



# St Joseph's School Mernda

2020

Annual Report to the School Community



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## Contact Details

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## Minimum Standards Attestation

I, Marita Richardson, attest that St Joseph's School is compliant with:

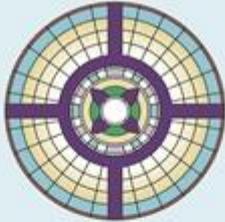
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 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.

08/04/2021

**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](http://www.acnc.gov.au)

# Our School Vision

St Joseph's Catholic Primary School values a Catholic environment of educational excellence that ignites the imagination, develops good citizenship and creates a lifelong search for knowledge.



INQUIRE    IGNITE    INSPIRE  
in God's presence



## School Overview

St. Joseph's is a co-educational Primary School situated in the northern outer suburbs of Melbourne, providing a Catholic education for children from Prep to Year Six. The school opened in February 2009, with an enrolment of 42 children and in 2020 currently has 363.

The school is committed to the faith development of all members of its community. St Joseph's provides rich learning programs and opportunities, with the long-term goal of empowering students to become lifelong learners. We encourage a shared responsibility to challenge learners and their families to reflect on their relationship with God and the Catholic tradition.

The design of St Joseph's is far removed from the conventional 'box-like' classrooms. Innovations in pedagogy and the physical environment have grown out of contemporary understandings about children and learning and from the school's strongly held belief that children have a right to the highest quality social and learning experiences. The learning environment provides a diverse and flexible environment where an inseparable relationship has been created between pedagogy and design. Students and staff welcome the friendliness and purposefulness of their Learning Village and treat it with care and respect.

Differentiating the curriculum based on evidence is vital to the success of each child. The provision of state of the art technological resources is integral to the school's belief in accessing information from a global perspective with the belief that these are tools for learning. Students recognize these are tools to assist in organization, timetabling, cooperative and collaborative learning. These tools are used for constant communication and collaboration with the principal, teachers and school community to share their work and learning and obtain constructive feedback for future learning both at school and from home to assist in the transformation of learning throughout the community.

At St Joseph's Primary School the staff believe that students learn through engagement in complex experiences in which they make relevant, purposeful connections. The pedagogical approach to learning and teaching embraces the philosophy of authentic learning that draws on a range of tools and strategies to develop thinking skills, collaboration, independence and ownership of learning. Each day is full of purpose, where cognitive engagement and connectedness to the real world are priorities which enables authentic learning for every member of the community.

The engaging and inclusive curriculum is designed to meet the needs and interests of all students. It focuses on developing students' depth of understanding of core concepts and interdisciplinary knowledge and skills needed to be adaptive, to transfer learning to new contexts and to prepare for learning throughout life. The school designs curriculum utilising the Victorian Curriculum, mandated for all Victorian Schools. This curriculum provides a coherent and comprehensive continuum of learning in which we construct inclusive learning plans, assess student's progress and report to parents.

We nurture an atmosphere of respect, honour, trust, justice, independence, creativity, resilience and virtue which are qualities and dispositions as taught and imparted in the Gospels' and demonstrated by our patron, St Joseph. It is an environment where every member is called by name, recognised for their achievements and appreciated for their contribution to the community of St Joseph's Catholic Primary School.

An Out of School Hours Program is offered on site in the Nazareth Centre. Before and After School Care programs are offered on both a permanent and casual basis. This program provides a needed service to our community in a welcoming, supervised and structured setting.

Our Leadership Team at St Joseph's has aimed to work collaboratively to promote a shared leadership model to empower staff to nurture a learning culture. In 2019 a School Improvement Plan was designed through our Review process. This aims to engage in reflection and dialogue that is distinctive to our Catholic school, honouring the learning entitlement of each learner.

Coming from our Review process, and in consultation with leadership, staff and our community, we designed three priorities for the next four years.

Priority one: That the school continues to embed the Catholic identity.

Priority two: Build the capacity of staff to lead evidence informed growth for students.

Priority three: Strengthen student and parent engagement in life at St Joseph's

## Principal's Report

We began our year of 2020 with the theme of "We are one, we are many: created in God's image." This symbolism was most poetic as 2020 unfolded. This year has been a year of uncertainty, from a deadly pandemic that is still with us, to a global movement for racial justice. Our country faced one of the most devastating bushfire seasons as it burned into the new year of 2020, burning a record of 47 million acres, killing 1 billion wildlife and displaced thousands of people with some losing their lives. On January 9<sup>th</sup> the World Health organisation announced a deadly virus had emerged known as COVID19. It was to change our thinking and our lifestyle. So, throughout this year we have experienced world shifting and major changing events. Throughout it all we have risen to the challenges and shown that we are one, a community of resilience and perseverance.

I am really proud to see the development of our community, and I am overwhelmed from the achievements and successes that everyone has created over this unique year. I would like to take this opportunity to sincerely thank Father Martin and Father Shymon for their continued support to our school community. In a year that was, Father Martin and Father Shymon continued to make us feel connected to our beliefs and faith. Throughout this year we have further cemented stronger partnerships and worked in the spirit of creating and designing new frontiers for our new parish of Mernda, Whittlesea, Doreen and Kinglake. Our parish, Christ the Light, was created out of a rich tradition of pioneering faith communities in this region. I would like to thank our sister schools of St. Paul the Apostle Doreen and St. Mary's Whittlesea for their continued support. Their constant presence in the school and support to all members of the school community is very much valued and appreciated. It is also evident in the many ways the parish school community come together as one when celebrating the sacraments, monthly family masses and significant seasons in the church's liturgical calendar.

There have been many developments during the COVID school year of 2020 with a continued focus on building relationships and improving student outcomes and agency through onsite and remote learning. The use of data and evidence to focus on learning, goal setting and feedback, engagement of parents as partners in learning has driven the work that we have achieved throughout 2020. Learning is celebrated at St. Joseph's. The data and evidence clearly shows that students are engaged, have ownership and have an agency in their learning.

Thank you to all our parents, our carers, our extended families, the parent bodies as the School Board and Parents and Friends who continually support our school in creating an essential partnership between home and school. Your continued support is greatly appreciated. I would also like to thank all the staff, who continually place the children at the centre of all that we do. I would especially like to thank our students, who surprise and delight us every day with their thirst for learning and the resilience and determination they bring to the school. They are inspirational as they enthusiastically join in our school life.

I look forward to working in partnership on your child's learning journey,

Marita Richardson

PRINCIPAL

## Education in Faith

### Goals & Intended Outcomes

Goal: To promote a re-contextualised and dialogical school

Intended Outcomes:

- That the school strengthens evidenced-based learning as a consistent whole school approach to learning and wellbeing that is clear in its non-negotiables, use of robust evidence and data analysis, expectations, monitoring and review to take the approach to a higher level of implementation
- That the school implements a systematic approach to staff observation and feedback and student's feedback on learning that will also contribute to building the professional learning culture of the school.
- That the school continues to enhance the Catholic identity of the school through a strategic strategy that develops faith knowledge as well as impacts on each person's spiritual and faith journey and their relationship with God.
- Develops explicit strategies that increase teacher, student and parent empowerment and participation in the life of the school.

### Achievements

St Joseph's Catholic School continues to work in close partnership, to continually enhance its Catholic Identity and deepen its faith journey, within the Catholic Parish of Christ Light. We work dialogically with the members of the other communities in our parish. St Paul the Apostle, St Mary's Whittlesea, the Kinglake Community and the Parish Pastoral Associate along with the Parish & Associate Priests, come together to plan, organise and sustain an ongoing sacramental faith journey. We continually engage in a dialogical setting as a Parish and School team to ensure faith and life find a meeting place.

The Nazareth Centre, which is the place of worship on Sundays and also for school liturgical celebrations, is a constant reminder of our Catholicity. As the numbers of worshippers in our community has increased we have outgrown our small St Joseph's Catholic Church. In order to accommodate the number of parishioners, attending masses, all weekend Masses and selected weekday masses are now celebrated in the Nazareth Centre. We continually display and revise icons, images, prayer tables and statues to enhance our stance as a Catholic School. Our foyer is both a shared entrance to the school and Nazareth Centre. We are seen as a parish community. This year has posed a challenge for our community to gather regularly to celebrate liturgical celebrations due to the Covid-19 pandemic. This has been an opportunity for our parish of Christ the Light to work and re-think creatively to keep our families and Parish community connected, during the imposed regulations of 'no gathering' for Liturgical celebrations. This has been achieved by offering mass and liturgical celebrations in an online forum through live streaming, pre-recording and reimagining how we offer these important events to our community. When the opportunity was presented to receive the Sacrament of Confirmation we were fortunate to have Father Martin confer the candidates; have a limited amount of family and live-stream it to the community.

We regularly use our St Joseph's prayer at morning INGOMA gatherings. Again, at different stages throughout this Covid-19 year, INGOMA was offered to our students and families in an online forum. When students were able to return to school and be onsite, Senior students were given an opportunity to plan, design and lead morning prayer. Support is given to those students to link prayer to contemporary issues of the day. We link the dispositions of our Patron Saint throughout our daily activities to inspire and support us on our lifelong faith journey.

Our Religious Education curriculum and Pedagogy of Encounter at St Joseph's Catholic Primary School is faithful to the mission, the traditions and Catholic Identity of our school. These values are centred on relationships within the learning community. This pedagogy is applied throughout a collaborative planning process where teachers enter into dialogue as learners themselves to attend to their own religious formation and professional development. Following this our aim is to create deep learning and powerful teaching to animate learners in Religious Education. Teachers design learning experiences for students and consider possibilities for learning in a dialogical and recontextualised way that will progress student learning outcomes in line with achievement standards. Provocations, fertile and rich questions are posed as well as tapping into student questions so as to identify where to next in their learning. The 2020 year witnessed a greater reliance on technological resources, and websites such as 'Understanding Faith' and to Know Worship and Love online student books.

Throughout the year, professional learning in Religious Education was addressed on-line. As staff were planning, preparing, resourcing and delivering Religious Education for the students, they were also engaged in facilitated and collaborative dialogue with the Learning and Teaching Leader to increase student learning outcomes. In 2020 the school leadership included a Learning and Teaching Leader in Religious Education and a Leader in Sacramentality and Stewardship. This was in response to strengthening, deepening and extending our Catholic Identity with a holistic approach to Religious Education. We worked towards authentically integrating faith, life and culture with prayer life and sacramentality as well as addressing the Religious Education curriculum.

Our dispositional curriculum states the particular dispositions of Respect, Creativity, Self-Managing, Resilience and Reflection. These dispositions are embedded into the Religious Education Curriculum and they are acknowledged and celebrated when used. The curriculum reflects what is valued and important by specifying the essential knowledge, skills, dispositions and behaviours in a designed Religious Education curriculum accessible to all students. It is a thinking curriculum which extends students to higher levels of knowledge, understanding and functioning and enables teachers to develop professionally, both individually and as a staff. Following on from professional development, more work has been established on 'breaking open' scripture. We planned to introduce the three worlds of the text into our Religious Learning design. The worlds are - behind the text, in front of the text and of the text. This strategy is an approach that recognises scripture as more than simply words on a page. It allows the learner to know something about where the text has come from, the meaning of the text in its original context and how the text is used and interpreted in today's world. This strategy will continue to be ongoing and is beginning to be adopted throughout the school.

We have continued to explore and embed the Renewal of the Religious Education Curriculum throughout our planning and designing of learning experiences. Deep thinking and learning have driven our robust and rigorous Religious Education curriculum. Religious Education is integrated throughout our school life and key learning areas and is based on the Horizons of Hope - Pedagogy of Encounter.

The 2020 Sacramental Program has been quite a challenge due to the Covid-19 pandemic, however through open lines of communication within our Parish of Christ the Light and a reimagined approach, we have continued to meet the needs of our growing demand of families with children wanting to receive the Sacraments. The Religious Education Leaders from the three Catholic Schools in the Parish along with the Parish staff, met regularly via online platforms to plan and design strategic approaches to cater for our students and their families in their Sacramental journey. While we continued to offer Registration, Information Sessions, Retreat Days and Family Formation Faith opportunities in a different format according to the restrictions and requirements placed upon us during the pandemic, Commitment and Presentation Sundays associated with the Sacraments of Eucharist, Confirmation and Reconciliation were invitational and responsibility for attendance was placed upon our families. Due to our density quotients this year and an inability to mix students and families from each setting i.e Nazareth Centre at Saint Joseph's, Anawim Centre at St Mary's and Saint Paul the Apostle at Doreen, all celebrations of the Sacraments were held at the respective setting. We are fortunate to continue to have the services of both Father Martin Ashe and our new associate priest, Father Jude Johnson to enrich our faith life in many various and relevant ways.

Each year we use a theme to connect our lives with our work. In 2020, it was "We are one, we are many!" This was a time to reflect upon the past, honour the present and plan for the future as a multicultural nation. At the start of the year we had time to engage with the theme through prayer and staff faith formation opportunities. We embraced this theme in 2020 as it also embodies our catholic traditions and catholic social teachings of justice, human dignity and hope for all. As we moved through the year we were invited to connect in a variety of different ways and draw upon the sense of community and resilience that St Joseph's thrives on.

During a non-Covid-19 year, classes are timetabled to lead our monthly Masses. Unfortunately these were unable to take place during 2020, however, links to our Parish Website where the live streaming of weekly mass and opportunity for engaging in online prayer were regularly sent out to our school community during remote learning as it was taking place. Therefore, due to Covid 19, adjustments were made to 2020 Ash Wednesday celebrations, so the students onsite were still able to engage in an Ash Wednesday prayer service and those students at home were presented with an online prayer service. Whole school celebrations, such as St Joseph's feast day, Opening School Year Mass and Stations of the Cross were severely affected during the Covid Year. When the students were able to engage in onsite learning throughout 2020, Social Justice Leaders and School leaders were continually given the chance to represent St. Joseph's School whenever the opportunity arose. Towards the end of the year when students were back onsite, our Social Justice and Stewardship Leaders led the school in engaging with Mission October and the Socktober Project.

Some of the ongoing opportunities for students to engage in prayer during INGOMA gatherings, which again, because of the Covid Year, needed to be created online were; Holy Week, Easter, Mother's Day, Father's Day, 'Feast of Fred', All Saints Feast Day.

In 2020, we continued with our School Choir and our choir leader, Raph Wong who is a member of Opera Australia and Victoria Opera. An opportunity was offered to all the community to join in with 'one voice' and contribute to the online STJ Blessing Project. This was a compilation of voices singing The Blessing Song which was then produced by Raph and sent out to the community.

The school newsletter has continued to be an effective way to connect to families and provide updated, comprehensive information about Religious Education, Sacramentality and Prayer. This has also been an opportunity to publish reflective prayers and readings connecting to the events of the time, particularly given the restrictions placed upon us during the Covid-19 pandemic.

St Joseph's is a school that enables all students, Catholics as well as other believers in our multi-faith community, to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story.

**VALUE ADDED**

2019 CEMISIS (Catholic Education Melbourne School Improvement Survey) tools contain questions grouped into the following domains:

Domain	School % Positive Endorsement	CEM Average School Comparison % Positive
Student	53%	62%
Family	100%	70%
Staff	87%	78%

- Education in Faith leaders attend Network meetings and Parish meetings
- Parish sacramental sessions in joint celebrations, including Faith nights and student reflection days
- Whole school community liturgical celebrations
- Days of action, awareness and fundraising
- Regular meetings with parish, parish schools, Education in Faith leaders and principals.

## Learning & Teaching

### Goals & Intended Outcomes

Goal: To build the capacity of staff to lead.

Intended Outcomes:

- That the organisational climate of St Josephs will be further improved
- That a consistent approach to evidence based learning be visible
- That evidence based learning is supported by robust data and levels of evidence, non-negotiables, strategic intervention and consistent monitoring and assessment to improve outcomes for students, wellbeing and safety
- That staff, student and parent empowerment and participation is strengthened
- That the learning spaces are utilised more effectively and embed the philosophy and purpose

### Achievements

During 2020 Learning and Teaching in our school transfigured immensely due to the impact of Covid19. Our teaching and support staff, as well as students and families, were flexible in their approaches to a new way of teaching and learning for the majority of our school. The use of Google Apps for Education was increased throughout remote learning and many lessons were conducted online through Google Meets. Google Classroom was used as a mode of communication and access to online materials. Students participated in daily 'Ingoma' online as well as Religious Education, English, Mathematics and Discovery Based Learning online lessons for small group targeted teaching and whole class focus lessons. In response to an identified need in our school community, a focus on wellbeing resulted in 'Feel Good Friday' which gave families the opportunity to engage in mindful, outdoor or family friendly activities set by the teachers.

St Joseph's staff continued to embed an Evidence Based Learning Structure and Framework with an emphasis on Literacy and Numeracy. This has continued to stimulate and engage our students' learning. Opportunities have also been given for teachers to engage in online professional development on how Evidence Based Learning strategies can support improved student learning outcomes. The General Capabilities, together with our dispositional curriculum, are continually embedded in our school culture.

The continued use of the dispositional characters has supported our students in an understanding of what learning is for them. A key feature of using a Dispositional Curriculum and the Learning Pit has been the development of the consistent use of language of learning. Staff and students alike have used the same language to describe the learning at St Joseph's. The Learning Pit has continued to have a huge impact on the students' self- efficacy and how they view themselves as learners.

As an Evidence Based Learning school, our focus has been to ensure data and evidence of student achievement drives our learning and teaching, making sure we encompass the broad range of abilities of all our students. The consistent use of Evidence Based Strategies such as Learning Intentions, Success Criteria and Feedback have enhanced the role of teachers as they have become evaluators of their own teaching and have supported students to monitor their learning progress. These learning opportunities have enabled engagement in a learning community where students have been able to experience success. Targeted and ongoing online professional learning has resulted in improved teacher efficacy in the use of these strategies. We had Helen Butler, an Educational Expert lead the staff and middle leaders in professional development. The focus was the use of data and evidence to inform teaching. We developed an understanding of formative and summative assessment and reviewed our Assessment Schedule.

Due to the unusual circumstances of the Covid year of 2020, we pivoted with our instructional teaching, as a response from feedback from the parents. A survey was created seeking parent/student feedback. As a school we analysed the results and implemented a rigorous robust online learning and teaching program. This was strategic and structured, aligning to the needs of the students and supporting the parents as support educators. We shifted from generating weekly programming to daily programming. Google Classroom was consistently used as the main form of communication and daily scheduling.

The Literacy Leader and the Numeracy Leader have worked as part of a Learning and Teaching team to lead the professional learning at St Joseph's. This has included the development of a shared understanding of what collaboration means at St Joseph's. We have reflected on our shared insights about collaboration and defined its meaning for St Joseph's. We have engaged in professional dialogue about our current knowledge and practices, particularly with assessment. The following definition has been developed:

At St Joseph's we believe that collaboration is about working together with a common vision. It is embedded in a culture of professional trust, respect, and teamwork within and across the school community. Collaboration promotes effective feedback, engagement and sharing of expertise. It is ongoing through professional dialogue and learning between all its members.

The role of the Literacy Leader has continued with a focus on Foundation - Year Six. She has continued to attend online professional development around classroom practice and disseminate this information to all staff members. The programs available for use at home included access to Wushka, Get Epic, Study Ladder, Kids News, ABC Education, Word Art, Flip Grid, and Inquisitive. Literacy Intervention continued during remote learning for students who had been identified as needing additional support with their literacy learning. A Reading Recovery- style program has supported the development of literacy skills for our most vulnerable students. Staff have also engaged in online learning using Levelled Literacy Intervention (LLI) to support the delivery of a personalised and differentiated curriculum.

The role of the Numeracy Leader has been to work alongside teaching staff in a collaborative, professional role. Their aim was to develop teacher capacity to both enable and extend students through targeted teaching at the Zone of Proximal Development to increase their capabilities as a learner and to improve learning outcomes. As part of the 2020 school year included remote

learning, there were professional learning opportunities given to teaching staff to develop student competence in using digital technology to enhance learning. The programs available for at home access during remote learning and which also benefited student learning on-site were Essential Assessment, Matific, SplashLearn and IXL Mathematics. Whole school and team planning sessions focussed on analysing and using data obtained from sources such as PAT Mathematics, pre and post assessments and Early Years Numeracy Interview data to inform teaching and identify student understanding, learning goals and growth. Teachers have been supported in their professional learning through Professional Learning Teams (PLTs), facilitated by the Learning and Teaching team, focussing on curriculum development, assessment and reporting and using digital technology to enhance student learning. These have provided an opportunity for capacity building and teacher efficacy in the learning and teaching of Mathematics.

Remote Learning presented the staff, students and families with challenges that seemed insurmountable however, these challenges were met with resilience, understanding, courage, and creativity. Staff designed and implemented a range of online applications to ensure the delivery of high quality, differentiated curriculum. This in turn created opportunities for skills and dispositions that our students had acquired and will continue to acquire and develop, are valuable life-skills.

#### STUDENT LEARNING OUTCOMES

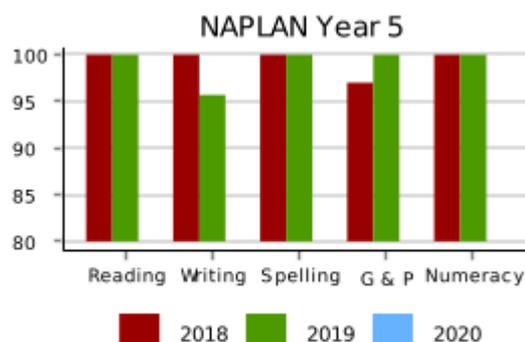
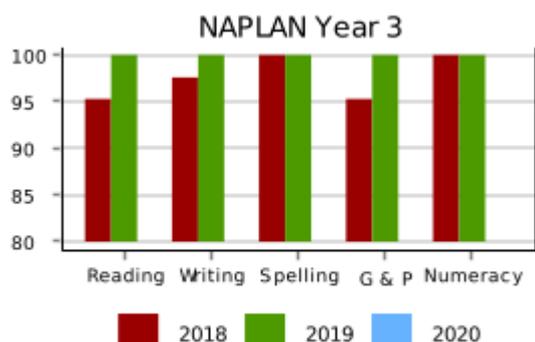
Throughout 2020, staff engaged in summative and formative assessment to track student progress. Testing platforms such as Progressive Assessment Testing in Mathematics and Reading supported students and teachers to make ongoing informative judgements for ongoing learning and progression.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	95.3	100.0	4.7		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	95.3	100.0	4.7		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	97.6	100.0	2.4		
YR 05 Grammar & Punctuation	97.0	100.0	3.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	95.7	-4.3		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

Goal: To strengthen student and parent engagement at St Joseph's

Intended Outcome:

- That the social and emotional wellbeing of all students will improve academic resilience in students.
- That family school partnerships will be strengthened.

### Achievements

Term One, begun with many goals and outcomes set for the forthcoming year. However, as we know by the end of term one school and most of the world was in lockdown. The following summarises the work undertaken during term one prior to the lockdown starting.

2020 was to be the year to build upon and embed the School Wide Positive Behaviour (SWPB) framework at St Joseph's Mernda. In the previous year SWPB was introduced and the foundations were laid. In term one, students from year one through to year 6 were surveyed to gather data on the success and the depth to which the SWPB framework and the expected behaviours had been understood. Students were generally able to recall the school rules, the differences between minor and major behaviours as well as the expected behaviours in the different areas of the school. SWPB is a proactive framework that is based on teaching the expected behaviours in a positive way.

To support the SWPB framework St Joseph's continues to teach the Zones of Regulation in all year levels. The Zones is a Social Emotional Learning program that teaches self-regulation in a systematic approach that categorises emotions into four different zones. The "Zones" curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and improving their ability to problem solve conflicts. In addition to the Zones of Regulation Curriculum, the Little Highway Heroes Social Emotional program was introduced to the 2020 prep students. The Little Highway Hero's program covers many important areas including making and keeping friends, developing empathy, learning the skills to calm down right through to managing things like teasing, silliness and bossiness. These Social Emotional Learning programs provide a structure to teach and educate our young students to be positive members of the community through a school wide approach using consistent and student friendly language and strategies.

To support our students and the staff at St Joseph's, Julie-Anne Pinney continued her fantastic work as the school counsellor. Julie-Anne worked in a variety of ways including one to one counselling, small group sessions, classroom breakout sessions and with parents from our community. Julie-Anne had also begun visiting and assisting the preps with the Little Highway Hero's programs and their transition into schooling at St Joseph's.

Following on from the previous years the National Consistent Collection of Data (NCCD) identified adjustments made for those students with disabilities. The NCCD process requires the school to collect data that identifies those students with disabilities, the adjustments the school makes for those students to access the curriculum and the frequency and intensity to which those adjustments occur. The process was severely impacted by the COVID lockdown and the adjustments made became even more heavily reliant on the use of technology and small focus groups.

During lockdown classes and teaching moved to an online platform, Google Classroom. It was identified that although the online learning was never going to be as successful as face to face, it did provide all that was required to learn from home. However, what online learning could never cater for was the social interactions and opportunities that arise almost accidentally by being in a room with friends and peers. To combat this missing element teachers and students began creating artificial opportunities to interact with each other through online wellbeing sessions, reducing the required work on Fridays and creating hands on different learning opportunities, daily INGOMA meetings and other small groups sessions. These did improve the connectedness to the school however these will never be a suitable substitute to being at school in a classroom and on the yard with friends.

Later in the year students were permitted to slowly return to school. At St Joseph's we made a conscious effort to prioritise many wellbeing and social opportunities following long absences from school. Along with identifying the strengths and skills learnt by students, the school invested a lot of time into identifying what challenges students and the community may face upon returning to school. Students were regularly surveyed and questioned about how they felt being back at school as well as how they felt they were dealing with the significant changes in their lives. I believe the impact of COVID from a Wellbeing and Social Emotional point of view will be long lasting and will no doubt carry over to 2021. The need for specific and structured programs such as Zones, Highway Hero's and the reinvention of the School Wide Positive Behaviour framework is essential in managing anxiety, behaviour and the other challenges that may arise following such a significant and long-lasting interruption to our young students educational journey.

#### VALUE ADDED

Throughout remote learning our school introduced a Feel Good Friday which focused on students emotional and social wellbeing. This came from feedback throughout the time in relation to surveys conducted. Our counsellor, Julie- Anne, also supported the students and families that were onsite and offsite.

Our focus strategies of High Way Heroes and Zones of Regulation etc also supported students throughout the year.

#### STUDENT SATISFACTION

During 2020 our school conducted a variety of surveys with students and families in relation to their experiences during remote learning. We modified our delivery of service for both children and families onsite and offsite in relation to the comments and reflections received.

Our school also used a variety of summative and formative assessment including the ACER Progressive Assessment Testing for Social-Emotional Wellbeing Survey to support students.

## STUDENT ATTENDANCE

Parents and carers are contacted via phone "sms" and email if a child has not been at school by 10pm and no notification has been sent to the school. The classroom teacher, will follow up procedures if a child has been absent for more than two days. If no contact can be made, the Principal will follow up with phone calls and emails. Interviews may be conducted to discuss absences. The school endeavours to work with parents to minimise student absences.

Parents are required to provide written notification after an absence and in the case of a holiday during the term, they are required to provide written information detailing date of departure, reason and date of return to school.

A process to monitor and follow up regular non-attendance forms part of the policy and involves varying degrees of intervention and response based on absences. Should attendance still be of concern despite discussions and strategies with families, and an Attendance Improvement Strategy will be implemented by the Principal. All correspondence is as per the policy.

Information through our newsletters and discussions with parents and posters about the importance of regular school attendance, ensure parents are aware of their responsibility and expectations.

All attendances are recorded through ICON

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.1%
Y02	90.6%
Y03	90.0%
Y04	92.9%
Y05	94.3%
Y06	93.5%
Overall average attendance	91.9%

## Child Safe Standards

### Goals & Intended Outcomes

**Goal: To continue to develop and embed a formal and consistent approach to managing risks associated with child safety.**

Intended Outcomes:

That a clear and consistent process is established if any child is identified as unsafe.

That the child safety standards have active participation from all stakeholders: staff, students, families, Parish and the wider community.

### Achievements

Our policies and procedures take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in the Ministerial Order No. 870. There are seven minimum Child Safe Standards with an overarching principle of inclusion which applies to each of the standards.

After ongoing consultation with all stakeholders we have completed and implemented:

- Child safety statement
- Code of conduct
- Child safety policy
- Risk management strategy
- Recruitment policy
- Mandatory reporting policy
- Working with children policy
- Professional development for all staff on child safety, mandatory reporting etc
- Dispositional curriculum
- An up to date record of all parents, volunteers and contractors with a Working with Children Check, where they sign into school using VPass on the Ipad
- All contractors sign commitment statement
- Embedding of policies and protocols in everyday practice
- Human resource practices
- Student participation and empowerment and student agency strategies
- Child safety - risk management approaches
- Training of all teachers, non teaching staff, Parish staff and volunteers
- Implementation of "PROJECT - Identifying and Responding to all Forms of Abuse in Victorian Schools"
- Strategies, policy and protocols addressing the principle of inclusion

- Child Safety Team
- Engagement of staff, families, Parish community in promoting child safety
- Child safety procedures is stated at every Parent or Parish session
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies
- All staff applying for positions at St. Joseph's must fill in appropriate documentation as part of the application

## Leadership & Management

### Goals & Intended Outcomes

**Goal: To build the capacity of staff to lead.**

Intended Outcomes:

- That the organisational climate of St Joseph's will be further improved
- That a consistent approach to evidence based learning to be visible
- That evidence based learning is supported by robust data and levels of evidence, non-negotiables, strategic intervention and consistent monitoring and assessment to improve outcomes for students, wellbeing and safety
- That staff, student and parent empowerment and participation is strengthened.
- That the learning spaces are utilised more effectively and embed the philosophy and purpose

### Achievements

Our whole school approach to the ongoing development and sustaining of a Professional Learning Community has seen a number of areas as part of this strategy. Throughout 2020 the continued focus on professional learning to enhance and build teacher capacity has been maintained including via online platforms during remote learning.

We have been part of a Leading the Learning Collaborative. This project aims to build teacher capacity through collective efficacy using evidence to maximise impact on the learning of all. This project is designed to develop assessment capable students who know the learning, can describe where they are and use that information to select learning strategies to improve their work. *When students self assess regularly, track and share their progress, their confidence as learners grow. Their motivation to do well increases as does their achievement. Stiggins and Chappuis, 2010.* Students therefore, become engaged in a reflective review of their work, can set questions and create solutions and through peer assessment and self assessment can rework their learning. This Collective - using evidence based learning consists of five schools. We decided as a group to continue to work together to build teacher capacity through various professional learning sessions throughout the year. Opportunity exists for all staff members to visit and work alongside other staff from other schools through this collective. It has had a huge impact on building teacher capacity, sharing resources and staff experiencing leadership opportunities through a distributive approach. We engaged Helen Butler, to support us as a critical friend and to lead professional learning. Our focus all year was to enrich learning opportunities for all through the learning model through the lens of feedback though a variety of avenues such as facilitated planning and learning walks.

Weekly meetings with the Parish Priest, Leadership Team, and Professional Learning Teams promote and maintain a consistent approach that is transparent. These meetings ensure that charters, policies and structures are current and are focussed on collegial discussions and professional development. Staff committees such as Religious Education, Sustainability and

other event committees were formed and organised various activities throughout our school year to maximise connections especially throughout remote learning.

We encourage, support and promote a culture that seeks evidence for action. We support and challenge colleagues to seek and critically evaluate new ideas and practices in teaching, learning and assessment. We have a shared responsibility for monitoring and maintaining a positive school climate. Professional conversations are provided for teachers through a lens of goal setting and action research. Each term staff sit with the Principal and another leadership personnel to discuss and formulate learning goals based on evidence that they bring with them to the conversation. The goal is based on the educational requirements of the children in their care. The staff are also provided with a relational trust mentor that will support them throughout the year and provide feedback based on their goal. Staff recognise that they are supported by school leadership through the implementation of planning days each term, a meeting free week once a term, facilitated planning and learning conversations.

The leadership team aspire to a model of distributive and instructional leadership and there is an evidence of leaders and staff collaborating. St. Joseph's also has a procedure of staff shadowing leaders to gain capacity and in turn a succession model of leadership.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2020

Professional Learning Activities via various platforms including webinars etc, that staff has undertaken in 2020

- **Interactive Catholic Online Network (ICON)**
- **Developing a School Emergency Management Plan**
- **Mathematics - Expert Teaching**
- **Evidence Based Learning Collective**
- **Religious Education Network**
- **Social Justice and Catholic Identity**
- **Visible Learning - Impact Coaching, Evidence, Feedback**
- **Targeted Assessment**
- **Coaching sessions**
- **Intervention Framework**
- **Handling Difficult Conversations**
- **Record of Oral Language Analysis**
- **Discovery Based inquiry**
- **Pat R and Pat M Analysis**
- **Wellbeing Networks**

- **First Aid Training**
- **Religious Education Networks**
- **Literacy and Numeracy Networks**
- **Deputy Principal Networks**
- **Principal Networks**
- **Principal and Parish Priest Networks**
- **Family School Partnerships Collective**
- **Curriculum planning**
- **NCCD professional development**
- **Expert teams**
- **Creating a Culture of Thinking - Ron Richart**
- **Understanding the Achievement Standards in the RE curriculum**
- **NAPLAN online professional learning and analysis workshop**
- **Cert 3 - LSO**
- **Dan Pietro for behavioural management**
- **HALT assessor training**

Number of teachers who participated in PL in 2020	40
Average expenditure per teacher for PL	\$205

### TEACHER SATISFACTION

Teacher satisfaction was reflected upon using a variety of tools including surveys from all stakeholders, data gathered from professional conversations, meetings including PSGs, parent teacher interviews

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.3%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	82.4%
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<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	6.7%
Graduate	20.0%
Graduate Certificate	13.3%
Bachelor Degree	73.3%
Advanced Diploma	40.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	28.0
Teaching Staff (FTE)	22.9
Non-Teaching Staff (Headcount)	16.0
Non-Teaching Staff (FTE)	13.8
Indigenous Teaching Staff (Headcount)	1.0

## School Community

### Goals & Intended Outcomes

**Goal: To build sustainable relationships within the parent community, local community and beyond in order to enhance student learning**

#### Intended Outcomes

- That we build and strengthen partnerships for learning with our school community and parish
- That we improve our connectedness to the wider community as an outward facing school to promote the St. Joseph's ethos.
- That communication with the school community is fostered and promoted to strengthen engagement.

### Achievements

During 2020 St Joseph's Catholic Primary School has continued to strive for connectedness to the wider community, increasing the inclusivity with students, parents, grandparents and the Parish and community. The school continues its dedication to the community with the ongoing position of a Community Leader. The Parent and Friends Association (PFA) is once again under the guidance and direction of the school leadership to ensure the PFA maintains its connectedness to the school and the School Vision.

The Welcome Barbecue was a major fund-raising event with an estimated 400 plus community members attending the evening and fostering the community spirit. Although fundraising was not the prime focus for the evening the inclusion of the Jumping Castle and Mini Golf all added to the great atmosphere with a sausage sizzle, homemade focaccias and fairy floss. This event always follows our Beginning of the Year Mass where our School leaders are presented to Father Martin and the community.

Due to COVID-19 we had to restructure our communication platforms for our community as we entered into a new online normal. The leadership team put together the online platforms for our community, which consisted of Google Classroom, Google Docs and Google meets. These platforms were both available for online learning, parent meetings as well as further community events. There were also a variety of APPS made available such as Skool bag app and Class Dojo Blog that kept our parents well informed throughout the year.

To enhance parent engagement and allow parents to be informed as to where their child is at, we implemented our parent conversations via the google meet platform, mid-year before reports had been sent home. Parents and teachers came together to celebrate successes and set future goals.

INGOMA continued online every morning during Remote Learning of which further improved student attendance and input while they were learning from home. Towards the second half of the year we organised some social gatherings online such as virtual discos per year level and a

staff and parent trivia night. The purpose of each was to maintain a sense of community and togetherness during this time spent at home.

In Fourth Term, a restructured Little Joey's Program was introduced online where parents met with school leaders and the prep teachers. The sessions were aimed at getting to know the families as well as the children that were enrolled in our school for 2021. Children were sent in the post a social story and a toolkit to take home to work on over the Summer break. Children are also allocated into their home groups for the following year.

A number of special days, including Wellbeing Fridays of which were a whole school initiative during remote learning, 100 days of Prep, House Spirit day and Spoonville. These days were not only aimed at the students working from home but also engaged parents, siblings and families to join in. Other activities that involved the school community were:

- Beginning of the year picnic
- Book Week parade
- House Spirit Days
- St Joseph's Feast Day

#### **PARENT SATISFACTION**

Parent satisfaction was reflected upon using a variety of tools including surveys from all stakeholders, data gathered from conversations and meetings including PSGs, parent teacher interviews