

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2019

St Joseph's Primary Elsternwick
INSERT SCHOOL LOCATION

REGISTERED SCHOOL NUMBER: 1136



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Contact Details

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Minimum Standards Attestation

I, Simon Collis, attest that St Joseph's Primary 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

15th May 2020

Our School Vision

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 Primary School is located in Elsternwick, an inner southern suburb of Melbourne. The school is attractive and welcoming, and the main building is housed within a beautiful old mansion; the entrance enhanced by an impressive heritage staircase. The school has undergone several major refurbishments in recent years: in 2014 land was acquired for an adventure playground and fencing was added to improve the external appearance of the grounds. In February 2016, our \$2M building project was completed, which resulted in 6 new learning spaces, a new staffroom, a new canteen, a refurbished administration area and extra learning spaces for our increased number of students. In 2017, the playground underwent further development with the laying of synthetic grass in the newly acquired rear playground, and the resurfacing and painting of the front playground. In 2017, an additional shade cloth was installed to increase the shaded area for the students. In 2019, generous fundraising by the Parents and Friends Association resulted in a new, and much improved, adventure playground.

The enrolment of Catholic students has increased steadily in the past 4 years, with 95% of the 2019 Prep students being baptised Catholics. We are a vibrant and inclusive learning community, where collaboration and strong relationships are evident in all we do.

St Joseph's has a projected enrolment of 350 children (2020) from a wide variety of socio-economic and ethnic backgrounds, and student numbers have increased by 51% in the past 5 years. This is the **fastest growing** Catholic school in Melbourne Inner South.

A dynamic 'Parents and Friends' association drives many fundraisers to support the school throughout the year and parent helpers are welcomed throughout the school. Parental assistance with curriculum programs, e.g. Literacy classroom helpers, excursions, guest speakers and sports events, is welcomed and highly valued. Parents also run basketball, netball, karate and soccer classes before and after school. There are currently 23 basketball teams (220 children) from St Joseph's who represent 'The Joey Giants Club' in daily afternoon competitions.

The school continues to actively provide opportunities for students, families and staff to participate in Masses, Sacraments, liturgies and family faith nights. Our mission of Christian service continues to drive our strong involvement in a wide range of social justice initiatives that support our local and global communities, including Caritas Australia's Project Compassion, the St Vincent de Paul Winter Appeal and Christmas Appeal, and the Ryder-Cheshire Foundation in Klibur Domin, East Timor.

St Joseph's provides a rigorous and contemporary learning environment for students, based on the Victorian Curriculum, and the use of the Google platform for

ongoing collaboration enriches learning experiences. Our involvement in Tournament of the Minds, Maths Olympiad and STEM Club enhances our student motivation and engagement.

Classes are currently structured as 14 straight grades from Prep to Year 6. Classrooms are well equipped with interactive boards, iPads, Chromebooks and trolleys. In Years 2-6, students benefit from a '1:1 device' Chromebook program. Specialist teaching roles include Physical Education, Visual Art, Music and LOTE (Italian). Students in Years 3-6 participate in school camp, with the students in Year 6 taking part in our camp to Canberra. Our biennial school production and art show helps foster a strong sense of community and celebrates The Arts within our school.



New adventure playground, installed August 2019.

Principal's Report

2019 has been another incredibly productive and successful year at St Joseph's and we thank the highly dedicated and hard-working staff, who have a deep commitment to the school and its students. In 2019, we focused on building teacher capacity to improve classroom practice and, thereby, learning for all students. Staff set 'high impact' teaching goals and worked with expert teachers/curriculum leaders to strengthen their pedagogy to better target students' needs and differentiate learning. We believe that we made excellent progress towards achieving this, and will continue this work in 2020 by establishing a coaching framework across all terms and staff teams (inc. classroom, specialists and LSOs). In addition, three staff members have undertaken a coaching course to support with this implementation.

Another successful grant application in 2019 supported the ongoing professional development of all teaching staffing, with the pedagogy of mathematics and promotion of deep mathematical learning for all students. Our Teaching and Learning and Maths Leaders lead this program. Whilst our student data is very strong, we are looking to particularly enhance their capacity to problem solve and we will engage with leading experts in this mathematical area in 2020.

In our second year of NCCD, led by the Learning Diversity Leader, the staff continued to refine their learning and understanding in this area, and further sharpen our intervention framework to better target students' needs and differentiate learning at St. Joseph's. The school has now fully implemented the NCCD guidelines and we believe we are in much stronger position when this process is enacted again in 2020.

Our students enjoyed numerous successes and were provided with many opportunities to show initiative, creativity and leadership. We delivered the outstanding production of 'Madagascar – A Musical Adventure JR', 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 approximately 800. Our successful student led (SRC) initiative, Harmony Day, continues to thrive raising key funds for the Ryder-Cheshire Foundation in Klibur Domin, East Timor.

We had successful teams represent the school for Maths Olympiad (*4 children in the Top 2%, 9 in Top 10% and 8 in Top 25% in Australia and New Zealand*), and St Joseph's was zone champions in Athletics, Cross Country, Football and Basketball. For the third consecutive year, St Joseph's entered 8 teams in the Melbourne Kokoda Challenge, taking out coveted the 'Jack Kanga' trophy.

The P&F raised in excess of \$50,000, with all proceeds directed to the installation of a new \$90,000 adventure playground and rubber surface. Our vibrant and active

parent community (P&F) worked tirelessly, holding a variety of successful social and fundraising events, notably the Trivia Night (\$35,000). Other events and fundraising initiatives included cake stalls, sausage sizzles, Mother's Day morning tea and Father's Day breakfast (98% attendance), Grandparent's Day (600+) 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.

We thank our highly committed Parish Education Board who collaborated on many important initiatives in 2019, most significantly the implementation of sub-committees to promote and support key aspects across our community. 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 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 2019 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

School Education Board Report

St Joseph's Parish Education 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 are to:

- Provide a forum for discussion of issues, which affect the spiritual, educational, administrative and community life of the school.
- 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.
- Consult with the Parents and Friends Association and school management in respect of fundraising objectives and priorities.
- Set 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
- Assisted with submission for capital works project proposed in late 2020.
- Participation in the formation of a new communication strategy.
- Development of student and staff security measures e.g. door security.
- Augmentation of the schools physical infrastructure.
- Developing plans and compliance measures around health & safety.
- Branding and marketing strategies to secure the schools ongoing profile.
- Development and execution of school maintenance regimes.
- Commenced with the development of school community skills register.

Education in Faith

Goals & Intended Outcomes

Goal:

- To encourage all members of our school community to collaborate in enhancing the Catholic Identity of St Joseph's.

Intended Outcomes:

- That the level of importance placed on prayer, sacrament and liturgy is improved.
- That student engagement in Religious Education learning is improved.
- That understanding of, and involvement in, social justice activities will be enhanced.

Achievements

Throughout 2019, our goal centered on increasing the importance of our Catholic Identity, with intended outcomes focused on developing the sacramental and prayer life of the school, teaching and learning in Religious Education and enhancing social justice understanding.

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 Religious Education across the school, as well as identifying learning priorities by moderating students' work.

Throughout the year, the emphasis in Education in Faith continued in order 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 throughout the year, in addition to individual year levels attending mass on a Wednesday or Friday. In 2019, 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 support the Ryder-Cheshire Foundation and their work in Klibur Domin, East Timor, in consultation with Father Ted Burns. In 2019, the SRC held their 6th annual 'Harmony Day' fair, where all students organised and ran their own fundraising stalls, where they raised \$2,055 for Klibur Domin.

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 challenge and empower students to grow as passionate and successful learners in a rigorous and contemporary environment.

Intended Outcomes:

- That student performance in literacy and numeracy will be enhanced.
- That teacher capacity to analyse data to drive student learning is enhanced.

Achievements

Following our successful 2018 School Review with Jim Delaney, 2019 saw the introduction of a new School Improvement Plan. This guiding document contains our ambitious Teaching and Learning goal for the next four years - *to challenge and empower students to grow as passionate and successful learners in a rigorous and contemporary environment.*

Throughout 2019, staff continued to work towards creating a rigorous and contemporary learning environment for our students. Strategic choice of professional development certainly assisted with this. Jo Pringle, a Math consultant with CEM, provided ongoing professional learning sessions that focused on incorporating the Capabilities and strategic questioning in mathematics lessons. The Numeracy leaders conducted onsite professional development that was dedicated to planning mathematics units of work and incorporating problem solving. In 2019, all Prep – Year 2 teachers used the Learning Framework in Number to plan and teach mathematics. This rigorous framework provides a coherent overview of instruction in whole number arithmetic.

Literacy continued to be a priority in 2019 and the Spelling Mastery Program was introduced in Years 3 and 4. This program supports the explicit teaching of phonics that is used in the Prep – Year 2 classes. Lyn Stone, from Lifelong Literacy, conducted a full day session on evidence based reading and spelling to assist us as we develop rigorous teaching and assessment practices in literacy. Teachers in Years 3-6 attended professional learning on Writing, with a focus on moderating writing samples.

A rigorous Assessment Schedule was implemented throughout 2019, which carefully allocated key assessment tasks throughout the year. Online ACER Testing is a cornerstone of our schedule and is supported by additional assessment tasks including Essential Assessment in Mathematics, Learning Framework in Number and

Peter Westwood One Minute Tests. Literacy and Mathematics leaders conducted PLTs where they guided the staff in analysing the data and plan follow up learning experiences.

Teachers have continued to implement 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 2019, teachers participated in coaching sessions where they received feedback on their practice.

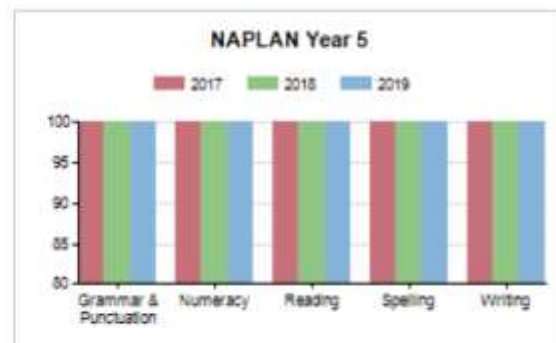
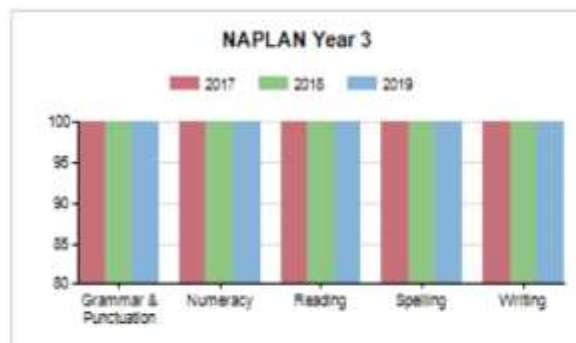
2019 saw the school engage the services of Helen Christensen, the Aboriginal and Torres Strait Islander Education Officer (CEM), to address Aboriginal and Torres Strait Islander histories and cultures. Members of staff met with Helen to plan how to incorporate Aboriginal and Torres Strait Islander histories and cultures in our termly Units of Work and Religious Education Units. Helen Christenson also presented at a staff meeting - the first phase of this initiative, which will be followed up in 2020.

We continued to invest in new ways to engage our learners through the use of technology. The eLearning leader played a critical role in providing professional learning and support to ensure that we incorporated digital technologies across all areas of the curriculum, and provided a contemporary learning environment. To further support this we pursued a 1:1 Chromebook program in Years 2-6. In 2019, 'STEM Club' was offered once a week to students, and engaging sessions were devised to educate and inspire students in all aspects of STEM - Science, Technology, Engineering and Maths. The purchase and use of 'Spheros' and 'Decodable Drones' was a highlight of the STEM Club this year.

In Term 3, students led 'Open Book' sessions where they shared their learning goals and supporting pieces of work with their parents. Our Prep and Year 1 students held 'Open Classroom' sessions. At these sessions students shared their learning goals, and activities undertaken to meet these goals, with their parents.

Student engagement levels at St. Joseph's are high. Our students had the opportunity to participate in challenges across all areas of school life and they relished these opportunities. We had teams participate in the highly popular Maths Olympiad, with 4 children in the Top 2%, 9 in Top 10% and 8 in Top 25% in Australia and New Zealand.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 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 Wellbeing

Goals & Intended Outcomes

Goal:

- To enhance the social, emotional and spiritual wellbeing of all students, who are empowered and committed to making a difference in the world.

Intended Outcomes:

- That the personal and social capabilities of students will be enhanced.

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. Staff found the use of mindfulness to be an effective tool for settling and focusing students at the beginning of learning sessions or during transitions between lessons. Mindfulness is timetabled to take place three times per week in every class.

In 2019, careful consideration was given to the adoption of programs that enhanced the teaching of the Personal and Social Capability from the Victorian Curriculum. As such, an explicit scope and sequence was utilized to address the domains of the Berry Street Education Model. 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. To further address the professional learning needs of our staff, 4 members of staff accessed the professional learning from Berry Street Education and we look to access this again in 2020.

The staff conference in March provided a wonderful opportunity for us to hear an experienced psychologist, Dr Natalie Flatt, on emotional intelligence and growth mindset. We used our learning in the session to reflect on our practices at St. Joseph's and aligned these with our work from the Berry Street Education Model. Staff who had previously participated in professional learning from Berry Street Education coached the whole staff group on 'Domain 2: Relationships', to further strengthen strong relationships through specialised classroom management techniques.

The School Review in 2018 identified the importance of supporting staff in developing shared understandings on assessing the skills, knowledge and dispositions that underpin Personal and Social Capabilities. As a result, in 2019, termly P-6 moderation tasks which aligned with the Berry Street Education Model, were introduced to provide staff with opportunities to collaboratively assess student learning against the Victorian Curriculum achievement standards.

2019 also saw St Joseph's engage the services of Georgina Manning, registered counsellor and psychotherapist, on how to support parents of children with anxiety. Georgina ran a parent information evening which covered a range of issues, including the foundations that help prevent anxiety, how to recognise the signs of anxiety and how anxiety affects children in different ways. More than 150 parents and several staff members attended this successful evening.

Throughout the year, we reflected upon our behaviour management processes and protocols. Staff revised the '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 this sphere.

In 2019, many extra-curricular programs were offered to increase and enhance student engagement. In addition to our biennale school production, 'Madagascar – A Musical Adventure JR', the school offered opportunities for basketball, tennis, singing lessons, Maths Olympiad, music tuition, netball. These were well received and, in some cases, oversubscribed throughout the year. We also offer 'STEM Club'. Run by our eLearning leader at lunchtimes, this incredibly popular program 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 continuously 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 Council. Meetings are held regularly, with the School Captains and Social Justice leaders in attendance. In these meetings, students share news and ideas from their classrooms and work to develop student initiatives in the school.

All Year 6 students are allocated a specific leadership role and are encouraged to lead initiatives across the school, such as the Environment Leaders working in the garden, the ICT Leaders supporting the running of STEM Club and the Sports Leaders organising the School Athletics Day. Students are given opportunities to

make decisions and organise events related to their area of leadership. A review of the Year 6 Leadership Model was conducted in Term 4 and a new model proposed for 2020, allowing the Year 6s to participate in several leadership initiatives across various spheres. The new model promotes student voice, whereby students can promote their own leadership initiatives. It was well received by our Year 5 students and wider community, and we look forward to its implementation in 2020.

In 2019, 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.

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.
- Personal Safety curriculum for students.

STUDENT SATISFACTION

The following results relate to online surveys conducted by Catholic Education Melbourne in August 2019. The CEMSIS (Catholic Education Melbourne School Improvement Survey) results provide information about the culture in the school based on student opinion.

CEMSIS STUDENT SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=130)	CEM average PRI school comparison % positive (n=29,768)
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	84%	78%
2. School engagement	How attentive and invested students are in school.	70%	59%
3. School climate	Perceptions of the social and learning climate of the school.	80%	65%
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	82%	73%
5. School belonging	How much students feel they are valued members of the community.	81%	75%
6. Learning disposition	Students' mindset about themselves as learners.	85%	78%
7. Student safety	Perceptions of student physical and psychological safety while at school.	64%	55%
8. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	66%	60%
9. Catholic identity	Student perceptions about the Catholic identity of the school.	62%	62%

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.3
Y02	92.9
Y03	94.6
Y04	93.2
Y05	93.4
Y06	92.2
Overall average attendance	93.4

Non-attendance: 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.

Child Safe Standards

Goals and Intended Outcomes

Child Safety has been, and continues to be, a priority at St Joseph's. We take pride in our commitment to creating a child safe school and were quick to enact the 7 standards in 2016. Staff meet regularly to update policies and processes associated with Child Safety Standards and child safety is a regular feature in staff bulletins, class and school newsletters, and staff meetings. Our ongoing commitment to Standard 7, 'Empowerment of Children', is visible in our social and emotional learning curriculum. The strategic inclusion of the Daniel Morcombe Personal Safety curriculum and Berry Street Education Model is a testament to this.

2019 provided a wonderful opportunity for us to revisit the Child Safe Standards and school-based policies. 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, as you can see from the tables below, child safety is a high priority at St Joseph's.

Achievements

Child Safe Standard	Evidence of Policies and Actions
<p>Child Safe Standard 1: Organisational Culture of Child Safety</p> <p><i>Strategies to embed an organisational culture of child safety, including thorough effective leadership arrangements</i></p>	<ul style="list-style-type: none"> • St Joseph's Child Safety Policy containing strategies and statement of commitment to child safe practices and standards. • Child safety officer appointed. • Child Safe policy and all associated policies have been worked on with staff and each member of staff given access to an electronic copy for signing. • Child Safe policy, and all associated policies, have been signed off by the Parish Priest and school board. • Child Safe policy, and associated policies, published on the website. • Each family presented with a copy of the Child Safe Policy. • Child Safe Code of Conduct

	<ul style="list-style-type: none"> • Child Safety Slides shown at Parent Information Evening.
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Child Safe Standard	Evidence of Policies and Actions
Child Safe Standard 2: A child safety policy or statement of commitment	<ul style="list-style-type: none"> • Child Safe Policy - containing commitment statement • Staff professional development regarding this policy, to ensure understanding of strategies and procedures related to child safety • Annual review of policy, or when required by changes in legislation • Annual completion of online DET Mandatory Reporting unit and associated modules (e.g. Reportable Conduct) • Regular professional development regarding Child Safety • Inclusion of Child Safety teaching activities in SEL Curriculum- including, but not limited to, The Daniel Morcombe Personal Safety Curriculum • Parent and Guardian Code of Conduct/Safeguarding Children Code of Conduct updated and distributed annually

Child Safe Standard	Evidence of Policies and Actions
Child Safe Standard 3: Code of Conduct <i>A code of conduct that establishes clear expectations for appropriate behaviour with children</i>	<ul style="list-style-type: none"> • Code of Conduct Policy (School Board endorsed) • Publication of Code of Conduct on the website and in the school newsletter • Code revised annually, or in line with changes in legislation • Copy of the Code of Conduct

	<p>kept at the front office, with visitors asked to read through before signing in with PassTab</p> <ul style="list-style-type: none"> • Code of Conduct included in the Staff Induction Policy and Staff Handbook
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Child Safe Standard	Evidence of Policies and Actions
<p>Child Safe Standard 4: Human Resource Practices</p> <p><i>Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel</i></p>	<ul style="list-style-type: none"> • Copies collected and checked of the following documentation: Working with Children Check, VIT Registration • Role descriptions for all types of employment in the school include duties and responsibilities regarding child safety • Annual completing of the Victorian Department of Education and Training Child Safe modules and associated professional development by all staff at the school

Child Safe Standard	Evidence of Policies and Actions
<p>Child Safe Standard 5: Responding to and reporting suspected child abuse</p> <p><i>Processes for responding to and reporting suspected child abuse</i></p>	<ul style="list-style-type: none"> • Child Safe Reporting and Protection Obligations Policy, which outlines all procedures for reporting and responding to suspected child abuse • Personal safety components within the curriculum to ensure students know when, and who, to speak to if they feel unsafe or have a concern • Policies and procedures embedded in the induction process for new staff • Mandatory Reporting online module

Child Safe Standard	Evidence of Policies and Actions
<p>Child Safe Standard 6: Reducing or removing risks of child abuse</p> <p><i>Strategies to identify and reduce or remove risks of child abuse</i></p>	<ul style="list-style-type: none"> • Risk management strategies and protocols developed and shared with staff – encompassing all possible school environments, both on and off campus, including virtual environments • Checklist for risk management • Software used for monitoring of student use of the internet; including, but not limited to, Hapara and other safety checks put in place by IT contractors • Annual curriculum focus on personal safety for students

Child Safe Standard	Evidence of Policies and Actions
<p>Child Safe Standard 7: Empowerment of Children</p> <p><i>Strategies to promote the participation and empowerment of children</i></p>	<ul style="list-style-type: none"> • Student Representative Council • Child Safety Curriculum • Social and emotional learning curriculum that includes Daniel Morcombe Curriculum, Berry Street, Circle Time, 'Sex Ed 4 Schools' • Staff communication about student wellbeing and safety communicated via email with attached photos • Class Mottos written collaboratively with students • Staff Code of Conduct • Year 6 Student leadership Program • Appropriate professional development for staff in the area of child safety and personal safety curriculum (including, but not limited to, the Daniel Morcombe Personal Safety Curriculum)

Leadership & Management

Goals & Intended Outcomes

Goal:

- To articulate and enact an inspiring vision that creates and sustains a culture of learning, which enables all to flourish and achieve their potential.

Intended Outcomes:

- That a shared vision is evident at St Joseph's.
- That staff learning and engagement is enhanced.

Achievements

Strong and supportive school leadership, with a continued focus on school improvement, has enabled the Leadership and Management Sphere to continue to flourish. The 3 Leadership Teams (Leadership and Management, Teaching and Learning and Student Wellbeing) continued to meet regularly to enact a shared vision and create a culture of learning, aligned with our School Improvement Plan and Annual Action Plan.

The termly review of the Annual Action plan enables the implementation of our shared vision. Members of the leadership team present formal reports on actions undertaken that align with the goals, intended outcomes and targets of their particular School Improvement Sphere. The ongoing monitoring of our Annual Action Plan has ensured a strong focus on school improvement. Meeting agendas for the upcoming term are set during this time and align with the Annual Action Plan and School Improvement Plan.

Other leadership opportunities exist for staff, with the mentoring of new staff members, the implementation of curriculum initiatives and targeted professional development. The Annual Review Meetings also provide opportunities for staff to outline career goals, and develop strategies to enhance their professional learning journey and leadership capacity.

Opportunities continue to be provided for staff to participate in structured professional learning to enhance staff learning and engagement, leadership capacity, classroom practice and student outcomes. Such opportunities in 2019 include Monash University Coaching, Berry Street Education Model, Writing (VCOP – Vocabulary, Connectives, Openers, Punctuation), Multi-Sensory Language, Spelling and Explicit Instruction.

The 2019 staff retreat provided a welcome opportunity to spend sustained time on professional development (student wellbeing), data analysis, and developing practices that align with our shared vision, such as the High Impact Teaching Strategies.

The following is a summary of the initiatives and gains in Leadership and Management in 2019:

- Induction of new staff (3 x classroom teachers, including 1 graduate from ACU National University).
- New/additional Positions of Leadership:
 - New Junior School Leader.
 - New Middle School Leader.
 - Introduction of Senior Literacy Leader.
- Goals and targets were set in consultation with all staff and strategic plan established for implementation in 2019.
- 3 x staff members (Deputy Principal, Year 3-6 Math Leader, Literacy Leader) attended Monash University Coaching professional learning over 3 days.
- Coaching cycle completed, with goals aligned to the High Impact Teaching Strategies.
- 4 x staff members attended Berry Street Education Model professional learning.
- School Leadership attended CEMSIS professional learning day prior to the survey being administered.
- New student leadership structure communicated to Year 5 students and families in preparation for 2020.
- 3 x staff presented their VIT Portfolio for full registration.
- Introduction of the Acknowledgement of Country at School Assemblies.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	91.9%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	89.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	32.0%
Graduate	20.0%
Graduate Certificate	4.0%
Bachelor Degree	68.0%
Advanced Diploma	16.0%
No Qualifications Listed	12.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	19.0
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	12.5
Indigenous Teaching Staff (Headcount)	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

All staff at St Joseph's participated in Professional Learning Activities in 2019. The average expenditure per teacher on professional learning in 2019 was approximately \$1,800.

In total 14 classrooms consisting of: 14 fulltime classroom teachers, 1 job share placement and 4 specialist teachers.

Non classroom staff: Principal, 2 x Deputy, Learning Diversity Leader, Reading & Spelling Intervention, 2 x Admin Officers and 6 x Learning Support Officers

Professional Learning 2019:

Berry Street – Trauma Informed Practice	Mandatory Reporting
Writing (VCOP)	Anaphylaxis training
nForma Parent Portal	MSL Spelling
Enhancing Catholic Identity	LFIN – Learning Framework in Number
Monash University Coaching	St John's First Aid Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

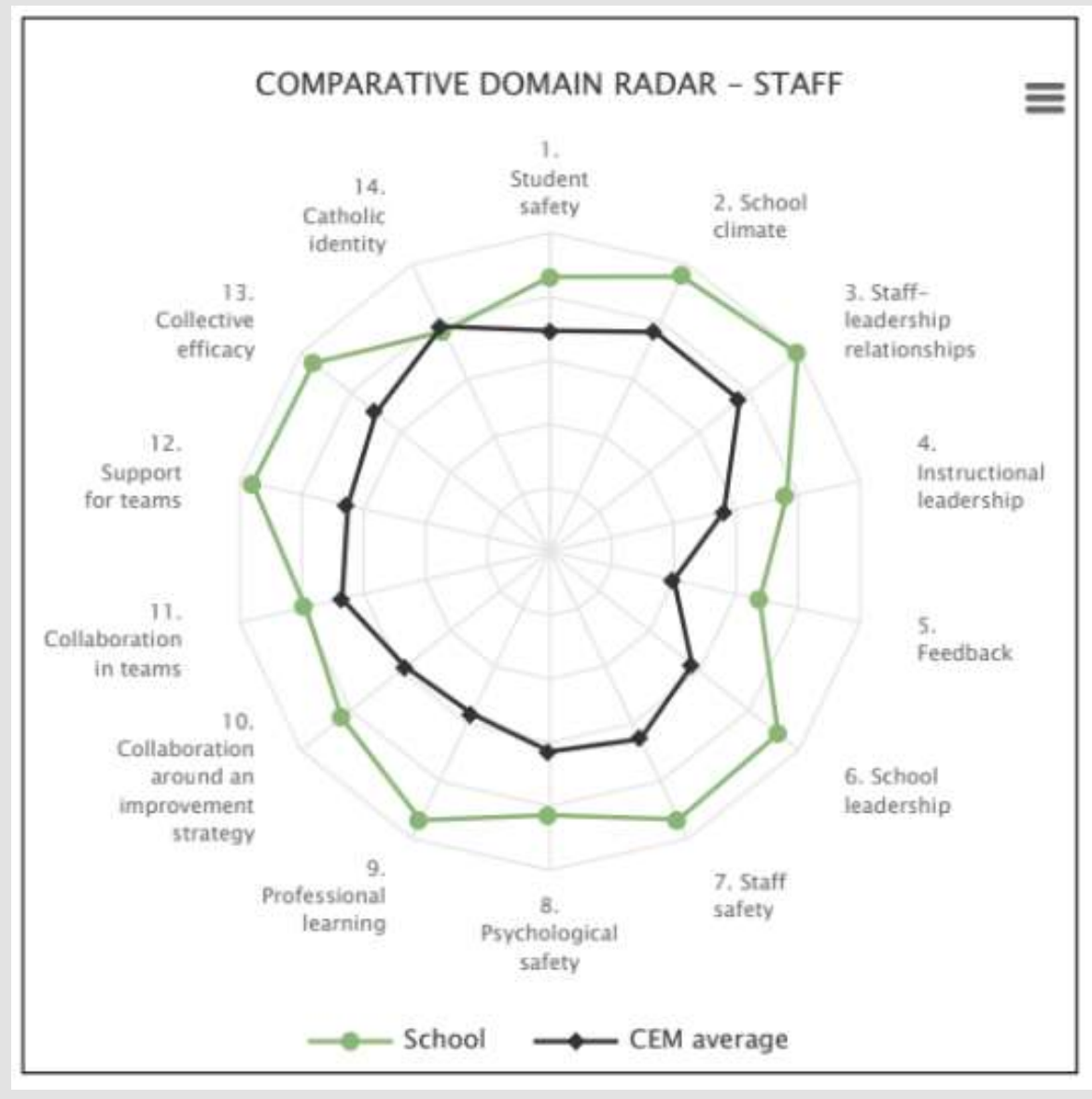
36 teaching and non-teaching staff

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,800

TEACHER SATISFACTION

The following results relate to online surveys conducted by Catholic Education Melbourne in August 2019. The CEMSIS (Catholic Education Melbourne School Improvement Survey) results provide information about the culture in the school based on staff opinion.



School Community

Goals & Intended Outcomes

Goal:

- To enhance partnerships between school, parish, local and global communities based on a strong sense of social justice, which promotes opportunity for all.

Intended Outcomes:

- That student, parent and staff engagement in local and global initiatives is increased.

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 has steered the school in a positive direction. A number of events were held in 2019, which raised significant funds that were put back into the school community. Such events included St. Joseph's Art Auction/Trivia Night and the much-anticipated School Production, both biennial events enjoyed by all in the school community. 2019 also saw the installation of a new and improved adventure playground, with thanks to the generous fundraising of the 2018 P&F committee.

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 Melbourne Kokoda Challenge, a yearly community fundraising event. Many parents could also be seen participating in weekly morning cross-country trainings in Term 2, 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 the Prep Literacy and Numeracy information night, facilitated by the Junior School teachers, Math and Literacy Leaders. Other indicators of support offered by the parent community include participation in regular working bees and sharing of expertise through guest speaking.

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 the student-led Harmony Day.

The School Education 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, 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. The St. Joseph's School Choir, performing as Christmas Minstrels, also visited a number of local aged care facilities in December.

An inclusive, connected school community relies heavily on open and regular communication, celebrating the school and its students' achievements. Our teachers send out weekly email updates to their parent group, to streamline communication and prepare parents for the week ahead. 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 Catholic Education Melbourne in August 2019. The CEMSIS (Catholic Education Melbourne School Improvement Survey) results provide information about the culture in the school based on parent opinion.

CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=22)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	79%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	96%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	93%	79%
4. School climate	Families' perceptions of the social and learning climate of the school.	97%	86%
5. Student safety	Perceptions of student physical and psychological safety while at school.	87%	73%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	90%	72%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	74%	70%

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