



# St Joseph's School Red Cliffs

## 2020 Annual Report to the School Community



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## Minimum Standards Attestation

I, Naomi Kennedy, 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.

Naomi Kennedy

**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 & Mission

### 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 85 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 956 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:

- 4% of our students are from a non-english speaking families.
- 8% 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, 2.4% of students require Extensive adjustment, 10.6% Substantial and 25.9% Supplementary;
- 45% of families are eligible for financial assistance from the Camps, Sports, Excursions Fund (CSEF).

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. Our community, and in particular our students 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. We provide regular opportunities for students to learn about and witness to ecological conversion through the Resource Smart Schools Sustainability program.

At St Joseph's we are using the new RE Awakenings program as our curriculum, which adopts the Shared Christian Praxis pedagogy (critically adapted and used hermeneutically). This method sees all human beings as being an 'image of God' that can creatively shape their own life through a creative search for meaning and quest for fullness of life. Amongst a diversity of views and attitudes we hope that students can discover for themselves and interpret topics and life issues in a process of dialogue. Along the journey, the Catholic faith traditions through its stories, worship, experiences and its teachings can be introduced, interpreted and reinterpreted.

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 with our school adopting the Play is the Way methodology. 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

I am very honoured to present the 2020 annual report. Through this report we recognise the extensive learning and achievements of our students and the St Joseph's community. 2020 has been a challenging year with two periods of Remote Learning occurring. This totalled 13 weeks of having continuity of Remote learning that was completed at home and for some students still at school. This period for many built a level of anxiety and fear as we have lived our lives in a very curtailed way and as we have been exposed media about the situation, had to wear masks, not being able to visit family, closed borders, travel limits, closed business, unemployment, remote learning and working from home has been our life for much of our school year. As a community I am very proud of how we have got through this situation.

The most precious gifts of St Joseph's are the students and we congratulate them on their efforts this year. They make the school what it is, and create the welcoming and fun learning atmosphere, bringing to life the Good News of Jesus Christ as model. Well done to the Student Leaders and Student Representative Council, excellently led by our School Captains Riley Purcell and Harman Gill.

I pass on my thanks and gratitude to St Joseph's staff. We are blessed to have such a dedicated, enthusiastic and talented group, who bring a multitude of gifts and expertise. All staff embraced what role they had to do to and have sustained their efforts through multiple transitions in modes of teaching and learning delivery to ensure continuity of learning. Their commitment and professionalism in regards to all aspects of their work has been outstanding. We all should be proud that they are part of the St Joseph's School community.

I thank our Executive Leadership Team including Breeana Wade and Janice Divola for their outstanding work, support and leadership. Their expertise and commitment was clearly on display throughout the year. With so many changes in regards how we operate as a school these people have been an amazing support to me.

I would also like to express our sincerest appreciation and thanks to our parents for their incredible patience and flexibility throughout our Remote Learning periods that have occurred across 2020. We understand the enormous responsibility and challenges that Remote Learning has placed on you, having to create time, space, routine, and support for learning at home. Our experiences have ensured that we have continued to have a strong partnership between home and school.

Thank you to the members of the School Advisory Council for their dedication and commitment over the past twelve months. They have given up their time to serve the St Joseph's community in a more formal capacity, with a willingness to work and provide advice to assist in making decisions for the benefit of all students and families at our school. A special thanks to our Chairperson Peter Manno. Unfortunately we haven't been able to have our normal social activities we annually celebrate as a community including Mothers and Fathers' Day breakfasts, Trivia Night, School Concert and Grandparents' Day but we look forward to being able to do this hopefully next year. We have really missed that opportunity to connect and further enhance our positive community.

I would also like to thank our Canonical Administrators across 2020 Fr Michael McKinnon and Fr Matthew Thomas. They have both been a great support this year to help govern the school and supporting us to celebrate our faith. From 2021, our school governance will transfer to the Diocese of Ballarat Catholic Education Limited (DOBCEL). Fr Matthew and future parish priests will continue to be a very valuable pastoral, religious and spiritual support for our school. Our school will continue to maintain a close connection to our parish.

A major focus in 2020 has been our scheduled cyclical 'External' School Review. As a whole community we have been able to complete this extensive and exhaustive procedure and have been able to come up with three priorities that have been validated by our reviewer. We now have a new clear sense of purpose and direction that we believe is manageable for the next five years. Our new School Improvement Plan is included later in this booklet.

In closing, to our graduating year 6 students, leaving staff member Lexie Willems we offer our thanks and appreciation for being outstanding members of the St Joseph's community and we wish all the very best for the future. Thank you to all for the support and investment into St Joseph's during the past year and making us the great community we are. As we make plans for the 2021 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 (Principal 2020)



## Parish Priest's Report

Dear St Joseph's School Community,

Wow what a year! I am writing to you as your Parish Priest, having only been in the area for the past few months. I've not been able to do much in that time, apart from a visit or two and joining the SAC for their meetings, due to COVID Restrictions.

I thank Mr Mark Gibson and the staff for all their work and dedication to the students over this year. I also acknowledge the efforts of our school families in 2020. I know that the staff have enjoyed having all the students back at school and getting back to some sort of normality!

2021 will be a new year, and will bring us new and exciting educational ways of teaching and offering support for the students to enhance their learning. We look forward to welcoming some new faces in Prep and throughout the school.

I wish all the Grade 6's all the best for Secondary School, and hope that 2021 is a great year for them all. They have been great leaders in the school, and have shown the way of bringing God into our lives by the way they conduct themselves and represent the school.

I hope Christmas and the New Year starts well, as a great time to spend with family and friends. I look forward to welcoming you all back, refreshed and ready for a new school year in 2021.

God Bless

21st October 2020

Fr. Matthew Thomas PP

## School Advisory Council Report

On behalf of the School Advisory Council, it is my pleasure to present the Chairperson's Report for 2020.

Firstly, I would like to acknowledge and thank my fellow council members - Natasha Anstee, Maria Camera, Naomi Brown, Paul McCarthy, Breeana Wade, Tamara Leamon, Mark Gibson and Fr Matthew. It has been a pleasure to work with you all throughout 2020 - even though it was over the internet and not in person!

Earlier this year we farewelled Fr. Michael. I would like to make a special thank you to him for his contribution and commitment to not only school and parish, but to the wider Sunraysia area for many years. We wish him all the best on the next chapter of his life.

We also say farewell to Lexie Willems, who is leaving us to move interstate at the end of the year. Her passion for teaching and the enthusiasm she brings every day will be missed. We appreciate the huge contribution she has made to our students and school community, and we wish her well for the future.

What a year 2020 has been at St Joseph's. The COVID-19 pandemic affected us as it did many schools across the country and the world. I am sure all our families will agree with me when I say that what I am most proud of is how hard our school community - especially our teachers, support staff and leadership staff - have worked to make 13 weeks of Remote Learning for our students and parents as easy as it could be, while still providing a curriculum to help continue the development and growth of our children.

Learning looked very different to the way we know it; we very much appreciate the combined effort to put the needs of our children first. Your efforts and commitment haven't gone unnoticed and from all in our school community, we say thank you.

One positive that should be taken from the unprecedented situation we all found ourselves in, are the skills learned by staff, students and parents during Remote Learning. These will be, and should be, used to improve the way learning takes place well into the future.

Finally, as we end the 2020 school year and look forward to 2021, I would like to encourage everyone to become an active part of our School community and help make St Joseph's Primary School a special place of learning and community spirit for our children.

Thank you and God Bless

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 commenced using the new Awakenings Religious Education program as our curriculum, which adopts the Shared Christian Praxis pedagogy (critically adapted and used hermeneutically). This method sees all human beings as being an 'image of God' that can creatively shape their own life through a creative search for meaning and quest for fullness of life. Amongst a diversity of views and attitudes we hope that students can discover for themselves and interpret topics and life issues in a process of dialogue. Along the journey, the Catholic faith traditions through its stories, worship, experiences and its teachings can be introduced, interpreted and reinterpreted.

The new RE Awakenings curriculum model is seen as challenging for teachers and we are seeing some frustration amongst staff as we adopt this new curriculum. Over our next period of School Improvement a greater emphasis needs to be given to supporting our teachers to develop their pedagogical approaches and confidence in delivering this curriculum.

St Joseph's has a close connection to the Parish Church and priest in residence Fr Pat Flanagan, 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. In 2020 we welcomed Fr Matthew Thomas as our new Parish Priest. When we are able to Fr Matthew looks forward to building a connection with our Parish and school community.

2020 saw one of our teachers Lexie Willems completing training to become accredited to teach Religious Education.

Our Religious Education Leaders across 2020, have been Janice Divola (Sacraments and Liturgy) and Kim Hawkes and Holly Southwell (RE Curriculum). Unfortunately their planned professional development and professional support hasn't been able to be delivered in 2020. We look forward to these professional supports returning - hopefully in 2021.

### 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

St Joseph's actively seeks partnerships within the parish and wider community to enhance student learning and well-being. We are usually visibly involved in local community events such as ANZAC Day, Eisteddfod and Red Cliffs Carols by Candlelight but unfortunately could not participate in these in 2020.

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 and in 2020 we received our first star for our five star certification process. This assists our school to embed sustainability in everything we do, encourages real-life sustainability learning and helps our school save money.

Community Engagement in learning and wellbeing continues to have a significant focus at St Joseph's. As a school we know learning is enhanced when parents are acknowledged and supported in their role as educators. We strive to maintain and build a strong rapport with our parents and wider community.

Our Learning Diversity Leader, teachers and parents have regular opportunities through PSG meetings create and evaluate Individual Learning Plans and Behaviour Support Plans. In 2020 we have been far more conscious of working with families in a climate of mutual respect where communication and consultation is encouraged. This year some of these meetings were conducted via Google Meet and this experience was successful. To support students with a disability we access contracted services for one day a week for Speech Pathology and one day a week for Occupational Therapy.

Our Schoolzine eNewsletter, that was introduced in 2020 can be read easily on any type of technological device and it's new format allows parents to physically see through video. It also allows parents to read the newsletter in any language. This allows more parents to be informed about and see what we are trying to achieve as a school.

As a school we are also utilising many informal opportunities to communicate with parents and showcase to the community student learning. We use the Seesaw digital portfolio, the St Joseph's Facebook and Instagram pages, eNewsletter and the newly introduced Parent Access Module (PAM) or SIMON Everywhere.

We are now starting to make a concerted effort to work more closely in collaboration with parents in regards to key school improvement initiatives. If suitable, parents are invited to attend school professional development with teachers. At the start of 2020 parents participated in our 'Play is the Way' PD. This was a very positive experience for those parents that attended.

Our challenge in this area is to have our parents build a greater understanding of how we work to improve student outcomes in relation to learning and wellbeing. Tony Dalton has started to work with us on facilitating Guided Learning Walks with parents. Our first experience led by Tony at the start of 2020 was very positive and over time we hope to be able to train staff and some parents in facilitating these walks. This experience will certainly build the understanding of

families in regards to our contemporary approaches to learning and wellbeing. Tony is also working with us to improve enrolment processes for our school.

## PARENT SATISFACTION

The 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

[LSAchievements]

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2020	
<ul style="list-style-type: none"> <li>• CPR, Asthma, Anaphylaxis and Epilepsy Training</li> <li>• Play is the Way</li> <li>• Remote Learning Technology Preparation</li> <li>• River Region Learning and Teaching Alliance</li> <li>• Oral Language Supporting Early Literacy (OLSEL) Misty Adoniou</li> <li>• Phonics International Training</li> <li>• Mentor Texts</li> <li>• NCCD Data Collection</li> <li>• Diocesan Principal Meetings</li> </ul>	
Number of teachers who participated in PL in 2020	13
Average expenditure per teacher for PL	\$871

TEACHER SATISFACTION
<p>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:</p> <ul style="list-style-type: none"> <li>• Individual Morale - 74 in 2017 to 78 in 2019</li> <li>• School Morale - 78 in 2017 to 80 in 2019</li> <li>• Individual Distress - 64 in 2017 to 69 in 2019</li> <li>• School Distress - 63 in 2017 to 63 in 2019</li> <li>• Supportive Leadership - 78 in 2017 to 86 in 2019</li> <li>• Teamwork - 76 in 2017 to 83 in 2019</li> </ul>

- 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.

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	94.0%
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**ALL STAFF RETENTION RATE**

Staff Retention Rate	85.7%
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**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)	1.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	8.2
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.4
Indigenous Teaching Staff (Headcount)	0.0

## 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. 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 and much of this work is being led by our Learning and Teaching Leader Breeana Wade and her Guiding Coalition. As a school we have ensured we are providing significant opportunities for collaboration through PLC, Data and PLT meetings. We are placing a targeted emphasis on improving teacher's curriculum knowledge, adopting best practice pedagogical approaches with consistency across the school and ensuring opportunities are available to use the shared wisdom of our teams to improve teacher practice and student outcomes. We are now seeing more commonality across the school with planning documentation and approaches to instructional practice. There is greater staff cohesion, improved collaborative planning, greater curriculum knowledge and awareness, higher self-awareness of areas for improvement in their own pedagogical practice, and an improved sense of collective responsibility for all students.

In 2020, we have adjusted our Reading approach from a predominantly Whole Language approach to a Systematic Synthetic Phonics one. Consistently, as a school, we experience high levels of reading achievement at the conclusion of Grade One, according to our CEOB mandated data text-level collection and, often, our PAT results. What we noted happening, however, was that upon entry into Grade Three (particularly), the text level data was showing that a significant drop had occurred between Grade One and Grade Three despite the same instructional approaches and, in some cases, the same teacher providing the instruction in the year between both levels being obtained. Other data (BURT and Peter's Dictation) were suggesting a deficit in decoding ability. As a school this year we have introduced No Nonsense Phonics. A significant amount of support is being provided to support the teachers to adopt this new approach and we expect to see great growth over the coming years.

We have also begun to work with Mentor texts, text patterning and increasing the reciprocity between reading and writing to enhance our writing program. Teachers have been involved in professional learning which happens in collaborative teams. For our teachers they are starting to see many benefits of this new approach.

The COVID-19 pandemic that occurred this year has had a significant impact on our normal learning and teaching approach. With a huge emphasis on technology and new methods of curriculum delivery, classroom teachers were involved in daily team professional learning and collaboration in regards to how they could deliver their continuity of learning effectively. Teachers reflected upon their regular classroom practices and how these can be made more effective and engaging, which resulted in many changes to practice being made upon return. The staff need to be commended on their efforts during this period. During our second period of remote learning we were able to continue interventions as part of our program.

Due to COVID19 some students have been better able to progress in their learning in the remote and flexible learning environment, others have maintained their rate of progress, and some have, despite their best efforts and those of their families and teachers, fallen behind. Over Term Four it has been critical to ensure those who have fallen behind can catch up and to support those who have progressed to continue to extend and stretch their learning. Literacy and numeracy across the curriculum remain a focus, with us adapting our teaching and learning program in Term 4 to be responsive to student needs. We are confident that the situation that has occurred this year will not have a long term impact on our students.

### STUDENT LEARNING OUTCOMES

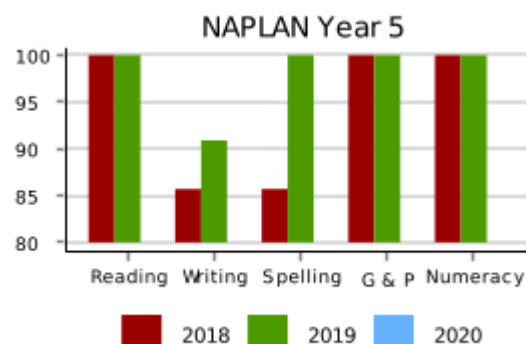
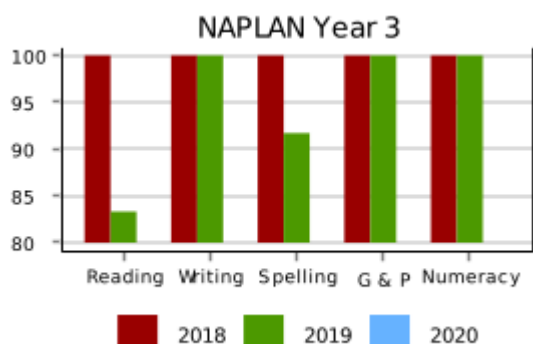
We have unique needs and have created a unique structure with unique solutions, to provide the appropriate interventions and school structures, which we know actually work! Despite having an ICSEA score of 954 (well below the average 1000), recent analysis of NAPLAN and PAT data shows that we have high 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.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	83.3	-16.7		
YR 03 Spelling	100.0	91.7	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	85.7	100.0	14.3		
YR 05 Writing	85.7	90.9	5.2		

\* 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.



## 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), Speech Pathologist (Sarah Palmer) and Occupational Therapist (Letecia Ellis) 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. These people work closely with students and teachers to implement manageable interventions in regards to sensory integration, emotional regulation, and/or social skills.

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.

To help teach children how to manage emotions, promote care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively social/emotional learning should also be part of curriculum. As a school in 2020 we are beginning to adopt Play is the Way (PITW) as a methodology for teaching social and emotional skills using guided play, classroom activities and empowering language. All staff and some parents attended an PD session opportunity earlier this year to introduce the philosophy around the approach. PITW is an approach that gives primary schools a way to develop, improve and entrench the personal and social capabilities of students. These skills include recognising and managing our emotions, developing caring concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively. This approach, led by myself is certainly assisting in providing a consistent approach to social/emotional learning, behaviour and student self-management at St Joseph's.

The wellbeing, and particularly the mental health, of every student and member of staff has been a highest priority across 2020 due to COVID19. Over the year a lot of effort has gone into encouraging and sustaining motivation for learning, re-engaging students and families where needed, and supporting the social and emotional learning of children and young people alongside curriculum-based learning. We have also had to ensure support for school staff, who have sustained their efforts through multiple transitions in modes of teaching and learning delivery.

**VALUE ADDED**

Initiatives have been implemented including: Breakfast Club, Seesaw, Play is the Way, Circle Time, Restorative Practices, Sporting Schools, Pastoral Care Worker, Speech Pathologist, Occupational Therapist, Students with Disability program, Assembly Awards, Simon Everywhere 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 supply a note to explain the absence or contact the school directly. Notes need to be dated and signed by the classroom teacher. These notes need to be stored safely by the teacher and at the end of each year is archived by the school. If a child has not been in attendance for three consecutive days, teachers are required to contact parents to ascertain reasons. Ongoing absenteeism issues are to be reported to the Principal.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	86.6%
Y02	93.0%
Y03	94.0%
Y04	90.4%
Y05	91.0%
Y06	92.4%
Overall average attendance	91.2%

## Child Safe Standards

### Goals & 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 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

Our School Improvement Plan has prioritised the achievement of the following goals over the next five years:

Building staff capability to develop a positive, safe and engaging learning environment with a focus on Literacy as the basis for all learning within a culture of continuous improvement and achievement.

Enhancing and strengthening St Joseph's Catholic identity by building staff knowledge and confidence in using ECSI data, delivering the Awakenings Curriculum and linking Social Justice activities to Scripture.

Developing effective practices to promote, monitor and enhance staff and student wellbeing in order to build learning resilience, self-management and self-reflective capabilities in our students