



[SchoolName]
Red Cliffs

2021
Annual Report to the School Community



Registered School Number: 1373

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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 2021 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 Schools.

25/03/2022

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

Governing Authority Report

The governance of fifty-six schools in the Diocese of Ballarat was transferred to Diocese of Ballarat Catholic Education Limited (DOBCEL) on 01 January 2021. Thus, beginning an exciting and challenging first year of governance under DOBCEL and continuing the long partnership between all schools of the Diocese and Catholic Education Ballarat (CEB) of continual improvement of learning outcomes for the students in the schools of the Diocese.

COVID-19 continued to cast a long shadow over the communities in the Diocese. Our students, their families and our dedicated staff are to be commended for their ability to move from one mode of learning to another with very short notice. The true impact on learners may not be known for years. We may well reflect on the 'challenging and uncertain times of COVID' in a similar way to the those reflected on the Spanish Flu a century ago. We will remember with awe the commitment of our school communities, those who lead them and their staff. We will also speak of the resilience of the children of this generation in meeting a 'new normal' and often leading our wider communities in an optimistic response.

In 2021, our school communities and CEB have maintained a strong focus on reviewing and updating policies, procedures and practices that reflect the new governance model and continuing their commitment to providing safe, learning environments for all learners.

I thank the priests of our school communities for their ongoing pastoral care and ministry, without the demands of Governance resting on their shoulders. I acknowledge and thank the Principals of our schools for their committed leadership, care and support of their school community.

I commend this Annual Report to the School Community as a summary of the many achievements in supporting the learning needs of our students.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

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 87 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 94 students. We have five multi-age classroom groupings.. Our student population is drawn from a wide range of multicultural and faith backgrounds, providing us with a rich experience of culture and tradition.

The school is very well resourced in regards to staffing with 25 people being employed in a mix of part time and full-time work. Many staff contribute specialised skills in a part time capacity. St Joseph's is able to employ a large number of specialised staff to meet the needs of the students and the community due to additional funding due to our low Socio-Economic Score (SES) of 85, an (ICSEA) of 966 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
- 8% of our students are of indigenous heritage
- 37% of our total school population are classified as having a disability under the Disability Discrimination Act and are included in the Nationally Consistent Collection of Data (NCCD).

Of the students included in the NCCD, 24% require Substantial and 73% require Supplementary levels of adjustments

- 49% of families are eligible for financial assistance from the Camps, Sports, and Excursions Fund (CSEF) which is up 4% on last year

St Joseph's school participates in regular prayer and liturgical experiences that name and celebrate our faith and tradition. We celebrate school and Parish masses that prove to be 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 other social justice events such as Footy Colours, Harmony Day and Do it for Dolly Day. 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 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. St Joseph's is accepting of all views and encourages students and families to express these in the true spirit of dialogue and community. 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. Beginning with the child's own experience of the world, the Catholic faith and it's

traditions are introduced through stories, discussion and worship to be interpreted and reinterpreted by the students.

Our experienced and caring teachers and support staff 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.

St Joseph's is a Professional Learning Community, Professional Learning Communities (PLCs) are an approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.

St Joseph's also engages the students in evidence based and research validated teaching and interventions in Literacy and Numeracy. We have adopted a Structured Literacy approach to teaching Reading and are in the process of moving away from the Whole Language approach. We engage in explicit instruction and believe that skills and knowledge are taught and not caught. While we have a strong focus on Literacy, Numeracy and Social Emotional Learning we also teach all other areas of the curriculum with specialist lessons in the Performing Arts, Physical Education and Languages Other Than English LOTE, Italian. Science, History and Geography are taught through the Inquisitive approach. Inquisitive lessons use differentiation and student choice ensuring students learn with purpose, engagement and depth.

St Joseph's has a highly qualified and experienced Wellbeing team. Maintaining student, staff and community well-being is a key part of our mission. At any point in time we are implementing a wide range of whole school, small group and individual preventative, early and critical interventions. Our staff have a shared commitment to the general care of our students. Social and Emotional Learning (SEL) is regarded as an essential component of the education of the whole child with our school. The school has adopted the Play is the Way methodology, uses trauma informed practices through implementing the ReLATE model (Reframing the Learning and Teaching Environment) and explicitly teaching Resilience, Rights and Respectful Relationships through teaching the RRRR curriculum. We work in partnership with numerous community organisations. We employ a Pastoral Care worker, Wellbeing Leader, Occupational Therapist and Speech Therapist who work 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

students. Their commitment, professionalism and grit in regards to all aspects of their work has been outstanding. With each transition from onsite to remote learning, teachers have had to re-plan, rethink and reshape the curriculum and its delivery. This has taken a huge cognitive and emotional toll on our teachers and they are to be acknowledged for their hard work, persistence and the ability to pivot with little notice, and most importantly for always putting our students first.

I would like to acknowledge and thank our Executive Leadership Team, Breeana Wade and Janice Divola for their work, support and leadership. Both ladies have an incredible work ethic and amazing skills and knowledge which they always apply for the best interests of our students and community.

Thank you to our parent community. This year you have taken on the role of not just parent but also teacher due to our many and frequent lockdowns. I understand firsthand the stress that this can place on families and would like to thank you for your flexibility, perseverance and resilience during this time. Although this year I have not been able to meet or know as many of you as I had hoped, we have aimed to ensure that we have continued to have a strong partnership between home and school through good school-home communication.

I would like to also thank the members of the School Advisory Council for their support, 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 and assist in making decisions for the benefit of all students and families at our school. A special thanks to our Chairperson Peter Manno whose support and commitment to the school has been outstanding and greatly appreciated.

Earlier in the year we had some community highlights with a wonderful celebration of Mother's Day including a greatly successful breakfast at school, serving 100's a delicious pancake breakfast. Our Beginning of Year Picnic was also a wonderful event, with a great turn out and a fabulous community feel. I would like to thank Tammie Leamon for all she has coordinated in terms of community engagement in 2021. Unfortunately some of our events, such as our Fathers' Day breakfast, Trivia Night and Grandparents' Day have not been able to occur due to lockdowns and restrictions. We are confident that our school production of the Wizard of OZ, and Grade 6 Graduation will all go ahead as planned this term. I look forward to more opportunities to connect as a community next year.

2021 saw the end of an era, with our governance moving from that of our Canonical Administrator (Parish Priest) to the Diocese of Ballarat Catholic Education Limited (DOBCEL). This has meant a rapid change in many of our procedures and policies. I thank the School Advisory Council and staff for their

School Advisory Council Report

Again in 2021 we have an extremely difficult and trying year for all sectors in Education as we have worked through the continuing complexities of COVID-19. The added burden of prolonged lockdowns on staff, students, and parents along with our response to remote learning has been a real test for our school community. I want to sincerely thank our staff for their continued leadership and resilience.

These COVID impacts have also had their effects on the operation of our school. With limited ability to travel and attend camps, meeting and have functions we have had to rely on virtual meetings for much of our work this year. While this has become the norm and is still very useful it does not replace the ability to meet face to face to achieve greater outcomes. Our children's endless adaptability and positivity, and our parents support of each other, is a true testament to the deep sense of community we have at our school.

No sooner had the year begun, Covid lockdowns again impacted us. Despite the inevitable disruptions that occurred throughout the year, Naomi, alongside her Leadership Team and highly professional and compassionate staff who undertook their responsibility in providing yet again, quality on-line education to our children. On behalf of the Advisory Council, I would like to express our deepest and heart felt gratitude for maintaining the remote learning opportunities that continued to be delivered in an interactive and engaging manner. Feedback from parents reinforces this sentiment, alluding to the 'exceptional pastoral care' which continued to operate, despite all imposed restrictions. While we are congratulating people, I would like to congratulate Naomi on officially becoming our principal earlier in the year. The impact you have already made in a short amount of time is a testament to the quality of person you are, we are very excited to have you and look forward to working with you for many years to come.

Unfortunately, because of all the uncertainty around Covid restrictions we had to make the difficult decision to postpone our annual Trivia Night fundraiser again this year. The good news is we have a new date locked in for early 2022 and it is set to be bigger than ever. It will be a great time to reflect, enjoy each other's company and welcome back members of our community into the school again.

I would like to mention and acknowledge the work of my fellow members of the Advisory Council. Thank you for all that you do and contribute not only to our meetings but to the school community. It is greatly appreciated.

In closing, I would like to wish all our staff, students, parents, and their families a safe, happy Christmas and New Year and I look forward to again working with you all in 2022.

Peter Manno,

Advisory Council Chair.

Catholic School Culture

Goals & Intended Outcomes

Enhancing and strengthening St Joseph's Catholic School Identity by building staff knowledge and confidence using ECSI data, delivering the Awakenings curriculum and linking Social Justice Activities to scripture.

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 curriculum, which adopts the Shared Christian Praxis pedagogy (critically adapted and used hermeneutically). This method sees all human beings as being made in the 'image of God' and starts with the students' experience of the world, takes them to the Catholic Faith and Tradition and then gets them to reflect back on their life considering how they can respond to this in order to live out the Christian Story and Vision. We accept and value a diversity of world views and attitudes and aim that students can discover for themselves and interpret topics and life issues in a process of dialogue.

The Religious Education Awakenings curriculum is still proving a challenge for teachers. Teachers are committing large amounts of time to interpreting, using and teaching this curriculum. Throughout the year, with the support of Kim Hawkes, CEB Education Officer, we have placed a greater emphasis on supporting our teachers to develop their pedagogical approaches and confidence in planning and delivering the Awakenings curriculum. The school has committed a pupil free day and two Professional Learning sessions a term to improve teacher confidence in using this curriculum.

St Joseph's normally has a close connection to the Parish, 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. This year, due to COVID restrictions and lockdowns the students' experience of the Eucharist has not been as frequent as we had planned with many masses being cancelled. We aim that the students develop a sense of social justice through their participation in parish fundraising for Project Compassion and Catholic Mission along with contributing to a number of other social justice activities.

Environmental sustainability and environmental awareness is an integral part of our Catholic faith, curriculum and a strategic priority. We continue to unlock the Pope's Encyclical *Laudato si'* (On Care For Our Common Home.) Pope Francis says that to care for Our Common Home is an essential part of our faith. St Joseph's teaches environmental education and sustainable living practices. We aim to reduce our footprint through being resource smart, recycling our waste, being waterwise, eating nude food, growing a vegetable garden and our new addition for 2021, four hens. Pope Francis calls us to a spirituality of love and respect for all creation in the one community of life on earth. Most of all he is full of hope that we can meet this urgent challenge to the future of 'Our Common Home'.

Early in 2021 we farewelled Fr Pat Flannigan who was the Priest in residence at the Red Cliffs Church. Fr Pat, or Flags, as he was affectionately known, was well loved and respected by the school community. Our new Parish Priest Fr Matthew Thomas and assistant Priest, Fr Shaiju Mathew have both been a great pastoral support, supporting our wellbeing and encouraging us

to celebrate our faith. Fr Matthew has continued to be a very valuable pastoral, religious and spiritual support for our school. Although our Parish Priest is no longer our administrator with the shift in governance to the Diocese of Ballarat Catholic Education Limited (DOBCEL), we are still a parish school and maintain strong ties with the Red Cliffs parish and its priest and we plan to continue and strengthen this connection into the future. Our Religious Education Leaders across 2020, have been Janice Divola (Sacraments and Liturgy) and Nadine Williams and Holly Southwell (RE Curriculum).

To enhance and strengthen St Joseph's Catholic School Identity this year the school has engaged in a 3 month project to build our Catholic identity where the staff and students have researched and identified catholic images and symbols of importance to them.

The school has commissioned an artist and is in the process of selecting the final design incorporating the imagery, iconography and artwork that have been decided upon through dialogue with our staff, students, parents, parish, other faith traditions and Aboriginal and Torres Strait Islander people.

VALUE ADDED

The school is dedicated to its Catholic heritage and traditions and works closely with the Parish Priest 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 the Awakenings curriculum. Teachers use Shared Christian Praxis in their planning to bring faith to life and then life back to faith. 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 values. Parent feedback endorses the school's Catholic identity, even though only 37% 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. Our achievements this year have included:

- Leading our improvement of Catholic school culture by Catholic Identity Guiding Coalition. This group has aimed to build a better theological understanding of ECSI and the new RE Awakenings curriculum.
- Providing support to our teaching staff to build their confidence in planning and delivering the Religious Education Awakenings units.
- Commissioning of an artwork that promotes the Catholic Identity of our school. This has been decided upon through dialogue with our staff, students, parents, parish, and other faith traditions.

Community Engagement

Goals & Intended Outcomes

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.

Achievements

St Joseph's actively seeks partnerships within the parish and wider community to enhance student learning and well-being. This year where restrictions would allow, we were visibly involved in local community events such as ANZAC Day and the Eisteddfod. Our choir performed at the community ANZAC Day ceremony with our school leaders also reading prayers. The local eisteddfod was held on line this year with our Marimba band being awarded first place.

Although this year has been fraught with lockdowns and for most of the year restrictions have not allowed the school to have parents on site we have had some great community engagement experiences including:

Morning tea for families on the first day of school

- Beginning of year Family Picnic and games night
- Opening and Blessing of New Buildings and Facilities
- Mothers day Breakfast
- Catholic Education Week Mass and family Picnic
- Assemblies resume with parents in attendance
- Open Day with 9 families attending
- Students performing and reading at the community ANZAC Day Ceremony at Barclay Square
- Cross Country with much community engagement and parent attendance
- Enrolment interviews online
- Book Week Celebrations shared online

When restrictions allow, we are strongly engaged in our Parish community through classes participating in Sunday Masses, 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 2021 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. Our students constantly witness how we take care of each other, our physical environment, our resources and the earth. The legacy we give them as they become the emerging leaders is looking increasingly challenging and grim, as climate change makes natural disasters more prevalent. Our catholic model of service and justice calls us to step up, pay attention, serve all people and work to make the world a better place to live in, not just for today but for the future generations. Each one of us is part of the ecosystem we live in and every action we take is important, no matter how small. Our commitment to being a Sustainable school is our opportunity to live this, every day.

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 Program Support Group meetings to create and evaluate Individual Learning Plans and Behaviour Support Plans for students who are at risk. We are conscious of working with families in a climate of mutual respect where communication and consultation is encouraged. This year when restrictions did not allow parents to be onsite, many of these meetings were conducted via Google Meet or over the phone. This was a successful experience and has made us consider how we conduct meetings and meet the needs of our community in the future. To support students with a disability and other students experiencing difficulties in a specific area, we access contracted services for one day a week each for Speech Pathology and Occupational Therapy. These professionals alongside our Learning Diversity Leader, and Pastoral Care Worker make up our Allied Health team. This team meets regularly in a coordinated approach in order to meet the needs of our more complex students.

Our Schoolzine eNewsletter, which was introduced in 2020 can be read easily on any type of technological device. It also allows parents to read the newsletter in any language. This allows more parents to be informed about upcoming events and see what we are achieving as a school.

As a school we are also utilizing 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, Schoolzine Newsletter and the newly introduced Parent Access Module (PAM) or SIMON Everywhere.

We had again booked Tony Dalton 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. We had planned to train staff and some parents in facilitating these walks in 2021 however this work was cancelled due to COVID restrictions.

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

Towards the end of 2020 the school completed its External School Review which has meant a new and clear sense of purpose and direction for 2021. Towards the end of 2020 the school's Principal Mr. Mark Gibson announced his resignation and an interim Principal, Naomi Kennedy was appointed for 12 months. Naomi has since been offered a 7 year contract and looks forward to working with the school community in the future. This year the School has introduced three 'Guiding Coalitions' or leadership teams that have led each one of our key and strategic priorities for 2021. Our leaders are very conscious of placing trust in the members of teams rather than one person making authoritative decisions. Through our PLTs and Guiding Coalitions more opportunities are available for our members to problem solve using initiative and creativity amongst their teams. Our new commitment to distributed leadership encourages empowerment, ownership and commitment of the staff. Strengthening links between Staff Professional Learning Plans (PLP's), the Australian Institute for Teaching and School Leadership Standards (ATSIL), And the Schools Improvement and Annual Action Plans has resulted in greater shared ownership of our strategic directions.

2021 has been a challenging year with multiple periods of Remote Learning occurring. This totaled more than a dozen weeks where learning was interrupted and moved to remote for some or all of our students. Throughout the year we also had many changing guidelines that we have had to abide by and follow. Our staff, students and parents have done a fantastic job following the regulations in order to keep our school and wider community safe and to ensure student learning has continued.

2021 saw the end of an era, with our governance moving from that of our Canonical Administrator (Parish Priest) to the Diocese of Ballarat Catholic Education Limited (DOBCEL). This has meant a rapid change in many of our procedures and policies. The School Advisory Council and staff have spent considerable time becoming familiar with new procedures and policies. Across 2021 Fr Matthew Thomas and Fr Shaiju Mathew have both been a great pastoral support, supporting our wellbeing and encouraging us to celebrate our faith.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2021
CPR, Asthma, Anaphylaxis and Epilepsy Training
Play Is the Way, Social and Emotional Learning online
Growing Personally and Socially

ReLATE, Reframing the Learning and Teaching, trauma informed practices
 Structured Literacy
 Awakenings Curriculum
 PLT meetings focused on creating a Pacing Guide for writing
 Synthetic Phonics
 Shared Christian Praxis
 ECSI and recontextualised iconography

Number of teachers who participated in PL in 2021	13
Average expenditure per teacher for PL	\$0

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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.7%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	88.9%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	[staffQualifications.Masters]%
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)	9.0
Non-Teaching Staff (FTE)	5.6
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

Nulls 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. </p><p>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. </p></body></html>

STUDENT LEARNING OUTCOMES

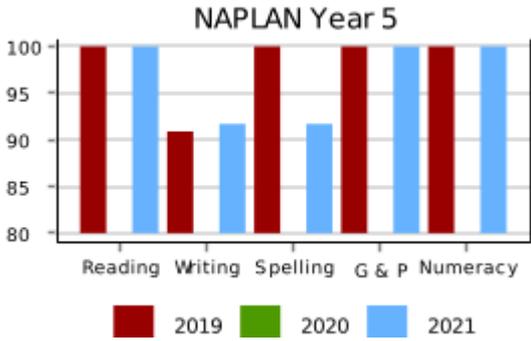
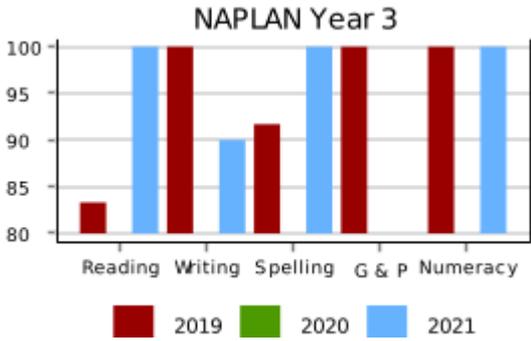
We have unique needs and have created a unique structure with unique solutions, to provide the appropriate interventions and school structures, which we know actually work! Despite having an ICSEA score of 954 (well below the average 1000), recent analysis of NAPLAN and PAT data shows that we have high 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	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	80.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	83.3	-	-	100.0	-
YR 03 Spelling	91.7	-	-	100.0	-
YR 03 Writing	[naplan.p rev2Y3.s choolWR .minimu mStandardsStr]	-	-	90.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	91.7	-
YR 05 Writing	90.9	-	-	91.7	-

* 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

[SWStudentSatisfaction]

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 through SIMON or contact the school directly. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	89.1%
Y02	88.6%
Y03	91.7%
Y04	92.7%
Y05	87.3%
Y06	91.0%
Overall average attendance	90.1%

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 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

Teaching and Learning

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.

Catholic Faith and Tradition

Enhancing and strengthening St Joseph's Catholic School 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,

Wellbeing

Monitor and enhance staff and student wellbeing in order to build learning resilience, self-management and self-reflective capabilities in our students.