

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Joseph's Primary School Wonthaggi

2019

REGISTERED SCHOOL NUMBER: 0950



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Contact Details

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Minimum Standards Attestation

I, Joanne Coldebella, attest that St Joseph's Primary School Wonthaggi, 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.

22.4 2020

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

We continue to prioritise the creation of educational opportunities for every student, to nurture them, and allow them to encounter God and to develop a knowledge of the Catholic faith and tradition. We invest in leadership and support for school communities, to promote expert learning and teaching practices. We collaborate with and involve each member of our school communities in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

We aspire to see our students thrive in the world; to be confident, competent and connected. I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision and Mission



Every Child, Every Day,
Learning and Achieving in
a Faith-Filled Environment



Our school's mission is to nurture independent, motivated, purposeful and lifelong learners through a warm, caring, secure and challenging environment directed to the development of the child in all areas of social responsibility and intellectual learning.



School Overview

St Joseph's has an enrolment of approximately 275 students who are offered a challenging and comprehensive curriculum in a welcoming open classroom environment, supported by a vibrant and dedicated staff.

We consider each child to be a special member of our school community and we value each child for their own individual qualities. We support each child's social, emotional and intellectual growth in a caring yet stimulating environment.

We pride ourselves on the warmth, welcome and community spirit that exists at our school and we aspire to educate our students to live out the gospel values of truth, faith, hope, trust and love.

One of the most exciting features of our school is our open rooms. Each level across the school has an open room structure where dividing walls and closed doors are a thing of the past. Instead we have dynamic learning areas where children can move fluidly between teaching areas and the floor plan of the room is flexible and responsive to the needs of the learners.

Teachers, children, support staff and special guests are able to move freely through these spaces and access the curriculum in an open yet structured manner which appeals to the individual needs of each child.

At St Joseph's, we understand the importance of the social and emotional growth of every one of our students as well as their academic needs. As a result we have a range of student well-being programs which reflect and address these needs. We base our relationships with each other on the Gospel values of justice, inclusion, reconciliation and respect.

We provide an inclusive educational environment where every child feels important, where achievements are celebrated and problems are shared. Children have the added security of learning in an open environment where there are many teachers and support staff whom they can approach for assistance. We have created learning environments where differences are accepted, valued and celebrated.

We assist children to develop self-discipline and healthy social skills by implementing a range of self-awareness programs in the classroom, by providing lunchtime clubs and activities, and by encouraging active play in the playground. We use a common language across the school when discussing behaviour expectations with which the children are very familiar.

Principal's Report

The following report is a summary of the many developments that have been undertaken during the 2019 year and it is presented to the community as a way of both informing and educating about the work that happens at the school.

At St Joseph's School we believe that the student is at the heart of all learning and teaching and that the promotion of their wellbeing is necessary to achieve success. All programs aim to create a strong culture of wellbeing within the classroom and across the school to maximise learning and teaching.

The belief that relationships are central to the effectiveness of a Catholic School underpins what we do and who we are at St Joseph's. We work hard to strengthen relationships between staff, parents and students within our school community, with our Parish and the broader community.

We believe effective schools have high levels of parental and community engagement and that this engagement is strongly related to improved student learning, attendance and behaviour. Therefore family members are always valued at St Joseph's and are encouraged to play an integral role in their children's education.

St Joseph's always aims to be a welcoming school. The spirit of the school is warm and inviting. We strive to foster the Catholic Faith and celebrate the Catholic traditions regularly as we encourage all in our community to live the values of the Gospel.

A culture of high expectations continues to permeate the school and the staff operate as a collaborative and increasingly dynamic community of learners with a shared commitment to improving student outcomes and to ensuring that teaching reflects best practice.

At St Joseph's we strive for the implementation of a curriculum that is student centred and personalised using a variety of contemporary learning and teaching approaches. We are embracing the challenges that are obvious in the ever-changing curriculum demands that seem to emerge. The Victorian Curriculum and ongoing change and improvement in approaches to learning and teaching can only serve to continue to improve the outcomes of students.

Our work in journeying together, as a learning community, places us in a good position to continue to move forward in embracing the challenges of the future with excitement and enthusiasm.

We remain very confident that St Joseph's will continue to be a place of great learning, ready to meet the changing needs of our students and the families that are our community.

I hope the 2019 annual report provides a snapshot of life at St Joseph's and gives you a sense of the dynamic and supportive culture that characterises our community.

Yours in Catholic Education

Joanne Coldebella

Catholic Identity and Religious Education

Goals & Intended Outcomes

- To enrich the faith experience of the school community.
- To strengthen learning and teaching in Religious Education.
- Teachers' knowledge of Scripture is translated into opportunities for effective student learning.
- A shared understanding and practice of meaningful prayer with staff and students.

Achievements

- Through access to ongoing professional development and support, the Religious Education Inquiry units were further developed and improved by staff. Effective ways to teach Religious Education through the inquiry process was explored, ensuring that Religious Education was prioritised and clearly evident within our curriculum framework and thus making connections between faith and life.
- Staff professional development and level planning continued to allow staff to work collaboratively and encouraged professional dialogue.
- A number of Staff accessed the Accreditation to Teach Religious Education course provided by the Catholic Education Office.
- Social justice awareness was strongly promoted and the staff, students and school community were provided many opportunities to act justly.
- There were opportunities for each year level to participate with the Parish at Masses throughout the year. Masses are planned with intentional links to the current Religious Education curriculum, feast days, or Inquiry focus. Students are actively involved in the Masses.

VALUE ADDED

- Celebration of 3 sacraments: Reconciliation (Yr2), Eucharist (Yr3), Confirmation (Yr6)
- Our students are involved in providing ongoing support for various agencies such as: - Project Compassion- Caritas (during LENT), - Food, toiletries and clothing drive (St Vincent de Paul Society), -Catholic Mission Week (during Mission month of October) and other local/national needs as they arise.
- Participation in prayer and liturgy is an integral part of the life of the school.
- Christian meditation practised in every class regularly.



Learning & Teaching

Goals & Intended Outcomes

- Student motivation, engagement and connection with learning is enhanced.
- Assessment is actively used by all teachers to impact learning decisions.
- To continue to build a professional learning community.
- That student learning outcomes will continue to improve.
- Contemporary learning tools are used.

Achievements

- The Diocesan Collective strategy continued to guide our Literacy and Mathematics improvement implementation plan. Opportunities were provided for collaborative professional development, to plan, review and explore progress to date, identify future directions and to make connections with the Learning and Teaching Network.
- The Victorian Curriculum was fully implemented.
- Literacy and numeracy continued to be a strong focus in Professional Learning Team meetings.
- Analysis and use of data to inform teaching was further refined.
- Assessment was actively used by all teachers to impact learning decisions.
- Differentiated teaching strategies to personalise learning for students were identified, explored and enacted.
- Professional learning opportunities were provided to develop teacher capacity linked with the learning progressions of the Victorian Curriculum.
- Student voice and choice was enhanced within the learning and teaching cycle through the use of:
 - learning intentions and success criteria,
 - learning conversations,
 - goal setting
- Collaborative curriculum planning in teams occurred weekly.
- Learning Leaders lead the team planning sessions.
- Three teachers utilised a Master of Clinical Teaching to improve teaching and learning across the school and build staff capacity.
- Student work and learning achievements were shared with parents via google apps, Seesaw and Facebook.

STUDENT LEARNING OUTCOMES

Both Year 3 and year 5 students' 2019 NAPLAN results show an improvement in Spelling which has been a whole school focus. Year 3 NAPLAN results demonstrate a slight decline in Numeracy, Reading and Writing while Year 5 results show improvement in Writing and maintain good results for Reading and Numeracy.



School Community & Student Wellbeing

Goals & Intended Outcomes

- To ensure that all students experience a positive sense of engagement in their learning, as well as a sense of belonging to the school and the wider community.
- To develop a school wide behaviour approach that develops a common understanding and protocol of rights and responsibilities of each child. These protocols would also assist students with challenging behaviour.

Achievements

- A Whole School Approach to Positive Behaviour was further developed and implemented through a planned, strategic approach. Team leaders were appointed to guide, assist and oversee the approach being adopted and embedded in our school culture. This framework is founded on a positive approach to whole school wellbeing and is designed to promote and maintain a safe and orderly learning environment for all students and staff.
- Teaching staff, as a collaborative group, completed Online Training on Understanding and Supporting Behaviour.
- The process around termly Program Support Group meetings, for students at risk, was refined. This included greater parent participation and up to date frameworks. Parents felt informed and involved in the setting of goals to support their child's learning and wellbeing.
- All staff completed Disability Standards for Education online training.
- Transition sessions were provided throughout terms three and four for Prep 2020 students.
- A speech pathologist worked onsite weekly to provide regular sessions for students requiring speech therapy. Access to the speech pathologist is seen as a valuable resource by the staff and school community.
- Termly behaviour audits indicated a decrease in instances of unfair behaviours within the school.
- Supervised inside play was provided for students who find negotiating the school playground challenging.

VALUE ADDED

- Our children were involved in many different events and activities such as inter-school sports, Busker's Corner, Gardening Club, Chess Club and enjoy having community guests talk to the classes.
- Excursions, camps and sleepovers, and incursions again featured in the program. The camp program continued to provide children with rich and diverse experiences that helped inform classroom activities and learning. There were many single day excursions and incursions. These 'out of classroom' experiences are vitally important for learning. These events are greatly appreciated by both parents and students and are often referred to as the high points of the year.

STUDENT SATISFACTION

Our survey results indicated that:

- The vast majority of students feel safe, positive, happy and energised about school.
- They believe that their teachers help them to learn and care about them.
- Students indicated that they feel confident in their ability to learn.
- Results also indicate that the students feel a strong connection to their peers.
- The majority value being part of a Catholic school and enjoy the opportunities, such as attending Mass and participating in prayer, which attending our school affords.
- Most enjoyed doing the survey with the questions in the survey interesting to them.

STUDENT ATTENDANCE

Teachers have the responsibility of marking the attendance roll in the morning and afternoon. Any absence needs to be recorded with a reason for this absence. The school adopted the policy of contacting families if there was a recorded absence without a reason. When students are absent without a reason given by a parent the family is contacted daily to see if there is a valid reason for child's absence; this contact can also ascertain if there is a wellbeing issue that needs to be addressed. For ongoing absences without a valid reason, a family meeting is required; this meeting is documented and support offered to the family to ensure students are at school.

PARENT SATISFACTION

- The overall results of the parent data for the Insight SRC survey indicate very positive responses.
- Parents see that the children look forward to attending school and have positive relationships with their peers.
- The school learning opportunities responses are healthy.
- Teacher morale and approachability is rated high in the parent survey.
- Parents believe that teachers are good at making learning interesting and enjoyable and that they are passionate about what they do.

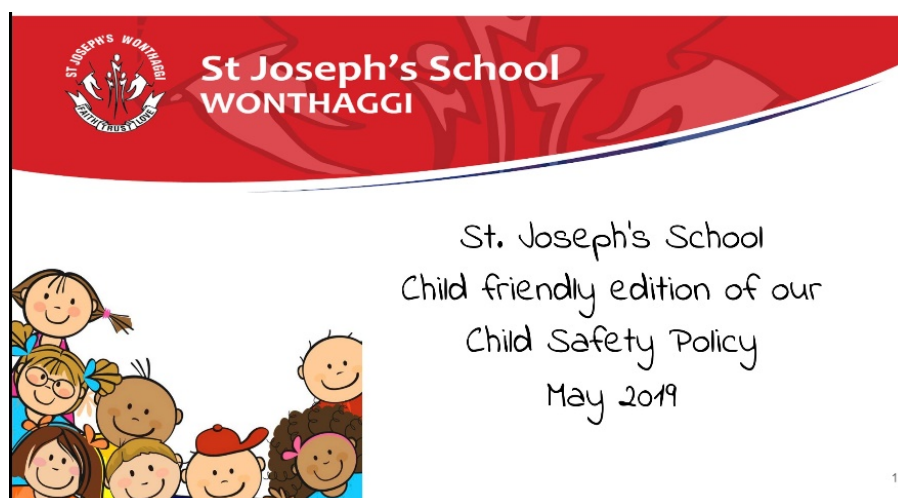
Child Safe Standards

Goals and Intended Outcomes

- To implement the Child Safe Standards and to bring about cultural change in the school community.
- To sustain our Child safety practices ensuring an organisational culture of Child Safety is everyone's responsibility.

Achievements

- A Child Safety Reference Group was established, met regularly and provided feedback, education, resources and support to staff.
- A Child friendly version of Child Safety policy was created with a high level of student input and shared with students and the school community.
- Child Safety was a regular item on staff meeting agendas.
- National Child Protection week was marked with various activities across the school including cross peer learning opportunities.
- All staff completed the Mandatory Reporting e-modules.
- The Child Safety Policy and Code of Conduct was reviewed.
- Child safety was included as part of induction for any new staff.
- Staff demonstrated commitment to wearing appropriate identification and lanyards.
- Admin Staff ensured volunteers, contractors and visitors held a Working with Children Check Card, signed in through the office and wore appropriate lanyards.
- Online management procedures to maintain records for appropriate documents including Working with Children Check and signed Code of Conduct were refined and enacted.
- Students were involved in prevention programs to assist student's connections and learning i.e. Life Education, Cyber Safety etc.
- A Child Safety section was included on the school website.
- All staff undertook Anaphylaxis training. Two staff members renewed their Anaphylaxis Management training.
- Epilepsy and Level 2 First Aid training was completed by all staff which included CPR training.
- A refresher course of Asthma training was undertaken by all staff.



Leadership

Goals & Intended Outcomes

- That appropriate levels of distributed leadership is evident in school operations.
- That middle level instructional leadership is strengthened.
- That a vibrant pedagogical culture where staff continuously reflect on their practice and look to improve their performance is fostered.
- The facilities and assets of the school support contemporary learning.
- Increased mobile digital devices in classrooms.

Achievements

- Leadership promoted a professional and contemporary learning culture that aligned resources to support student learning.
- We continued to build a shared vision of leadership and professional responsibility at all levels.
- Expectations and requirements were made clear in the staff handbook and through the induction process.
- Three middle leaders utilised a Masters of Clinical Teaching degree.
- All staff and students accessed a greater number of devices in the classroom to assist with personalised learning.
- Consultation occurred with members of the community to develop designs for classroom refurbishments to assist with increased enrolments.
- The School Advisory Committee met regularly and provided support and feedback to school leadership staff.
- Professional Learning Teams ensured that learning and teaching was focused on improving student outcomes.
- Professional Learning opportunities were provided for staff which enabled them to build leadership skills, knowledge and capacity, particularly in the Victorian Curriculum.
- Principal and staff holding Positions of Leadership were involved in Learning and Teaching Network days to build their knowledge and capacity.
- Staff meetings and Professional Learning Team meetings were conducted in curriculum areas in which reflection and evaluation of pedagogy and curriculum knowledge has led to improved leadership skills within both the Instructional leaders and the staff in general.
- Staff were enabled to meet and plan as teams on a weekly basis, with support of a Learning Leader, to build teamwork and strengthen leadership skills.
- The Specialist Roster was designed in such a way as to enable back to back planning for all levels.
- Communication links between school and home were strengthened via GSUITE, Class emails, Website, Newsletters, Facebook and the SeeSaw App.

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

- Religious Education
- Fountas and Pinnell Intervention
- Digital Technologies Curriculum
- Principals Conferences
- OHS Management Workshops
- Understanding and Supporting behaviour OLT
- Language Disorder disabilities
- Learning and Teaching Network days
- Training on the Impact of Trauma
- Child Safety Standards
- Multi-Lit
- Writing evaluation
- Victorian Curriculum with a focus on English and Mathematics
- First Aid Level 2, Epilepsy, Asthma and CPR training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

20

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$495.25

TEACHER SATISFACTION

- Staff meetings as well as Professional Learning Team meetings, enabled staff to access professional reading, learn from colleagues and examine assessment data of student learning to assist in the development of teaching and learning programs.
- Staff indicated that they are personally enthusiastic and passionate about their work and can rely on their colleagues for support and assistance when needed
- Staff believe that there is good communication amongst staff and are happy with the decision-making processes that are used in our school.

Teaching staff expressed that they felt that the school had achieved a balance in challenging staff and still maintaining a compassionate and pastoral environment.

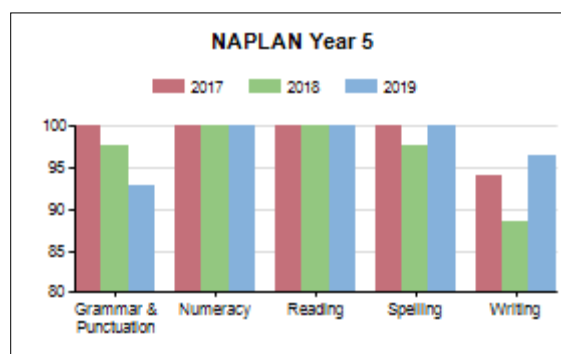
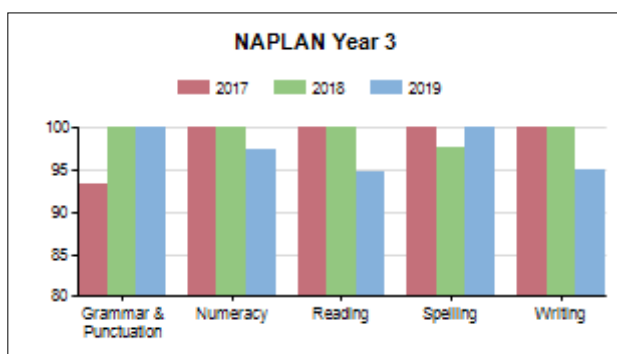
School Performance Data Summary

E4008

St Joseph's School, Wonthaggi

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	93.3	100.0	6.7	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	97.3	-2.7
YR 03 Reading	100.0	100.0	0.0	94.7	-5.3
YR 03 Spelling	100.0	97.6	-2.4	100.0	2.4
YR 03 Writing	100.0	100.0	0.0	94.9	-5.1
YR 05 Grammar & Punctuation	100.0	97.7	-2.3	92.9	-4.8
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	97.7	-2.3	100.0	2.3
YR 05 Writing	94.1	88.4	-5.7	96.4	8.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.4
Y02	89.5
Y03	90.2
Y04	92.1
Y05	92.2
Y06	89.4
Overall average attendance	90.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.2%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	26.3%
Graduate	10.5%
Graduate Certificate	0.0%
Bachelor Degree	52.6%
Advanced Diploma	15.8%
No Qualifications Listed	21.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	15.3
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	12.6
Indigenous Teaching Staff (Headcount)	1

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.