leader, we continue to build upon the **Resource Smart Award** won in 2016. The school maintained its **Resource Smart** registration, and we were also awarded a third star by 'Sustainability Victoria', reaching all energy targets. In 2017, the sustainability team focused on waste and St. Joseph's remains one of 5 schools to maintain this high sustainability rating and registration. All toilets now use rainwater harvested from water tanks and the school strengthened its links with the Eco Centre and the Elster Creek Program successfully applying for another grant to install rain water tanks and pumps to service the rear gardens and vegie patches.

Combined with MySchool data and ongoing Literacy/ Mathematics assessments, our students and school continues to achieve above like schools, and educational endeavour and achievement is strong. The learning needs of those students who experience delay or difficulty with learning have been addressed through additional intervention programs, such as Numeracy Intervention, LLI, PERI, ERIK and spelling. The Teaching and Learning Leader, Learning Diversity Leader and Literacy Leader have guided the staff on how to effectively address the needs of the high achieving students at St. Joseph's. In 2017, the school participated in **Maths Olympiad** and **The Tournament of Minds**, as these programs provided a great challenge to many students in Grades 5 and 6 in 2017.

The staff is a talented and dedicated team who worked collaboratively to ensure excellent learning outcomes for all students. A successful grant application in 2016 supported significant professional development program in Mathematics (LFIN – Learning Framework in Number) in 2017. A specific focus on Number in Prep; the Prep staff and Numeracy Leader presented their findings and works to the Catholic Education Office in 2017. A resounding success, we received another grant to roll out the program in Year 1, in 2018.

The vibrant and active parent community (P&F) worked tirelessly towards holding a variety of successful social and fundraising events, notably the incredibly success trivia night and art auction. Other events and fundraising included: cake stalls, movie afternoon, sausage sizzles, Mother's Day morning tea and Father's Day breakfast (98% attendance), Grandparent's Day (350+), Dad's Footy Night (80+) and the annual parent social evenings. These events provided the members of the St. Joseph's community many opportunities to come together to socialize and to support the school. Money raised was dedicated to new technologies, capital works (shade cloth \$28K), literacy and contemporary student resources.

I thank my highly committed Parish Education Board who collaborated on many important initiatives in 2017, most significantly the launch of a new communication strategy. Our families continue to contribute significantly to the welcoming culture and spirit within the school community.

Quality teaching practice, an excellent reputation within the broader community, the retention of senior students (52 Yr.6 students in 2018) and the intake of another two prep classes ensures the contemporary facilities will adequately meet the demands of this growth. It is with a tremendous sense of satisfaction that we completed the 2017 school year and looked forward with anticipation and excitement to a period of increased growth, learning and wellbeing for all in the St Joseph's community.

Simon Collis (Principal)

Parish Priest's Report

St Joseph's Catholic Primary School, Elsternwick, bears a proud tradition of over seventy-five years' service to Catholic primary education in the Archdiocese of Melbourne. It began when the parish purchased "Cromarty Private Girls Academy" and used the premises to entrust to the Presentation Sisters for the primary education of our children. Their strong pastoral and educational gifts, supported by the loyal families of their students, saw a successful and flourishing educational resource established in our parish. The events of the past twelve months have served to highlight the achievements of our pioneers in establishing our school community.

Our unseen but hardworking Parents and Friends' Committee of the school organized and hosted many successful fundraising events throughout the school year, in particular the highly successful Trivia Night.

The religious needs of our children have been and continue to remain paramount in their education. There are weekly class visits by myself, and class Masses to which the parents are invited are prepared by and attended by the individual grades in the school. The faith education of the children follows the religious guidelines prepared by the Archdiocese and prepares the children to consider and encounter the modern challenges relating to issues of justice and mission that are the call of the Gospel. The Eucharist and the Sacrament of Reconciliation celebrated with our children assist them to develop a life within their families that is centred on prayer and obedient to the call of witness and service that is the promise of their Baptism. There have been numerous baptisms and preschool inquiries for 2017.

Like other schools in our day and age, we face the challenge of developing marketing initiatives to promote the fine attributes of our school and its lively and enriching community to other families in the area. We can boast of a dedicated and professional faculty of teachers, first rate opportunities for leadership training for our students, a close and friendly environment where each student is valued for his or her own sake, a safe school environment, strong sporting and physical education programmes, extra-curricular classes, and new and replenished ICT resources.

Our long-established school, with its proud historical background and current level of achievements, welcomes the opportunity to embrace and develop its present positive prospects for the future.

Reverend Fr. Varghese Kattikattu,

Parish Priest.

Parish Education Board Report

St Joseph's Parish Education Board:

The board consisted of:

Ex-Officio Members

- Parish Priest
- Principal

Nominated Members

- Parish priest's nominee
- Principal's nominee
- Executive Secretary of the Board

Elected Representatives

- Members were elected by the parent community
- 8 Selected representatives

Each member of the Board assumed a leadership role in the school. Members were committed to the values and principles outlined in the Statement of Purpose.

The main objectives of the Board:

- is to provide a forum for discussion of issues, which affect the spiritual, educational, administrative and community life of the school
- is to function as a body representing parents and teachers and the wider Parish community on a consultative basis to assist the Principal and Parish Priest in the formulation, implementation and administration of school policy.
- is to consult with the Parents and Friends Association and school management in respect of fundraising objectives and priorities.
- is setting the Mission and Vision statement of the School at large, which is detailed in the annual report. The Board should embrace and develop the recognition of the benefits such a Board has in the school community.

This year has seen The Parish Education Board collaborate on important initiatives including;

- Policy Development
- Participation in the formation of a new communication strategy
- Development of student and staff security measures
- Augmentation of the schools physical infrastructure
- Developing plans and compliance measures around health & safety
- Forming branding and marketing strategies to secure the schools ongoing profile
- Development and execution of school maintenance regimes
- Development of school community skills register

Education in Faith

Goals & Intended Outcomes

- To increase the importance of our Catholic Culture in the lives of students, staff and parents.
- To further develop the sacramental and prayer life of the school.

Achievements

Throughout 2017, our goals centered on increasing the importance of our Catholic Culture as well as developing the sacramental and prayer life of the school. The enlivening, purposeful and rich learning tasks taught across the school were foundational in working towards the intended outcomes aligned with these goals. In consultation with expert staff from within the Melbourne Diocese, school staff participated in professional learning focused on re-contextualizing the Catholic Faith for students.

Key teaching staff participated in CEM led professional learning aimed at implementing the new Religious Education Framework. Key messages were shared with all teaching staff and further work was conducted throughout the year on unpacking the new framework and investigating student work samples. These sessions offered staff the opportunity to discuss current teaching practice in RE across the school as well as identifying learning priorities by moderating students' work.

In 2017, the emphasis in Education in Faith continued to promote the importance of the Catholic Culture in the lives of students, staff and parents. This goal is fundamental to the purpose of our school and the emphasis in this academic year was placed on teaching of curriculum, whilst maintaining the Sacramental and Liturgical life of the school.

In 2017, whole school Friday masses continued to be held on a regular basis throughout the year, prepared by teachers and students, facilitated by the Religious Education Leader. In Semester Two an additional opportunity for individual year levels to attend mass, on a Wednesday or Friday, was offered in consultation with the Parish Priest. In 2017, Family masses held on a Sunday were maintained with all classes having the opportunity to lead these for both the school and parish community. A number of these masses were also held at Holy Cross Church to strengthen the links between the St Joseph's and Holy Cross parishes. The school also continued to extend invitations to older members of the parish to support the learning in the classroom, particularly in Year 1. The Parish Priest was invited to participate in class prayer time across all levels of the school and in Semester 2 visited classes to discuss the readings prior to class masses.

Our mission of Christian service continues to drive our strong involvement in a wide range of social justice initiatives including Caritas Australia's Project Compassion, the St Vincent de Paul Winter Appeal and the St Vincent De Paul Christmas Appeal. The Caritas Australia initiative links the St Joseph's school community with their responsibilities as global citizens, recognising that we all can contribute towards positive change for ourselves and for others. The St. Vincent De Paul appeals assist disadvantaged members of the local community and strengthens our students' awareness of their responsibilities in the local community, and link with the Religious Education Curriculum as lived actions linked with the Principles of Catholic Social Teaching. We also continued to encourage our students and families to support our sponsor child Mudi in Tanzania and the Ryder-Cheshire Foundation and their work in Klibur Domin, East Timor in consultation with Fr Ted Burns. In 2017, the students led Harmony Day where funds raised were sent to support the work of the Ryder-Cheshire Foundation.

VALUE ADDED

- Family Masses led by each year level on Sunday's at St Joseph's Church or Holy Cross Church
- Begun to familiarize teaching staff with new RE curriculum
- REL supported teachers in planning and delivery of Religious Education Curriculum
- Maintained Social Justice initiatives – Project Compassion, St Vincent De Paul
- Maintaining a strong connection with Catholic children who attend government and private schools through our Sacramental program.
- Strong student participation in all Sacraments – Confirmation, Reconciliation and First Eucharist
- Increasing parent and student involvement at school masses and liturgies.

Learning & Teaching

Goals & Intended Outcomes

- Goal: To provide a rigorous and contemporary learning environment that challenges and empowers students to grow as passionate and successful learners.
- Intended Outcome: That student performance in literacy and numeracy remains consistently high.
- Intended Outcome: That students engage in, reflect on, and articulate their personalised learning journey.

Achievements

Throughout 2017 staff continued to embed the framework for personalised learning with a focus on collaboration and feedback practices across the school. The framework has provided a structure for teachers to assist students to set learning goals, based on feedback, and these academic goals helped direct a personalised approach to student learning. Classroom teachers were given additional time to meet with the mathematics and literacy leaders to analyse assessment data in order to plan for personalised learning. In Term 3 student led 'open book' sessions where they shared their learning goals and supporting pieces of work with their parents. Our Prep and Year One students held 'open classroom' sessions. At these sessions students shared with parents their learning goals and activities undertaken to meet these goals.

We continued to implement our learnings from the Collaborative Literacy Learning Communities' (CLLC) project. The project aims to improve student engagement and student outcomes through the explicit teaching of reading comprehension skills (activating prior knowledge, questioning, clarifying, visualising, synthesising, analysing and critiquing) and by giving students a greater voice in book selection for their Literature Circles. A representative from the Avenue Bookstore visited the middle and senior students to showcase potential new texts for Literature Circles. Students were then given the opportunity to vote to guide the purchase of books.

Staff attended a number of external professional development sessions to build pedagogical understanding about best practice in spelling, as it was identified as a key area of need in 2017. The school invested in the training of a staff member in the Multi-sensory Structured Learning (MSL) approach for literacy. This research based approach has a strong focus on the explicit teaching of common spelling rules and patterns. Towards the end of 2017 the MSL trained teacher modelled and coached classroom teachers. The Literacy Leader and MSL teacher collaborated on designing our Scope and Sequence for Spelling. This was implemented across the school and is now used to guide the planning and teaching of spelling.

A member of staff continued to train in Number Intervention. The intervention lessons followed the Learning Framework in Number developed by Professor Bob Wright with a rigorous focus on number words and numerals, structuring numbers, conceptual place value and addition and subtraction. The number intervention teacher was supported and mentored by CEOM Number Intervention Tutors through regular school visits throughout the year. The Learning Framework in Number was formally implemented in the Prep classrooms for the first time in 2017. Teachers conducted one on one number interviews with each student and used this to drive targeted teaching and learning experiences. The organisation of the mathematics lesson changed with the classroom teacher taking targeted small group sessions in each lesson. Cross-Age Tutoring was implemented to target the needs of high performing students. Year One and Two teachers adopted some of the aspects of the LFIN program, focusing on the teaching of counting and addition. They used the LFIN Assessment Schedules to

assess and plan addition and subtraction units of work. Throughout the year the Numeracy leader conducted PLTs dedicated to planning mathematics units of work and the development of learning continuums and rubrics to track student progress.

Participation in the Educator Impact Process throughout 2017 also gave classroom teachers the opportunity to step into each other's classrooms and observe their peers teaching and give feedback on how well they were providing for differentiation, setting goals and driving deep learning. Teachers received feedback

The use of Google Classroom and Google Apps has changed the way in which many teachers are approaching learning and teaching at St. Joseph's. We are exploring new ways to engage our learners and exploring how we can enrich our students through the use of technology. 2017 saw staff at St Joseph's beginning to unpack and introduce the new Digital Technologies curriculum. Lessons were conducted in Years 3-6 with an effort to find links between what is already occurring in the classroom. As the demand for technology increased, we became aware that teachers and students would rather use the Chromebooks over the laptops due to their ease of access; there is a high demand for them across the school. Therefore, we pursued a one-to-one Chromebook approach in 3-6 and 2017 was the first year this was introduced. We purchased Matchbox Puzzles to develop problem solving skills, BB8 Robots that are run through the Tickle coding program, Osmo Kits and Makey Makey's to help us enrich the learning that was taking place within the area of STEM. We started to explore resources that would provide opportunities for our students to explore.

Student engagement levels at St. Joseph's are high. Our students have had the opportunity to participate in challenges across all areas of school life and they have relished these opportunities. We had teams participate in the highly popular Tournament of Minds and Maths Olympiad. Our school finished in the top 10% of Australia with three of the students achieving a perfect score which placed them in the top 1% of all students in Australia. The school production of Dr. Dolittle had two sell out performances and each class had the opportunity to participate in the performance. We continue to excel in the sporting area with teams representing the school in football and basketball finals.

We continued to make progress in our environmental education with ResourceSmart meeting and exceeding all targets. Initiatives were implemented to improve sustainability practices across the school. We receive our 3rd sustainability star upon completion of our Water module. In conjunction with the Port Phillip Eco Centre we raised over twenty thousand dollars to be used for water tanks and irrigation for the rear playground. In partnership with the P&F and family donations we installed a vertical garden in the rear playground. Students were involved in the planting and design of this garden. This was an amazing achievement, resulting from the hard work of our sustainability leaders from Prep- 6 and our Sustainability Coordinator, Claire Ryle.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

Student Learning Outcomes for 2015-2017 Explanation

There have been no changes to the student outcomes over this period. 100% of the students have achieved above the minimum standard from 2015 – 2017.

Student Wellbeing

Goals & Intended Outcomes

Goal - To continue to support the social, emotional and spiritual wellbeing of all students, empowering them to be effective members of the school community.

Intended Outcome: That students can confidently and competently manage themselves in their relationships and learning.

Achievements

At St. Joseph's we firmly believe that respectful relationships and clearly stated guidelines for behaviour, underpin and enhance student wellbeing. When relationships are respectful, reliable and strong, excellent outcomes can be achieved for all learners in the school community. In 2017 the staff continued to develop a shared understanding of the Student Wellbeing Sphere, and the central role of Social and Emotional Learning (SEL) within the school environment. We conducted a whole school audit of teaching practises in SEL and used the Victorian Curriculum 'Personal and Social Capability' to update our SEL scope and sequence from Prep to 6.

Throughout 2017 we reflected upon our behaviour management processes and protocols, in light of our substantial and rapid growth in enrolments. Again, an audit was carried out to gather information relating to our practises, and we engaged expert input for staff professional development. The staff conference in March provided a wonderful opportunity for us to hear an expert in the field of anxiety, Dr Natalie Flatt, and we used our learning in the session to reflect on our practises at St. Joseph's. Throughout the year we worked as a team to ensure consistent approaches to behaviour management, which culminated in an update in our Behaviour Management Policy. Student data related to wellbeing continues to be high and we are proud of our proactive work in the sphere of student wellbeing.

During Term 3 our Learning Diversity leader led two groups of students through an 8 week 'Peaceful Kids' program, which is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children. This program helps children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.



Also in Term 3 of 2017 our Learning Diversity leader also conducted the 10 week 'Seasons for Growth' loss and grief program, for one group of students. *Seasons for Growth* is based on the belief that change, loss and grief are a normal and valuable part of life. Students were given the opportunity to explore the impact of changes such as death, separation, divorce, and natural disaster upon our lives, and explored how we can learn to live with and grow from these experiences.

In 2017, many extra-curricular programs were offered to increase and enhance student engagement. The school offered opportunities for Chess Club, basketball, tennis, singing lessons, Maths Olympiad, music tuition, netball and Tournament of Minds. These were well received and in some cases oversubscribed throughout the year. We also employed the services of 'Code-It', a company specialising in coding for children, who offered an extra-curricular program for Grade 2 to 6 students.

Student leadership is being enhanced through the strengthening of our Student Representative Council. The students on the SRC are democratically elected by their peers and serve a semester on the SRC. Meetings are held fortnightly with all senior school leaders in attendance and in these meetings students share news and ideas from their classrooms and work to develop student initiatives in the school. In 2017 the SRC continued to work with Father Burns on ways to support the Klibur Domin community in East Timor. In Semester One the SRC held their fourth 'Harmony Day' fair, where all students organised and ran their own fundraising stalls. This was completely student led and organised, and they raised over \$1700 for Klibur Domin. Additionally, year 6 students have a designated leadership role in our school, and they have many opportunities to plan and organise activities and events for other students.

In 2017 we continued with 'Quiet Club'. This 'club' is available each day during lunchtime, and is situated in our library. Children of any age can attend Quiet Club, and we have purchase a wide range of resources to be used during this time, such as Lego. This program has been a very popular addition to our lunchtime activities.

2017 saw the continued focus of the 'Child Safe Standards' for all schools in Victoria and in response to this we developed or updated a number of policies at St. Joseph's, in line with the new standards. All registered schools are required to develop and endorse a child safe code of conduct, part of child safety standard three (clause nine of Ministerial Order No. 870), and disseminate this amongst the school community. At St. Joseph's we are fortunate to have so many parents/ guardians volunteer to assist in the school and we were overwhelmed by the response from our parent community in signing off on this document, and adhering to the contents of the code. To make this a whole school focus, the Learning Diversity leader worked with the SRC to conduct a safety audit with the children and develop a Child Safety Policy for Children. This, coupled with our 'Safety Week' curriculum focus, helped us to have a shared understanding.

Some of the other key actions for 2017 are as follows:

Chess Club, environment club, singing classes, Quiet Club, netball, basketball, instrumental music lessons	Tournament of Minds for Grade 5 and 6	Year 5 and Prep buddy program	Learning Diversity leader delivered the 'Seasons for Growth' loss and grief program
Transition days for Prep	Passive Play equipment – extra-large chess, Connect 4, Jenga	Updated Behaviour Management Policy	Staff training and Professional Development with Natalie Flatt
School Principal and Level Leaders attended 4 day 'Berry Street Curriculum' training- trauma informed practise	Updated website- with wellbeing resources for parents	Audited SEL resources	Regular Mindfulness PD – whole staff
Updated Social and Emotional Learning curriculum overview and scope and sequence	SRC organized Harmony Day	Circle Time P-6	Winter fundraiser and Christmas appeal for St. Vincent De Paul
Class developed classroom rules and mission statements	Unit of work exploring school rules – P-6	Mindfulness Meditation on a regular basis for all students	Whole school student and parent mindfulness workshop provided by Smiling Mind
Anti-Bullying Program	Mandatory Reporting Training – all staff	Anaphylaxis training – all staff	Peaceful Kids course for Grades 2 and 3

VALUE ADDED

- ☐ **Student Representative Council strengthened and more active**
- ☐ Senior Leadership active and embedded in SRC
- ☐ A whole school understanding of SEL, developed through regular professional development
- ☐ Mindfulness becoming daily practice
- ☐ School based counselling services provided by onPsych
- ☐ Wide range of extra-curricular activities
- ☐ Peaceful Kids and Seasons small group intervention programs
- ☐ Personal Safety curriculum for students

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	95.33
Y2	95.13
Y3	95.86
Y4	95.20
Y5	95.92
Y6	94.47
Overall average attendance	95.32

Non – attendance at St. Joseph's

All families are contacted should a child not attend school for a specific period of time. An electronic register is completed twice a day, in the morning and afternoon. Parents are required to notify the office or teacher directly should their child be absent from school.

Leadership & Management

Goals & Intended Outcomes

- To build leadership capacity for all staff.
- To build a professional learning culture.
- To enhance staff engagement, positivity, resilience and wellbeing.

Achievements

- Continuation of Ei – Educator Impact Professional Development. A system of teacher appraisal and feedback that is directly linked to improved student performance.
- Goals and targets were set in consultation with all staff and strategic plan established for implementation in 2017.
- Comprehensive staff induction program for all new staff implemented
- A comprehensive term planning document was devised outlining all specific staff professional learning. This was reviewed each term and distributed to all staff. A structured agenda for staff meetings is presented each week outlining key foci. This is strongly aligned to the AAP.
- Fortnightly leadership team meetings
- Restructuring of positions of leadership
- Policy revision for VRQA
- Leadership members complete reports for the termly Leadership Planning days

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.33%

STAFF RETENTION RATE	
Staff Retention Rate	88.89%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	30.43%
Graduate	30.43%
Certificate Graduate	0.00%
Degree Bachelor	56.52%
Diploma Advanced	21.74%
No Qualifications Listed	13.04%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	32
FTE Teaching Staff	23.050

Non-Teaching Staff (Head Count)	8
FTE Non-Teaching Staff	6.554
Indigenous Teaching Staff	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All staff at St Joseph's participated in Professional Learning Activities in 2017. The average expenditure per teacher on professional learning in 2017 was approximately \$1750.

In total 14 classrooms consisting of: 14 fulltime classroom teachers, 2 job share placements and 4 specialist teachers.

Non classroom staff: Principal, Deputy, Student Services, Reading Intervention, Numeracy Intervention, Literacy Leader, 2 x Admin Officers and 5 x Learning Support Officers

Professional Learning 2017:

Literacy Mentoring Program	
Ei – Educator Impact	First Aid Training Level 2
Mindfulness	Mandatory Reporting
P-6 Literacies	Anaphylaxis training
P-2 A Deeper Understanding in Literacy	Numeracy intervention
Enhancing Catholic Identity	LFIN – Learning Framework in Number
Berry Street – Trauma Informed Practice	MSL Spelling

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

30 teaching and non-teaching staff

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,750.00

TEACHER SATISFACTION

The School Improvement Survey results provide information about the culture in your school. The four pillars of culture assessed in the survey are:

- Empathy (Supportive Leadership)
- Clarity (Role Clarity)
- Engagement (Teamwork, Empowerment, Ownership)
- Learning (Appraisal & Recognition, Professional Growth)

School Community

Goals & Intended Outcomes

- To further develop interactive partnerships between the school, parish, local and global community.
- That student learning is improved through parents being actively engaged in their child's learning.

Achievements

St Joseph's Primary School enjoys the support of a highly active parent community. This is epitomised by the contributions made by the Parents and Friends Association and School Board. The generous donations of time, energy and skills by both groups have steered the school in a positive direction and raised significant funds during 2017, which were utilised by the school community.



Parents within the St Joseph's community offer enormous support to teachers and students across a range of areas of school life. In the mornings, parents coordinate a variety of sports programs, including the coaching of various school teams, organising everything from uniforms to fixtures. Parents were also very involved in the school's preparation for and participation in the Kokoda Challenge, a community fundraising event that will now be on the agenda each year. Many parents could also be seen participating in weekly morning cross country trainings in Term Two, before lending their support on competition day.

Parents lend educational support through their involvement in the classroom. The capacity of parents to lend support in these areas is enhanced by a literacy information night for parent helpers, facilitated by the Junior School teachers and Literacy Coordinator. Other indicators of support offered by the parent community include participation in regular working bees, sharing of expertise through guest speaking. Parents also assist with the coordinating and implementation of activities on special occasions, including Italian Day, ANZAC Day and Harmony Day. A significant commitment in 2017 was the whole school production of Dr. Dolittle. Parent involvement included, but was not limited to, the design and creation of costumes and props.

The vibrant parent community is evident in social aspects of school life. The Welcome Barbeque at the commencement of the school year and End of Year Barbeque both drew a large attendance and continued well into the evening. A large number of parents attended school assemblies and hosted celebrations for Mothers' Day, Fathers' Day and Grandparents' Day. A contingent of parents also sourced a wide range of gifts and held a Mother's Day Stall for all students. Parents hosted regular cake stalls, footy and movie nights and a camping trip, which hosted over 175 families.

The Parish Education Board continues to actively support the Parish Priest and Principal. Father Varghese is invited to and attends many school events. In the past twelve months, St Joseph's has continued to further strengthen its ties with the Parish community, through family masses, and morning teas with families and parishioners. The relationship has been further strengthened through the welcoming of parishioners into the Year One classrooms. The school continued to support the Klibur Domin community in East Timor, facilitated by Father Burns and funded through student-led events such as Harmony Day.

The Board represents parents, teachers and the wider Parish community on a consultative basis. It assists the Principal and Parish Priest in the formulation, implementation and administration of school policy, mapping the future direction of the school, including fee structuring and forward planning.

The school has continued to make authentic connections with the wider community in 2017 to create rich and meaningful learning experiences for the students and to further enhance the existing positive relationships. This has been accomplished through the maintenance of kinder orientation and buddy programs, conducted in collaboration with local Kindergartens, including Orrong Road Kinder and Tree House Kinder. The St Joseph's School Choir, Christmas Minstrels, visited a number of local aged care facilities. In addition, the Middle School showed support for a local primary school by attending its dress rehearsal in preparation for a whole school performance.

An inclusive, connected school community relies heavily on open and regular communication, celebrating the school's and students' achievements. After feedback from the parent community, teachers sent weekly email updates on a Sunday, to ensure communication was streamlined. Teachers also distributed a termly newsletter outlining relevant curriculum information, learning goals for each term and key dates. Students led open days, learning expos, and weekly assemblies that showcased innovative and contemporary learning.

PARENT SATISFACTION

The following results relate to online surveys conducted by Insight SRC in August 2017. The School Improvement Survey results provide information about the culture in the school based on parent opinion.

School Improvement	90%	Reporting	83%	Student Safety	87%
Approachability	88%	Learning Focus	87%	Classroom Behaviour	65%
Teacher Morale	94%	Transitions	88%	Connectedness to Peers	88%
Parent Input	80%	Extra-Curricular	74%	Student Motivation	90%
Stimulating Learning	87%	Homework	78%	Social Skills	88%
Behaviour Management	85%	Parent Partnerships	86%	Connectedness to School	90%

The above tabled results are quite exceptional and reflective of the strong partnership and relationship between the school and parent community.

Attestation Statement

Minimum Standards & Accountability Attestation to be included in the 2017 Annual Report to the School Community:

I, **Simon Collis**, attest that **St. Joseph's** is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- Date: 21/05/2018