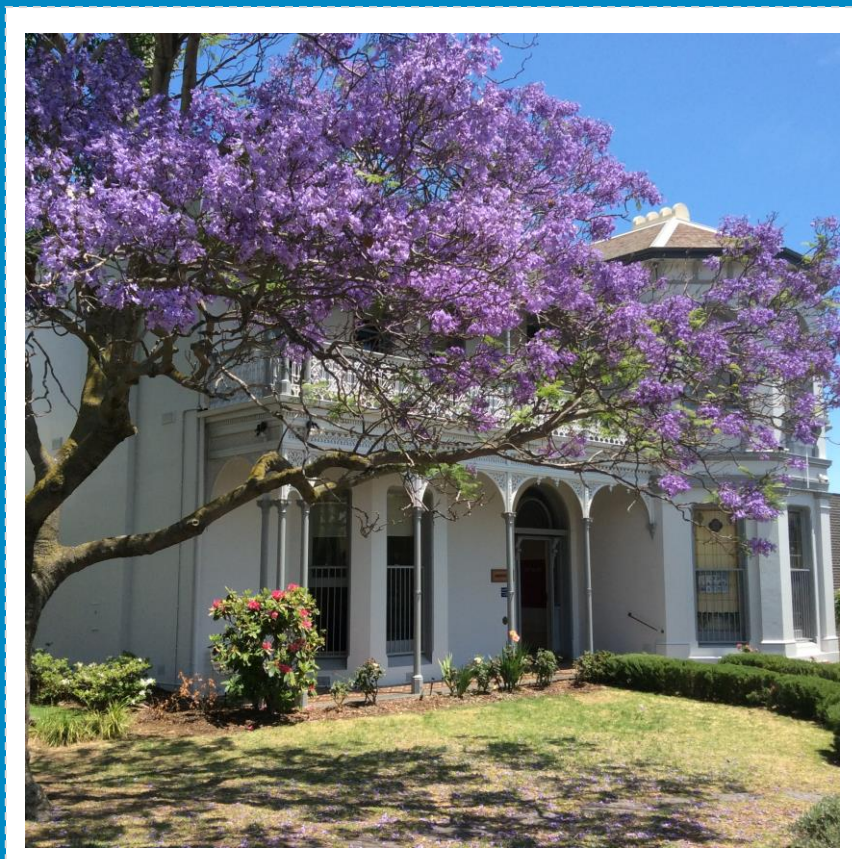




2018 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Joseph's Elsternwick



REGISTERED SCHOOL NUMBER: 1368

Contents

Our School Vision	2
School Overview	3
Principal's Report	4
Parish Priest's Report	Error! Bookmark not defined.
School Education Board Report	6
Education in Faith	7
Learning & Teaching	9
Student Wellbeing	11
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	Mrs Malia Griffin
TELEPHONE	(03) 95281614
EMAIL	principal@sjelst.catholic.edu.au
WEBSITE	www.sjelst.catholic.edu.au



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 an 'integrated' 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 Yr. 3 children are prepared for the Sacraments of Reconciliation and Yr. 4 Eucharist and the Sacrament of Confirmation is received every year, at Yr. 6 level.



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

The school has a projected enrolment of 350 children (2019) 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 2018 will go towards funding the redevelopment of the adventure playground in the front play area in 2019. Parents assist with curriculum programs e.g. Early Literacy activities, excursions and sports events. Parents also run basketball, netball, karate and soccer 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 basketball training sessions a week before and after school. There are currently 19 basketball teams from St Joseph's who represent 'The Joey Giants Club' in daily afternoon competitions.

All classrooms have interactive projectors, iPads, computers and Chromebooks for the children's daily use. A flexible Chromebook and iPad program is used throughout the classrooms with a 1:1 access program 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 2018. We celebrated and closed the year with the completion of a highly successful CEM School Review. We are incredibly proud to say that St Joseph's was identified as a **'High Performing School.'**

The P&F raised in excess of \$45,000, with all proceeds to target student resources and playground facilities in 2019. We delivered the outstanding 'Twilight Fair' and student-led Art Show showcasing the stunning efforts of our students from Prep – Year 6. The school was converted into a spectacular gallery with specific galleries in each classroom and share learning space. With over 800 in attendance, this was arguably the best Art Show to date.

We had successful teams represent the school for: **Tournament of Minds** and **Maths Olympiad** (4 children in the Top 2%, 9 in Top 10% and 8 in Top 25% in Australia & New Zealand), and were zone champions in Athletics, Cross Country, Football and Basketball. These range of activities ensured our students were provided with many opportunities to show initiative, creativity and leadership. And for the second consecutive year, St Joseph's entered 8 teams in the **Kokoda Challenge**, taking out coveted the Jack Kanga 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 4th star by 'Sustainability Victoria', reaching all targets. In 2018, 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. We also successful received a grant for the development of a stunning \$20,000 indigenous garden that was completed in Term 3.

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 programs, such as Numeracy Intervention, LLI, PERI, ERIK and spelling. The Teaching and Learning Leader, Learning Diversity Leader, Literacy and Numeracy Leaders have guided the staff on how to effectively address the needs of the high achieving students at St. Joseph's. In 2018, the staff participated professional development in **Berry Street, LFIN** (Learning Framework In Mathematics) to specific target number skills in the junior school and **MSL** (Multisensory Structured Language), focusing on spelling. In addition, the school

maintained their commitment to **Maths Olympiad** and The **Tournament of Minds**, as these programs provided a great challenge to many students in Grades 5 and 6 in 2018.

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 and again in 2017 supported a significant professional development program in Mathematics (LFIN – Learning Framework in Number) in 2017 for Prep/Foundation and Yr. 1 in 2018. A specific focus on Number in Yr.1; the staff and Numeracy Leader presented their findings and works to the Catholic Education Office in 2018 and were highly commended for their investment and implementation of this program. A resounding success, we received another grant to roll out the program in Year 2, in 2019.

The vibrant and active parent community (P&F) worked tirelessly towards holding a variety of successful social and fundraising events, notably the incredibly success **Twilight Fair and Art Show**. 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 (600+), 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 (playground redevelopment), literacy and contemporary student resources.

We thank our highly committed Parish Education Board who collaborated on many important initiatives in 2018, most significantly the formation of sub-committees and the implementation 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 (52 students) ensures the contemporary facilities will adequately meet the demands of this growth. It is with a tremendous sense of satisfaction that we completed the 2018 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 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

- **Goal:** To strengthen and embed the Catholic identity of the school as a living faith community within a contemporary context.
- **Intended Outcome:** That all members of the St Joseph's community will be able to articulate, model and live their understandings of being part of a Catholic community.
- **Intended Outcome:** That student learning in Religious Education is explicit, purposeful, relevant and engaging.

Achievements

Throughout 2018, 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 on planning and delivering authentic units of work that aligned with the Capabilities from the Victorian Curriculum. 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.

Throughout the year, 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.

Whole school Friday masses continued to be held on a regular basis throughout the year, in addition to individual year levels attending mass on a Wednesday or Friday. In 2018, 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 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 2018, 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
- Focus on delivering authentic units of work that linked with our Termly unit of work and aligned with the Victorian Curriculum Capabilities
- 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

We have continued working on creating a rigorous and contemporary learning environment for our students. The implementation of the **Learning Framework in Number** (LFIN) in the junior classes has continued throughout this year to ensure students develop strong foundational numeracy skills. P-2 teachers conducted one on one number interviews with students and used this to plan and deliver targeted numeracy teaching. The Numeracy leaders conducted PLTs dedicated to planning mathematics units of work and the development of learning continuums and rubrics to track student progress. Since the introduction of the Learning Framework in Number in 2017 we have been tracking student performance in counting, addition, subtraction and numeral identification. We have implemented The **Essential Assessment in Mathematics** for Years 2-6. Essential Assessment is a smart and differentiated online assessment tool and curriculum model that diagnostically assesses each student and provides them with aligned curriculum to grow their knowledge and skill from their current understanding. A stronger emphasis on problem solving within the maths lesson has been a focus throughout this year with the Math Leader providing professional learning to staff.

In 2018 our **Scope and Sequence for Spelling** was finalised. This was implemented across the school and is now used to guide the planning and teaching of spelling. Teachers in Prep to Year 2 implemented **MSL (Multi-sensory Structured Learning)** approach for literacy. This research based approach has a strong focus on the explicit teaching of common spelling rules and patterns. The MSL trained teacher modelled and coached classroom teachers with the implementation of the spelling approach. The Introduction of **Fountas and Pinnell Assessment System** to benchmark all students and support the teaching of reading comprehension skills took place in 2018.

We have investigated and invested in new ways to engage our learners through the use of technology. The implementation of the **Digital Technologies** across the curriculum has ensured a contemporary learning environment is provided for our students. The eLearning leader is released from the classroom 1 day per week to work with staff to incorporate digital technologies into units of work, and plan and model best practice in classrooms. We have pursued a one-to-one Chromebook approach in Years 3-6. In 2018 a '**STEM Club**' was offered once a week to students. This has been a

success and often the sessions were oversubscribed (50+ students). The purchase of Matchbox Puzzles to develop problem solving skills, BB8 Robots that are run through the Tickle coding program, Osmo Kits and Makey Makey's helped us enrich the learning that was taking place within the area of STEM.

Throughout 2018 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 **SMART goals**, based on feedback, and these academic goals helped direct a personalised approach to student learning. Classroom teachers were given time 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. The introduction of the **Victorian Curriculum Capabilities** has enabled students to develop the necessary skills to engage and reflect on their learning. **The Capabilities of 'Personal and Social Learning' and 'Critical and Creative Thinking'** prioritise the teaching of the skills of metacognition, self-awareness and management, and resilience. These skills are taught explicitly throughout all learning areas.

Data analysis was a focus in 2018 with **Phillip Holmes Smith**, (the principal consultant with **School Research, Evaluation and Measurements Services (SREAMS)**), conducting professional learning sessions on designing assessment tasks and analysing data.

Teachers have focused on implementing the **High Impact Teaching Strategies** in their planning and teaching. The high impact teaching strategies (HITS) are 10 instructional practices that reliably increase student learning. In 2018 teachers worked collaboratively to develop mastery of these instructional practices through practice, reflection, shared observation and feedback. Throughout the year teachers studied the different instructional practices in PLTs and Staff Meetings and received feedback from the Teaching and Learning Team on their practice. English and Maths Leader's observed and coached classroom teachers in relation to the High Impact Teaching Strategies.

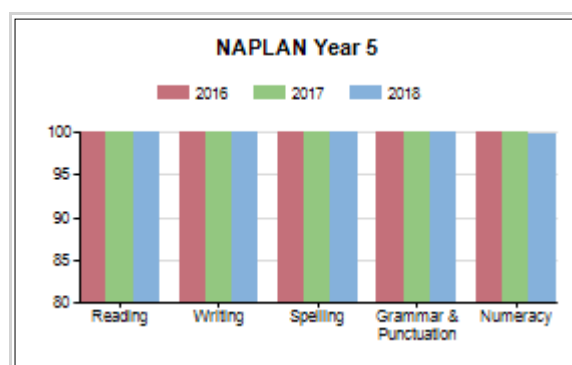
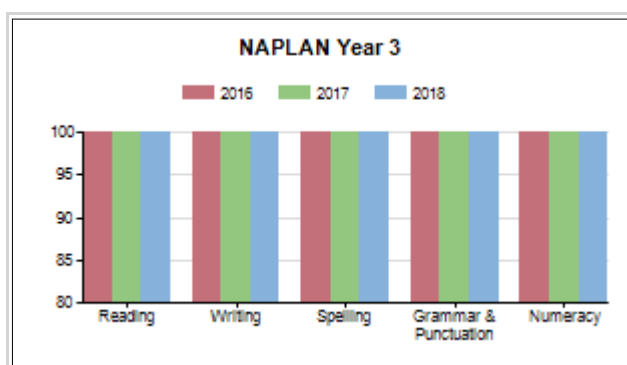
Student engagement levels at St. Joseph's are high. Our students have had the opportunity to participate in challenges across all areas of school life and they have relished these opportunities. We had teams participate in the highly popular **Tournament of Minds** and **Maths Olympiad**. We continue to excel in the sporting area with teams representing the school in football and basketball finals.

Environmental Education remains a high priority and initiatives were implemented to improve sustainability practices across the school with **ResourceSmart** meeting and exceeding all targets. The installation of the Rain Garden was one of the highlights of the year with the official opening taking place in Term 4.

Student Learning Outcomes for 2016-2018 Explanation

E1136
St Joseph's School, Elsternwick

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 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



There have been no changes to the student outcomes over this period. 100% of the students have achieved above the minimum standard from 2016 – 2018.

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.

One of the cornerstones of student wellbeing at St Joseph's is mindfulness. The introduction of mindfulness was found to be an effective tool for settling and focusing students at the beginning of learning sessions. **Mindfulness** is now timetabled to take place three times per week in every class.

In 2018, an explicit scope and sequence was established to address all of the elements of the 5 social and emotional competencies. Careful consideration was given to the adoption of programs that enhanced the teaching of the competencies. In order to address the professional learning needs of our staff, the **Berry Street Education Model** was accessed several members of staff. This curriculum is purposefully designed to support the sequential development of students' physical, psychological, social and emotional capacities. This approach strongly aligns with the **5 wellbeing competencies** and further supports the teaching of these within the classroom. Feedback from the teachers has indicated that this approach has been well received and will continue to be accessed in 2019.

St Joseph's participated in the highly regarded **Resilience Project** in Term 3. The program, devised by Hugh van Cuylenberg, provides practical, evidence-based, positive mental health strategies, with a student journal to accompany the curriculum. The lessons within this resource were divided into categories: empathy, mindfulness, gratitude and emotional literacy. These lessons aligned with the Personal and Social Capability from the Victorian Curriculum. The students, parents and teachers participated in targeted workshops with Hugh, with 350 parents attending the workshop at the beginning of Term 3.

Throughout 2018 we reflected upon our behaviour management processes and protocols, in light in our substantial and rapid growth in enrolments. Again, an audit was carried out to gather information relating to our practises. Staff devised 'examples of unacceptable behaviour' and 'possible responses' to strengthen whole school



behaviour management practices. Student data related to wellbeing continues to be high and we are proud of our proactive work in the sphere of student wellbeing.

The staff conference in March provided a wonderful opportunity for us to revisit the '**Child Safe Standards**' where revised a number of policies. During our 2018 School Review, we successfully completed all requirements to meet the Child Safe Standards and regulations. Strong child safe organisations seek to continuously improve their practices, regularly reviewing the implementation of policies, procedures and operations to inform long-term planning and child safety is a high priority at St Joseph's.

In 2018, many extra-curricular programs were offered to increase and enhance student engagement. The school offered opportunities for 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 offer '**STEM Club**'. Run by our eLearning leader at lunchtimes, it provides an opportunity for students in Years 3-6 to engage in critical and creative thinking in the fields of science, technology, engineering and mathematics.

Student leadership is being enhanced through the strengthening of our **Student Representative Council**. The SRC is a highly visible organisation in our school community and 2 students from all grades are elected to the Student Representative Council per semester. As the students have a formal avenue to express their ideas and offer feedback on school life, the SRC have taken ownership of initiatives within our school and is valued by the wider community. The students on the SRC are democratically elected by their peers and serve a semester on the SRC. Meetings are held regularly, 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 2018 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 fifth '**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.

All Year 6 students are allocated a specific leadership role and are encouraged to lead initiatives across the school, such as the Environment Leaders organising '**Well Waters Day**', the ICT Leaders supporting the running of STEM Club and the Sports Leaders organising the School Athletics Day. These roles are deemed 'authentic' as students are given opportunities to make decisions and organise events related to their area of leadership.

In 2018 we continued with '**Quiet Club**'. This 'club' is available each day during lunchtime and provides a safe space to support students who sometimes find the playground challenging. Children of any age can attend Quiet Club, and we have purchased 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.

During Term 2, 3 and 4, our Student Wellbeing Leader 3 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.

Some of the other key actions for 2018 are as follows:

- Choir, Quiet Club, netball, basketball, instrumental music lessons
- Tournament of Minds for Grade 5 and 6
- Year 5 and Prep buddy program
- Transition days for Prep
- Visits to Orrong Road kinder
- Updated Behaviour Management Policy
- Teachers 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
- Social and Emotional Learning curriculum overview and scope and sequence refined
- 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 The Resilience Project
- Daniel Morcombe student safety curriculum
- Mandatory Reporting Training – all staff
- Anaphylaxis training – all staff
- Peaceful Kids course for Years 2 - 6

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
- 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

- **Goal:** To strengthen the professional learning community which is working consistently towards the implementation of a shared vision.
- **Intended Outcome:** That a performance and development culture is evident at St Joseph's.
- **Intended Outcome:** That leadership capacity of all will be further developed through structured professional learning.

Achievements

- Completion of highly successful School Review. St Joseph's was identified as a '**High Performing School.**'
- Introduce the **High Impact Teaching Strategies**. A system of focusing on evidence-based research strategies to improve the quality of teaching at St. Joseph's. This also incorporated 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 2018.
- Comprehensive staff **induction program** for all new staff implemented
- A comprehensive term planning document was embedded 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.
- Highly successful transition to two deputy principals in 2018. Deputy #1: Admin and T&L Deputy #2: Admin, T&L, Wellbeing and RE Curriculum
- Restructuring of leadership team into three teams. Teams to meet every three weeks: Leadership & Management (Exec: Principal, Deputies, Level Leaders), T&L Team (Prin, Dep, Maths, Literacy and eLearning Leaders) and Well Being Team (Incl. Practices, Dep and Prin)
- Policy revision for VRQA in preparation for the **School Review**. 100% compliant.
- Leadership members complete reports for the termly Leadership Planning days
- Successful review of all **Child Safety Standards** in accordance with VRQA requirements. 90 point checklist. 100% compliance rating!

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 2018. The average expenditure per teacher on professional learning in 2018 was approximately \$1800.

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

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

Professional Learning 2018:

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
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

\$1,800.00

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) **95% Favourable**
- Clarity (Role Clarity) **100% Favourable**
- Engagement (Teamwork, Empowerment, Ownership) **95% Favourable**
- Learning (Appraisal & Recognition, Professional Growth) **91% & 90% Favourable**

STUDENT SATISFACTION

The School Improvement Survey results provide information about the culture in your school:

- Student Morale 94%
- Student Distress 93% (Positive)
- Connectedness to School 93%
- Teacher Empathy 95%
- Purposeful Teaching 96%
- Stimulating Learning 91%
- Learning Confidence 97%
- Student Motivation 99%
- Connection to Peers 95%
- Student Safety 87%

School Community

Goals & Intended Outcomes

- **Goal:** To further develop interactive partnerships between the school, parish, local and global community.
- **Intended Outcome:** 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. A number of events were held in 2018, which raised significant funds that were put back into the school community. Such events included **St. Joseph's School Twilight Fair** and the much-anticipated **Art Show**, both biennial events enjoyed by all in 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 in which the school now participates every 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 assist in this way is enhanced by a literacy information night, 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, and assistance with the coordination of special occasions, such as **Italian Day, ANZAC Day and Harmony Day**.

The vibrant parent community is also evident in social events held throughout the school year. 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 Mothers' and Fathers' Day Stalls for all students. Parents hosted regular cake stalls, footy and movie nights and a camping trip, which over 175 families attended.

The Parish Education Board continues to actively support the Parish Priest and Principal. Father Varghese is invited to all significant 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 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 2018 to create rich and meaningful learning experiences for the students and to further enhance the existing positive relationships. This has been accomplished through the enhancement of kinder orientation and buddy programs, conducted in collaboration with **Orrong Road Kinder** and Tree House Kinder. The **St. Joseph's School Choir, Christmas Minstrels**, visited a number of local aged care facilities.

An inclusive, connected school community relies heavily on open and regular communication, celebrating the school and its students' achievements. After feedback from the parent community, teachers sent weekly email updates, 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 2018. 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

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 2017 (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 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Date: (21/05/2019)