



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST JOSEPH'S PRIMARY SCHOOL
RED CLIFFS**

2019

REGISTERED SCHOOL NUMBER: 1373



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Minimum Standards Attestation

I, Mark Gibson attest that St Joseph's Primary School Red Cliffs 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.

21st April 2020

Our School Vision

As partners collaboratively educating our students to ensure they learn at high levels, we are inspired by Christ and our Catholic Faith & Tradition as we pursue fullness of life for all.

Our School Mission

Therefore, inspired by the Gospels we will:

- Be a community inspired by Catholic faith and its traditions through the active living of the Gospel and by teaching for, and witnessing to justice, peace and ecological conversion.
(Catholic School Culture)
- Work in close partnership with families, parish and the wider community to enhance faith, student learning and wellbeing.
(Community Engagement)
- Be educators who effectively collaborate and work collegially to deliver high quality outcomes for all students and to build a positive culture with a clear sense of purpose and direction aligned with policies and protocols.
(Leadership and Stewardship)
- Be educators who work collaboratively and reflectively to educate the whole child to a high standard inspiring ALL to achieve as successful, life-long learners in an ever-changing world.
(Learning and Teaching)
- Sustain a safe, respectful, inclusive and positive educational environment that celebrates achievement and promotes dignity and self-responsibility for all.
(Wellbeing)

School Overview

St Joseph's Primary School Red Cliffs was founded 86 years ago, staffed by Sisters of Mercy. When the school first commenced, Red Cliffs was a fast growing, newly established horticultural district for returned soldiers from World War 1. Since opening in 1933, sisters, priests, lay teachers, parents, students and members of the St Joseph's Red Cliffs parish have worked tirelessly to develop four acres of land that the school is located on into an inspiring environment that celebrates faith, learning and life.

We have a current enrolment of 88 students. We have five multi-age classroom groupings. We have a predominantly Catholic enrolment with a range of other diverse religions represented. Our student population is drawn from a wide range of multicultural backgrounds, providing us with a rich experience of culture and tradition. The school is very well resourced in regards to staffing with 20 people being employed in a mix of part time and full-time work. High staffing is largely due to extra funding and the school having a low Socio-Economic Score (SES) of 86, an (ICSEA) of 952 and a high percentage of children who qualify for Students with Disability funding. Below is a list of some relevant statistics relating to our demographics:

- 9% of our students are from a non-english speaking families.
- 11.4% of our students are of indigenous heritage;
- 42% of our total school population are classified as having a disability under the Nationally Consistent Collection of Data (NCCD) guidelines. Of this amount 28% have supplementary adjustments and 14% have substantial adjustment;
- 46% of families are eligible for financial assistance from the Camps, Sports, Excursions Fund (CSEF).

Children at St Joseph's are invited and supported to discover God's presence in their daily lives. Within a Gospel-centred environment, students are challenged and supported to understand themselves and the world in which they live through a worldview founded in Scripture and in the traditions of the Catholic community - its stories, its worship, its experiences and its teachings. Most importantly, we believe this Catholic education instils in young people the desire to make the world a better place.

St Joseph's has a close connection to the Parish Church and priest in residence, participating in school Masses and having each class lead a Parish Mass, which provides the students with the opportunity to further explore the traditions of the church. The children develop a sense of social justice through their participation in parish fundraising for Project Compassion and Children's Mission, along with contributing to the St Vincent de Paul Winter Appeal.

Our highly qualified and caring teachers are committed to developing innovative teaching practices that develop skills within students to better prepare them for life and work in a contemporary world. Students are encouraged to develop self-regulation in regard to their learning. The aim is to inspire them to become lifelong learners who seize any opportunity to make new discoveries about themselves as learners and about the world in which they live.

Restoring and building wellbeing is a constant process; maintaining wellbeing is a key part of our mission. At any point in time we have a wide range of preventative, early and critical interventions. Our staff has a shared commitment to the general care of our students. Social and Emotional (SEL) is regarded as an essential component of the education of the whole child. We work in partnership with numerous community organisations. We employ a Pastoral Care worker who works with students and other family members in need.

At St Joseph's we abide by the philosophy that parents and carers are the first and lifelong educators of their children. By working together, we know we can provide the loving, compassionate, supportive and safe environment crucial to nurturing creative and successful young adults.

Principal's Report

At St. Joseph's this year we have worked very hard to continue to grow the school. Working closely with the Canonical Administrator, School Advisory Council, Executive Leadership, Leadership Team, staff, parents, Catholic Education Office Ballarat and members of our Community Club we have continued to strengthen our school and undertaken many significant focuses. Many of these achievements are outlined on the following pages in this booklet so I will keep this report brief.

We commenced 2019 with 88 students and we have maintained the same students without any changes throughout the school year. At the start of 2019 we welcomed Holly Southwell (Grade 3/4 teacher). Shanae Manuel (Physical Education/Visual Arts teacher in Senior Unit) went on maternity leave towards the end of Term Two and was replaced by Kelly McClelland. All our teachers and staff put in such an incredible level of effort and enthusiasm. They have a genuine belief that our students deserve the very best that they can offer. I personally thank the staff for their efforts and hard work across 2019.

Our school structure for 2019 was based on the best arrangement according to the numbers in each level (Grade Prep/1, Grade 1/2, Grade 3/4, Grade 4/5 and Grade 5/6). We had an average class size of less than 18 students per class which is very low and provides great opportunities for student learning. We had specialist programs with Languages (Italian), Music, Digital Technology, Physical Education and we introduced a fourth specialist program that changed across the year depending on curriculum content that needed to be covered in each class. We had extension programs including Marimba Band and Junior and Senior Choir. In addition to regular class programs, St. Joseph's continued to provide a range of intervention programs throughout the year, namely: WIN, Multi-Lit, MacqLit, Get Reading Right, Spelling Mastery, Cool Connections, Volcano in my Tummy and individual counselling from outside agencies.

I have been very proud of the recognition our school has received in relation to academic results over recent years and in 2019. Recent analysis of NAPLAN and other data that compares us to other school's shows that we have high and improved levels of student growth. Over the past three years, our NAPLAN results are now among the highest in the 23 primary schools in the Sunraysia region. Quadrant analysis of recent NAPLAN data indicates a relatively high effect size / growth among our students between Grade 3 and Grade 5.

St. Joseph's enjoys a strong relationship with both the Parish Community and the broader town community and this is reflected in the many events in which the students participate in and organise, including Carols by Candlelight, St. Joseph's Parish Masses, local sporting events, ANZAC Day, Wentworth Big Sing, Do it for Dolly and Yellow Day.

Since finding out in December 2017 that we were successful with our Catholic Capital Grant we have finally completed our Capital Project in November 2019. Weirs Construction as the main building contractor completed the work at a cost of around \$1,500,000. The work upgrade to the Junior classrooms, installation of playground and new construction of the Administration building was completed under the watchful eye of our architect, Daniel Manno from Energy Architecture. We are very proud of our new facilities and know that students, teachers and parents will all get to enjoy these outstanding facilities for many years to come.

Our Community Club had a very successful year in 2019. It was great to see many new parents participate in the organisation of various Community Club fundraising events. We were able to build our new nature based playground that was largely funded through the efforts of parent fundraising over the last three years. We look forward to coming up with ideas for our next project in 2020.

I thank everyone within our community for their absolute commitment to our school and ultimately Catholic Education. As we make plans for the 2020 year, there is a sense of excitement as we continue to explore ways in which we can maintain the high quality educational experience for the students in our care.

Mark Gibson



Parish Priest's Report

Once again we are grateful for the blessings shared throughout another successful year at St. Joseph's Red Cliffs. I am particularly grateful for the way in which the Parish Schools seeks to constantly maintain and enhance its relationship with the broader Parish Community through the commitment of staff, and the ongoing contact which Fr. Pat Flanagan has with the School. To Fr Pat and any families or members of staff who have suffered personal loss this year, we continue to offer our sympathy.

A great feature of our year has been the Building Project. Despite some early setbacks, the progress has been steady, and we look forward to some wonderful new or refurbished learning, administration and recreational spaces. Thanks to staff and students for their adaptability and their patience throughout the building works.

Thank you once again to Mr. Mark Gibson for his excellent leadership as Principal. Mark's educational vision has ensured the employment of quality staff over the past few years, and he continues to display a strong gift for strategic planning and creative forward thinking. Mark is supported by a very loyal and committed staff, some of whom have served the school community for a number of years. Once again I commend them for their professionalism and dedication.

Thanks to our wonderful students and to parents and carers for their ongoing support of our school. Thank you especially to those parents who make an extra effort to support the school through their commitment to the various parent bodies associated with it.

May God bless us all as we draw towards the end of another year. We have much to be proud of, and much to look forward to in 2020.

Fr. Michael McKinnon PP



School Advisory Council Report

My thanks go to all members of the School Advisory Council for their contributions over the past 12 months. St. Joseph's Primary continues to be a highly respected learning centre in the district with ever improving facilities. Our students continue to shine in many areas and represent the school in an impeccable manner both within and outside of the St Joseph's community.

Whilst future enrolments are under pressure due to the level of competition in the area, the St Joseph's community is working very hard to maintain our market share, with a view to grow in future years. These outcomes could not be achieved without the leadership and commitment from the Principal and Leadership staff combined with the dedicated teamwork from all staff within the school.

St Joseph's has continued to maintain a viable financial position and recognition must be given to Trish & Mark for their sound management of the financial affairs of the school. We are nearly at the completed stage of the capital grant-building project which will see over a \$1 million dollars of upgrades implemented. When completed this facility will be an exciting new learning environment and provide enjoyment for students and staff of the school for many years to come.

The students have again had an outstanding year and we acknowledge those who represented the school in either Music, Sport or Fundraising activities during the year. We must not forget the wonderful annual Fundraiser our Trivia Night, which was a resounding success, and strongly supported by many of our staff, parents and wider community. Events like this do not happen without the support from our sponsors and businesses that donate prizes.

Our teaching and non-teaching staff are always working hard to build a strong, safe and happy place to learn for our children and should be congratulated for the improvements achieved across the whole school, and most importantly in student outcomes. I also recognise the huge contributions of the many parents who have assisted throughout the year with Breakfast Club, raffles, Book Week Disco and many other events during the year.

In closing I would again like to thank all Advisory Council members for their contribution over the past year and hope that the year ahead continues to see St Joseph's Primary School as a school of choice in the local area.

Thank You.

Peter Manno



Catholic School Culture

Goals & Intended Outcomes

- To strengthen student engagement in all aspects of their faith development.

Achievements

St Joseph's school participates in rich prayer and liturgical experiences that name and celebrate our faith and tradition. We celebrate regular school and Parish Masses that are a positive experience for students and families. We use the Awakenings Religious Education program as our curriculum, which adopts the Shared Christian Praxis pedagogy. Within our Gospel-centred environment, students are challenged and supported to understand themselves and the world in which they live through a worldview founded in Scripture and in the traditions of the Catholic community - its stories, its worship, its experiences and its teachings. We believe this Catholic education instills in our students the desire to make the world a better place.

St Joseph's has a close connection to the Parish Church and priest in residence, participating in school Masses and having each class lead a Parish Mass, which provides the students with the opportunity to further explore the traditions of the church. The children develop a sense of social justice through their participation in parish fundraising for Project Compassion and Catholic Mission along with contributing to the St Vincent de Paul Winter Appeal.

2019 saw one of our teachers Lexie Willems is completing training to become accredited to teach Religious Education. Our REL across 2019, Kim Hawkes has participated in River Region REL cluster meetings and attended a Diocesan conference in regards to the new RE Awakenings program that started to be implemented at St Joseph's in 2019.

The implementation of the new Awakenings Curriculum has been supported by CEOB RE advisors Kate Lawry and Jo-Anne Van de Voort. A dedicated RE PLT to introduce the new curriculum and a whole school closure day provided all staff with an overview of the changes in world view and increasing secularisation in modern society. In order for staff to be comfortable with transitioning to the changed planning requirements they have been provided with a half day team planning opportunities per term, also supported by the RE advisors.

VALUE ADDED

The school is dedicated to its Catholic heritage and traditions and works closely with the Canonical Administrator, Priest in Residence and parish to ensure that all members of the community feel connected to and involved in parish life. The school's Religious Education curriculum documentation is based on Awakenings (which is currently being updated across the diocese). Teachers use Shared Christian Praxis in their planning to bring faith to life. Students can articulate how they are learning to put their Religious Education learning into practice and explain how their Catholic identity is reflected in the school's four beliefs. Parent feedback endorses the school's Catholic identity, even though only 47% of families are of a Catholic background. This view is reflected in the Doyle Questionnaire, which shows that 100% of adults and 90% of students support Catholic school identity. From a Social Action and Justice perspective children are encouraged to take action for justice and this is evident in the many social justice and action initiatives that occur throughout the year.

Community Engagement

Goals & Intended Outcomes

- To strengthen family and community engagement in the learning life of the school

Achievements

Community Engagement continues to have a significant focus at St Joseph's. This is largely due to our innovative instrumental music program taught by Tamara Leamon. Children have had numerous opportunities to showcase to the school, parish and wider community, skills they have learnt with the marimbas, percussion instruments and in Choir. In 2019 we were once again very successful in the Mildura Eisteddfod with many sections winning recognition for their performances. We continue to also have large numbers regularly attending assemblies each Friday.

Our Community Club had a very successful year in 2019. We have many small groups of parents work together for organisation of our various events. In 2019, we saw many new parents participate in the organization of events which was great to see. Our Major Raffle and Trivia Night was a huge success and provided a great social opportunity for parents. It was great to see many from our school community get into the spirit of the night and enjoying the company of others. Thank you to everyone involved in making the night a fantastic occasion. Events such as this have a positive effect on parent connectedness to the school and the perception of St Joseph's within the wider community. 2019 was again very successful with our Father's and Mother's Day Stall/Breakfast, Continuous Raffle and Breakfast Club. Throughout the year the Community Club have raised close to \$12000.

St Joseph's actively seeks partnerships within the parish and wider community to enhance student learning and well-being. We are visibly involved in local community events such as ANZAC Day, Eisteddfod and Red Cliffs Carols by Candlelight. We are strongly engaged in our Parish community through the class led Sunday Masses and Masses for special occasions, fundraising for Project Compassion and Catholic Mission, collections for the needy and the interactions with the parish. We continue to work on the ResourceSmart Schools Sustainability program. This assists schools to embed sustainability in everything they do, encourages real-life sustainability learning and helps schools save money.

In 2019, we participated at the RACV Energy Breakthrough in Maryborough. The RACV Energy Breakthrough provides opportunities for students, teachers, parents and local industry to work together to design and construct a vehicle, a machine or innovation in technology that will represent an 'energy breakthrough'. Twelve of our students travelled to Maryborough to race in the pushcart section of this magnificent event.

At St Joseph's we are always actively seeking ways to enhance learning and wellbeing by partnering with families. We utilize formal and informal opportunities to communicate with parents. This includes the newsletter, Program Support Group (PSG) meetings, Parent/Teacher interviews, ClassDojo Messenger, Seesaw digital portfolio, the St Joseph's Facebook page and the newly introduced Parent Access Module (PAM) that has been taken up by many parents.

PARENT SATISFACTION

Over Insight SRC data that was collected in 2019 from staff, parents and students saw an increase in the Community Engagement Aggregate Index with our 2015 score increasing from a score of 91.7% to 96.79. This is largely due to St Joseph's community being engaged in a process of renewal and strategic improvement in relation to this specific area over the last five years. As a school we provide many opportunities for parents to be informed about what is happening in the school and provide many opportunities for parents to engage in the life of the school and support their children's learning.

Leadership & Stewardship

Goals & Intended Outcomes

- To build the shared leadership capabilities of all staff in order to enact St Joseph's Vision and Mission.

Achievements

As part of our School Improvement Plan we identified a need to develop the leadership capabilities of staff and to provide more opportunities for staff to take on responsibilities. Our old structure had a few leaders taking on multiple responsibilities in a range of areas. Our leaders now tend to only have 1-2 areas of responsibility which is assisting with their approach and management. We have been far more conscious of developing clear role descriptions for areas of responsibility.

To bring about this change St Joseph's adopted the frameworks of Professional Learning Communities (PLC), Response to Intervention (RtI) and Schoolwide Positive Behaviour Supports (SWPBS). These frameworks promote members to work together as part of a team. Using data that is collected, the teams collaboratively identify ways that they can support individuals or groups to achieve academic and behavioural success for all children. The frameworks support shared leadership with all staff members being vital members of the schoolwide and small teams. We are seeing improved staff teamwork, staff cohesion, collaborative planning and promoting a sense of collective responsibility for all students.

The school's shared leadership approach has also been strengthened in 2019 with Breeana Wade undertaking 'Leading for Learning' PD with CEOB. With the success of our WIN Time structures and Data Meeting processes that she focussed on earlier in the year, she is now looking to empower unit leaders to take charge of these meetings and associated processes (identification of data sets, pacing guide creation, alignment with classrooms, implementation of best-practice and opportunities to increase instructional competence in relation to chosen focuses etc) and successfully lead them with confidence.

Through our PLT's and Guiding Coalition more opportunities are available for our members to problem solve using initiative and creativity amongst their teams. We have traditionally adopted approaches where leaders have used a more managed and directed approach to their areas of responsibility. Our new approaches encourage empowerment, ownership and commitment of the staff.

We have been very conscious of conducting professional development with all staff being involved in our PD in relation to our school improvement focusses. In 2019 we had Dan Petro (Behaviour Management), Emma Rutherford (Literacy) and Jo-anne Van der Voort and Kate Lawry (RE Awakenings).

Since finding out in December 2017 that we were successful with our Catholic Capital Grant (CCG) we have finally completed our Capital Project in November 2019. Weirs Construction as the main building contractor completed the work at a cost of around \$1,500,000 of which \$920,000 was funded through the Australian Governments (CCG). The work was completed under the watchful eye of our Architect, Daniel Manno from Energy Architecture.

Our administration building was replaced with a larger architectural feature building that provides a new face and more inviting entry to the school for visitors, students and staff alike. Designed as our main access to the school, the new administration building provides a much improved facility incorporating modern reception, offices, staff room, bathroom facilities, improved sick bay and meeting spaces for staff, parents and visitors. The striking building encourages a clear direction to those entering the school. Areas within the entry have high visibility and will be able to promote the school's identity, vision, information and student achievements.

The junior classrooms will benefit from improved learning facilities incorporating current classroom design principles including collaborative learning and planning spaces. Students will receive an enhanced learning experience through specifically flexible designed spaces that can be utilised for group work, interventions and STEAM (Science, Technology, Engineering, Arts and Mathematics) learning. The flexible space will link to a new outdoor learning area covered by a new canopy structure. The internal and external spaces

allow students to breakaway, giving independent learning opportunities whilst maintaining a visual transparency between areas.

A contemporary new nature-based playground environment was also built as part of the project. This space includes landscaped areas incorporating a sandpit, climbing logs, rope based play equipment and a wooden climbing structure and a slide. The nature based playground encourages social interaction, cooperative play, physical development and sensory play and extending students' skills in risk taking and decision making allowing them to challenge themselves and their limits.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Schoolwide Positive Behaviour Support (SWPBS) – Dan Petro
- REC, SWD, Wellbeing and Curriculum leader days
- Mandatory Reporting
- Leading for Learning
- Ray Sanchez (Beginning Teachers)
- OLSEL Sustainability PD – Misty Adoniou
- River Region Learning and Teaching Alliance
- Dan Petro – Behaviour Management
- Oral Language Supporting Early Literacy (OLSEL) Misty Adoniou
- Graduate Teachers – Dan Petro
- SIMON Conference
- 2020 School Improvement Plan Preparation
- Australian Primary Principals Conference
- Play is the Way – School Visit in Perth
- Professional Learning Communities school visits (Holly & Nadine)
- Phonics
- NCCD Data Collection
- Diocesan Principal Meeting

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

13

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1576

TEACHER SATISFACTION

According to our 2019 survey data we have had an increase in our teacher satisfaction ratings. This has been recognition of some of the hard work done in recent years to improve shared leadership structures at the school. Some of the changes include:

- Individual Morale - 74 in 2017 to 78 in 2019
- School Morale - 78 in 2017 to 80 in 2019
- Individual Distress - 64 in 2017 to 69 in 2019
- School Distress – 63 in 2017 to 63 in 2019
- Supportive Leadership – 78 in 2017 to 86 in 2019
- Teamwork – 76 in 2017 to 83 in 2019
- Empowerment – 67 in 2017 to 78 in 2019
- Work Demands – 40 in 2017 to 46 in 2019
- Appraisal & Recognition – 59 in 2017 to 73 in 2019
- Professional Growth – 66 in 2017 to 74 in 2019
- School Improvement Focus – 85 in 2017 to 93 in 2019
- Student Management – 67 in 2017 to 67 in 2019.

Learning & Teaching

Goals & Intended Outcomes

- In order to improve student outcomes we will embed a shared understanding and ownership of a Guaranteed and Viable Curriculum in accordance with the Victorian curriculum

Achievements

St Joseph's staff commenced their journey towards working as a Professional Learning Community (PLC) in 2016. This strategy has been implemented with support from CEOB personnel. PLC sees a major shift in focus for our school with a new and improved focus on learning and improved results through a collaborative culture. As a school we are providing significant opportunities for collaborative times through PLC meetings and PLT meetings. Since commencing our PLC journey we have put in place many improved structures and supports to improve learning of all students. This work is being led by our Learning and Teaching Leader, Breeana Wade with support from Emma Rutherford from CEOB.

During 2019, teachers were provided for the first time with a 1 hour block to work within their units for Data Meetings. Breeana facilitated these meetings with other members of Leadership. In these meetings "What I Need?" (WIN TIME) was planned according to the needs of the students. These needs include intervention AND extension, and we view this as our Tier 2 support. Data sets are examined and the needs of the students are determined by the collective group, then lessons are planned for WIN. Across each week we have 4 x 30 minute sessions for each class where 3-4 staff are available to teach the students in-like groups to target their learning needs, as identified in data meetings. All adults in the school are responsible for teaching during WIN. We regularly reflect as a whole staff to refine and improve our WIN practices.

To also ensure all children are able to access a Guaranteed and Viable Curriculum, we have structures in place to respond if students are not learning. We have had a significant focus on training teachers and Learning Support Officers in a range of research based interventions for literacy and numeracy. Students who are more than 12 months behind expected level are on intervention.

It is evident above that our school is putting significant time, effort and resourcing into our Tier Two and Tier Three students. On top of this, a commensurate amount of time, effort and resourcing is also being put into improving our teacher's Tier One instruction. Through professional support, working collaboratively within teams and developing a staff coaching framework this is certainly evident at St Joseph's. We are improving teacher's curriculum knowledge, adopting best practice pedagogical approaches, improving consistency across the school in regards to pedagogical processes and ensuring opportunities are available to use the shared wisdom of our teams to improve student outcomes. Current staffing is ensuring these opportunities are happening and as a result is also assisting in improving our outcomes.

To ensure we are covering a broad range of content areas with other curriculum areas within the Victorian Curriculum we have had our first full year of adopting MAPPEN in 2019 which is an online curriculum that has planned integrated units that cover content in Science, History, Geography, Civics and Citizenship, Economics and Business, Critical and Creative Thinking, Ethical Understanding Capability, Personal and Social Capability, Intercultural Capability. MAPPEN has 32 units that cover the whole curriculum from Foundation to Year 6. The units provide rich and engaging learning and we often finish each unit with an Expo that is attended by many parents and friends.

STUDENT LEARNING OUTCOMES

We have unique needs and have created a unique structure with unique solutions, to provide the appropriate interventions and school structures, which we know actually work! Despite having an ICSEA score of 952 (well below the average 1000), recent analysis of NAPLAN and PAT data shows that we have high and improved levels of student growth. Over the past 3 years, our NAPLAN results are now among the highest in the 23 primary schools in the Sunraysia region. Quadrant analysis of recent NAPLAN data, using Tableau software, indicates a relatively high effect size / growth among our students. (refer to Table One) Our Year One Text Level Data is consistently high, averaging over 80% of our students reading at text level 15.

Wellbeing

Goals & Intended Outcomes

- To provide a supportive environment for all students we will establish, communicate and embed agreed wellbeing practices.

Achievements

In order to help create a more coordinated approach we have our Learning Diversity Leader, Janice Divola working in conjunction with our Learning Support Officers, Pastoral Care Worker (Felicity Rix), teachers and families to offer additional support and a wide variety of preventative, early and critical interventions to address the social/emotional needs of students.

The Nationally Consistent Collection of Data on School Students with a Disability identifies that 42% of our students meet criteria under the Commonwealth *Disability Discrimination Act 1992* and the Disability Standards for Education 2005. These students receive adjustments so that they can access and participate in education on the same basis as their peers. The level of support varies from differentiated teaching practice, through to supplementary, then substantial and finally extensive. As a school we have dedicated significant time to develop processes to ensure that the adjustments are being made for any student who requires support but particularly those with a disability. Significant human resourcing has gone into ensuring that our students who have been identified as having the greatest need in regard to behaviour and wellbeing, have specific support plans that include intervention programs and management strategies.

Since our last review we have also had a much bigger focus on building stronger partnerships between home and school to build wellbeing practices. Part of this has been fostering a positive partnership with parents in creating, evaluating and revising learning and behaviour plans.

The Zones of Regulation program has been introduced school wide in 2019 to support students and staff in identifying and understanding their emotions, the impact of emotions on learning and how to move to the 'green' zone ready for learning.

After continued behavioural issues we implemented Contingency Maps to help support teachers, students and the Behaviour Support Team with clarity in regards to expectations and follow up. When expected behaviours are not followed a process is put in place depending upon the behaviour displayed and who the child is. For all students we encourage teachers to use pre-correction to prevent problem behaviours. When expectations are broken we then use an error correction. If the behaviour continues we use a reset area to allow the child to attempt to calm and return to their learning. These maps made a big difference to student behaviour in 2019.

As a staff, we have had a significant focus on Schoolwide Positive Behaviour Support (SWPBS) starting in 2017. To strengthen our SWPBS staff have attended various professional learning sessions across 2019 including many staff having opportunities to work with Dan Petro on management of complex behaviours and with Louise O'Kelly to simplify our Behaviour Support Plans and Safety Escalation Plans. In September, eight teachers visited Tapping Primary School near Perth to look at the program, Play is the Way. This program is a practical methodology for teaching social and emotional skills using guided play, classroom activities and empowering language. We are very excited about this program and will adopt it at St Joseph's in 2020.

As a school we accessed contracted services for one day a week for both Speech Pathology and Occupational Therapy. With 30% of our student population requiring articulation and language/literacy support, Sarah Palmer from BG Speech Pathology has been invaluable. The OT service has also been a resounding success with Letecia Ellis from Kids Clinic working closely with students and teachers to implement manageable interventions in regards to sensory integration, emotional regulation, and/or social skills. Having Letecia and Sarah at St Joseph's each Wednesday has also allowed an allied health approach to problem solve student issues that have not been easily solved within the school.

VALUE ADDED

Positive partnerships and initiatives have been implemented including: Breakfast Club, Class Dojo, Seesaw, Circle Time, Restorative Practices, Sporting Schools, Pastoral Care Worker, Students with Disability program, Assembly Awards, introduction of Parent Access Module (PAM) for ease of communication between home and school, and our Zones of Regulation lessons. We feel that these programs and initiatives have directly impacted on the improvement in student wellbeing at our school.

STUDENT SATISFACTION

Insight SRC data that was collected in 2019 from students saw a decrease in the Student Wellbeing Aggregate Index with our 2019 score decreasing from a score 84.5% to 71.9%.

STUDENT ATTENDANCE

Student attendance rolls are marked electronically via SIMON (School web based software program). If a child is absent they are required to inform the school electronically via SIMON Everywhere to explain the absence or contact the school directly. Any students who are an unexplained absence, their parents will receive a text from at around 10am. If a child has not been in attendance for three consecutive days without explanation, teachers are encouraged to contact parents to ascertain reasons. Ongoing absenteeism issues are to be reported to the Principal.



Child Safe Standards

Goals and Intended Outcomes

- To implement Child Safe Standards (Ministerial Order No 870) from the State Government that sets minimum standards which aim to create child safe cultures and environments for children.

Achievements

At St Joseph's Primary School, we expect school employees, volunteers, contractors and clergy to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements.

Key 2019 outcomes in relation to child safety

To meet our compliance requirements in relation to Ministerial Order No. 870 – Managing the Risk of Child Abuse in Schools and the specific actions in the Child Safe Standards we have reviewed and updated the following policies:

- Privacy Policy
- Conflict of Interest Policy
- Duty of Care Policy
- Pastoral Care & Wellbeing Policy
- Student Care and Health Policy
- Child Safe Risk Register
- PROTECT Resources

The principal, the school governing authority and school leaders at St Joseph's Primary School recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety. Our Child Protection Officer, Janice Divola, plays an essential role in ensuring that St Joseph's Primary School is a child safe school. Our school website and newsletter are used to remind and keep parents and carers informed of child safety commitments, procedures and arrangements.

St Joseph's Primary School apply thorough and rigorous screening processes in the recruitment of employees and volunteers involved in child-connected work. Our commitment to child safety and our screening requirements were included in all advertisements for such employee, contractor and volunteer positions, and all applicants are provided with copies of the school's Child Safety Code of Conduct and the Child Safety Policy. When recruiting and selecting employees, contractors and volunteers involved in child-connected work, we follow the CECV *Guidelines for Catholic Schools*.

St Joseph's Primary School provides employees and volunteers with regular and appropriate opportunities to develop their knowledge of, openness to and ability to address child safety matters. This includes induction, ongoing training and professional learning to ensure that everyone understands their professional and legal obligations and responsibilities, and the procedures for reporting suspicion of child abuse and neglect.

Our Sunraysia Partnership Council Risk and Compliance Officer, Julie Graham has greatly assisted in our school building processes to improve, review and introduce new requirements as they arise in relation to Child Safety.

Future Directions

Outlined below are our priorities from our School Improvement Plan from 2017-2020. St. Joseph's endeavours to improve the academic learning and social-emotional wellbeing of its community and see this plan closely aligned with our School Vision and Mission.

Priority and Goals	Links to relevant Key Aspects of Schooling	Proposed Strategies
<p>In order to enact St Joseph's Vision and Mission we will build shared leadership capabilities of all staff</p>	<p>Catholic School Culture</p> <ul style="list-style-type: none"> ● <i>Religious Education</i> ● <i>Enhancing Catholic School Identity</i> ● <i>Social Action & Justice</i> <p>Community Engagement</p> <ul style="list-style-type: none"> ● <i>Partnering with families</i> ● <i>Community Partnerships</i> <p>Leadership and Stewardship</p> <ul style="list-style-type: none"> ● <i>Shared Leadership</i> ● <i>Building staff capacity</i> <p>Wellbeing</p> <ul style="list-style-type: none"> ● <i>Quality Relationships</i> <p>Learning and Teaching</p> <ul style="list-style-type: none"> ● <i>Effective teaching</i> ● <i>Analysis and use of data</i> ● <i>Coordinated strategies for Intervention</i> 	<p>Respond to the student Enhancing Catholic School Identity (ECSI) survey data that indicates that the children are showing a drift towards 'relativism' or no belief. Promote active living of the Gospel in RE through an effective Shared Christian Praxis and Composite Model approach that encourages a Dialogue, Recontextualising and Post Critical Belief.</p> <p>Develop leadership capabilities of all staff to promote shared leadership practices.</p> <p>Increase leadership opportunities for more staff.</p> <p>Improve the effectiveness of our PLC meetings.</p> <p>Strengthen practices to promote greater clarity of staff expectations documented in policies and procedures.</p> <p>Provide the means for improved staff teamwork, staff cohesion, collaborative planning and team teaching, promoting a sense of collective responsibility for all students.</p> <p>Enhance leadership capabilities of the PLC Guiding Coalition.</p> <p>Strengthen the practices for sharing and using data to analyse school and student performance, and then to drive improvement.</p> <p>Promote a sense of fun in the work environment.</p>
<p>In order to improve student outcomes we will embed a shared understanding and ownership of a Guaranteed and Viable Curriculum in accordance with the Victorian curriculum</p>	<p>Community Engagement</p> <ul style="list-style-type: none"> ● <i>Community partnerships</i> <p>Leadership and Stewardship</p> <ul style="list-style-type: none"> ● <i>Shared Leadership</i> ● <i>Building staff capacity</i> ● <i>Stewardship of Resources</i> <p>Learning and Teaching</p> <ul style="list-style-type: none"> ● <i>A Guaranteed and Viable Curriculum</i> ● <i>Effective Teaching</i> ● <i>Engaging Students in their Own Learning</i> 	<p>Expanding our PLC approach into the English curriculum whilst ensuring that all aspects of the Victorian Curriculum are addressed and included in scope and sequence documentation.</p> <p>Decide upon and implement consistently across the school best pedagogical approaches to curriculum for integrated topics e.g. e5 for Science themes.</p> <p>Provide real life learning opportunities across the curriculum including building links with the Parish and wider community.</p> <p>Engage in all assessment but in particular Assessment 'AS' and 'FOR' Learning.</p>

	<ul style="list-style-type: none"> • <i>Analysis and Use of Data</i> • <i>Coordinated strategies for intervention</i> <p>Wellbeing</p> <ul style="list-style-type: none"> • <i>Safe Learning Environment</i> • <i>Rights and Responsibilities</i> 	<p>Introduce parent, student & teacher conversations in order to engage parents and students more deeply in learning.</p> <p>Use technologies to promote learning goals and achievements with parents.</p> <p>Strengthen parent connection and engagement in the life of the school.</p> <p>Provide professional development and on the job training to use effective literacy and numeracy strategies including OLSEL, guided reading, open ended questioning, reciprocal reading etc.</p>
<p>In order to provide a supportive environment for all students we will establish, communicate and embed agreed wellbeing practices</p>	<p>Community Engagement</p> <ul style="list-style-type: none"> • <i>Partnering with families</i> • <i>Community Partnerships</i> <p>Leadership and Stewardship</p> <ul style="list-style-type: none"> • <i>Stewardship of Resources</i> • <i>Building staff capability</i> • <i>Shared Leadership</i> <p>Learning and Teaching</p> <ul style="list-style-type: none"> • <i>Co-ordinated Strategies for Intervention</i> • <i>Analysis and use of data</i> • <i>Effective teaching</i> • <i>Engaging students in their learning</i> <p>Wellbeing</p> <ul style="list-style-type: none"> • <i>Quality Relationships</i> • <i>Wellbeing Practice</i> • <i>Safe Learning Environment</i> • <i>Rights and Responsibilities</i> 	<p>Adopt the Rtl model of intervention for all students.</p> <p>Fully adopt PBIS strategies with all staff being aware of background and processes.</p> <p>Introduce a co-ordinator/s who oversees all the learning programs, resources and procedures used to support all students.</p> <p>Building staff capabilities in order to effectively deliver agreed learning and wellbeing practices so that these initiatives are fully understood and embedded in practice.</p> <p>Improve systems to provide support, supervision and training of Learning Support Officers (LSO's).</p> <p>Collect quality data to determine learning needs, monitor the effectiveness of individual and classroom learning programs.</p> <p>Enhance the partnership and education of parents who have students with learning needs.</p> <p>Provide regular opportunities for LSO's and teachers to work with Learning Support Leaders for teamwork, collegial planning, reviewing progress, feedback and troubleshooting.</p> <p>Strengthen connectedness between PBS, PLC and Rtl.</p> <p>Promote St Joseph's school community as a school where all children learn to high levels, are engaged and achieving fantastic educational results.</p>

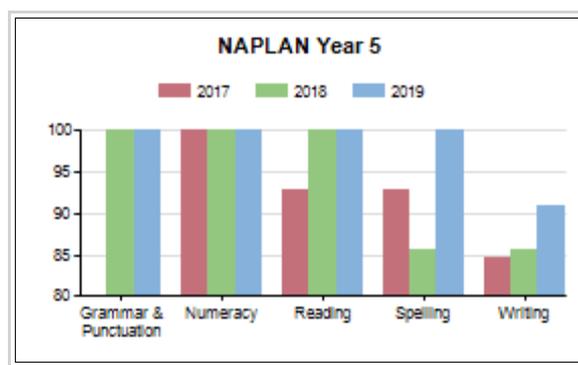
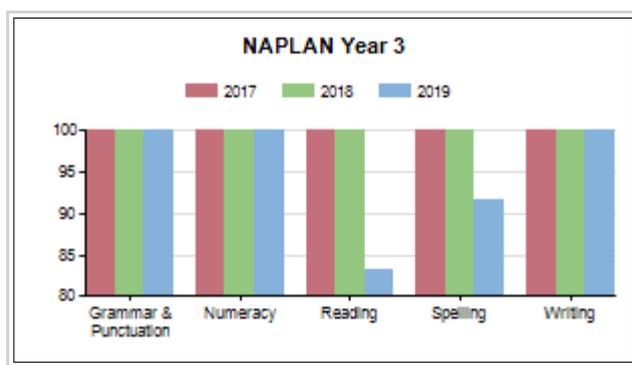
School Performance Data Summary

E2047

St Joseph's School, Red Cliffs

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	83.3	-16.7
YR 03 Spelling	100.0	100.0	0.0	91.7	-8.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	78.6	100.0	21.4	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	92.9	100.0	7.1	100.0	0.0
YR 05 Spelling	92.9	85.7	-7.2	100.0	14.3
YR 05 Writing	84.6	85.7	1.1	90.9	5.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.2
Y02	92.6
Y03	90.4
Y04	91.6
Y05	91.6
Y06	93.7
Overall average attendance	91.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.8%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	94.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	12.5%
Graduate Certificate	12.5%
Bachelor Degree	100.0%
Advanced Diploma	25.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	9.4
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	4.7
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