



St Joseph's School Warragul

2020

Annual Report to the School Community



Registered School Number: 0841

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Contact Details

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Minimum Standards Attestation

I, Ronan O'Mahony, 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.

06/05/2021

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

Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

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

We aspire to see our students thrive in the world; to be confident, competent and connected.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2020. It has been an honour to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

School Vision and Mission

- Our students will be active learners who are motivated and challenged to experience success in a stimulating learning environment that caters for individual needs.
- The Good News of the Gospels will be lived in the everyday lives and actions of our school community.
- Through the quality of their interactions at St. Joseph's, students will realise and actively use their unique talents as a gift from God.

At St Joseph's Our Mission is:

- Inspired by St. Joseph we will endeavour to facilitate learning in which our Catholic identity permeates all areas of the school, living a message of love, acceptance and value.
- We will encourage and support individuals as they take responsibility for making positive contributions in a global community throughout their life.

At St Joseph's we believe that:

- We live the values of the Catholic faith in our everyday lives.
- We promote a learning culture which is motivating and engages the individual, supporting them to achieve success.
- Every individual has the right to learn in a stimulating and happy environment, where calculated risk taking facilitates learning development.
- We value and encourage positive relationships and working in partnership with the wider community.
- We value positive relationships where we accept differences and show empathy and compassion for others.
- We are preparing students to engage and participate in a global society.

Our Strategic Intent

- We are committed to 100% of the students, 100% of the time.
- We are committed to our faith community, fostering an environment where all teachers and students reach their potential.
- We are committed to developing expert teachers to ensure students achieve targeted progress.
- We are committed to using high quality data to personalise learning.
- We ensure our own and others' professional growth by planning, designing and teaching in teams.
- We are committed to planning a curriculum which has entitlement for all and promotes high expectations for every student

School Overview

St Joseph's Warragul is a Catholic primary school situated one hundred and ten kilometres from Melbourne in the rolling hills of West Gippsland. We believe that developing caring and nurturing relationships is at the centre of all we do, underpinned by a strong awareness of Christian values. The staff at St Joseph's are focussed on meeting the needs of all children at our school. Parents are encouraged to be active participants in the life of the school and there are opportunities for parents to be involved.

We believe that children learn best when they are in an encouraging, stimulating and supportive learning environment. Our classrooms are welcoming, and we have resources that are inclusive of various technologies across the school.

St Joseph's school had an enrolment a little over 350 by the end of the 2020 school year. We have 35 staff, consisting of the principal, deputy principal, classroom teachers, school support staff (classroom) and school support staff (administration). Specialist subjects offered at St Joseph's are Physical Education, STEM, Language Other Than English (Italian) and The Arts (Music, Performing and Visual Arts).

We are proud of the comprehensive curriculum offered at St Joseph's. We embrace the Victorian Curriculum as well as the Religious Education Curriculum, exploring content, achievement standards and progression of learning to support student progress. Our assessment schedule identifies learning needs and informs teachers as they develop learning programs that are appropriate and differentiated, ensuring the success and inclusion of all children.

Our school continues to work towards developing an approach to positive behaviour as an effective way to build a safe, supportive and engaging learning culture and environment across our school. Intertwined within our work is the development of the Child Safety standards and strategies to build effective relationships.

Principal's Report

The following report is a summary of the many developments that have been undertaken during the 2020 year, it is presented to the community as a way of both informing and educating about the work that happens at the school.

In 2020, our community, like others, managed the impact of CoVid19. Moving in and out of remote learning for several months was challenging for our students, staff and families. Despite the challenges, we have a very supportive, committed community. The response from our staff was outstanding and many families juggled working from home and assisting their own children with their learning - an incredible effort!

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

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

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

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

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

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

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

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

I hope the 2020 annual report provides a snapshot of life at St Joseph's and gives you a sense of the supportive culture that characterises our community.

Yours in Catholic Education

Ronan
Principal

O'Mahony

Catholic Identity and Religious Education

Goals & Intended Outcomes

- To implement the Religious Education curriculum 'To Live in Christ Jesus' in a recontextualised, dialogical way.
- To develop in children a post-critical belief stance.

Achievements

- Leader of Religious Education participated in Learning and Teaching Networks.
- A number of staff meetings a term were designated to deepening the Religious Education Curriculum and linking to the Diocesan Learning & Teaching Network agenda, where appropriate.
- Religious Education Leader worked with staff in developing an enhanced understanding of what prayer is, forms of prayer and different ways in which we can pray within a framework of recontextualisation.
- A number of staff accessed the Accreditation to Teach Religious Education course provided by the Catholic Education Office.
- Prayer and liturgies are planned with intentional links to the current Religious Education curriculum, feast days, or Inquiry focus.
- Staff are involved in partnership with the Parish by volunteering to be a part of the Sacramental program and the celebration of the Sacraments themselves. Whilst the Sacraments are being prepared for and celebrated in the Parish, the school is also focusing on the same Sacraments. This creates an authentic and supportive celebration of our Faith.
- We have also followed a whole school approach to scripture by focussing on one passage throughout the school at both a staff and class level. At a staff level, we used this passage to model both the AWES approach to scripture, and we engaged in dialogue about the passage.

VALUE ADDED

- Students continued their faith journey through the reception of the Sacraments of First Reconciliation, First Eucharist and Confirmation.
- Staff continued to be actively involved in the family centred, parish based and school supported Sacramental Program by assisting with the facilitation of workshop and celebration of the Sacraments.
- Holy Week, ANZAC Day and Remembrance Day etc provided opportunities for the school community to acknowledge as a people of faith.
- The Christmas Appeal for the St Vincent de Paul Society took place with the collection of a range of gifts being collected for distribution to needy families in the area.

Learning and Teaching

Goals & Intended Outcomes

To develop expert teacher practice to ensure all students achieve maximum academic and personal growth:

1. That teachers have a deep knowledge of the Victorian Curriculum and the VCAA learning progressions.
2. A collegial learning culture is evident
3. That there is consistent practice and language around enhancing positive relationships

Achievements

During the 2020 school year, we

- Built our expertise in the online delivery of learning and teaching in a COVID environment. Our teachers developed new and creative ways to connect with their students and families as they supported their children's learning at home.
- Continued to work on improving Literacy and Numeracy results with a continued focus on developing Expert Teacher practices, albeit in a largely remote teaching space.
- Middle Leaders worked remotely with a DOSCEL representative to continue the work of the Collectives initiative in Literacy and Numeracy. The focus was implementing the Teaching and Learning Cycle when planning for learning to address student variability therefore maximising the opportunity for an increased rate of progress for every student.
- Middle Leaders worked with their Professional Learning Communities (PLC) to identify effective teaching and learning strategies for the differentiation of tasks. This resulted in a focus on collaboration and professional support which remains an ongoing goal.
- Teams used assessment data such as PAT to determine common misconceptions students had in Literacy and Numeracy, and to target specific needs and improve student learning.
- Initiated *Essential Assessment* as an effective tool to monitor student progress.
- Teams continued to utilise the VCAA Learning Progressions to determine where students were in their learning and what the next step for teaching would be by providing differentiated learning tasks.
- Intervention programs continued to support classroom learning in Literacy. Levelled Literacy Intervention was delivered alongside usual classroom teaching to provide students an opportunity to achieve an accelerated rate of progress. Due to the nature of LLI, it was not deemed practical to continue during Remote Schooling, however a differentiated program was provided for these students.
- A Speech Therapist attended the school twice a term to provide further support to students to assist with literacy skill acquisition. This was offered via Telehealth during the period of Remote Schooling.

STUDENT LEARNING OUTCOMES

The data collected through the PAT testing program is compared to state and national outcomes and used to evaluate our teaching and learning programs each year to gauge their effectiveness, and to make goals for improvement of student learning. The use of other programs such as Essential Assessment in Mathematics, Benchmark Assessment System for reading and the Mathematics Assessment Interview provided staff with the data required to drive St. Joseph's planning for learning, provide focus for coaching and mentoring, and inform our Learning Adjustment Strategy.

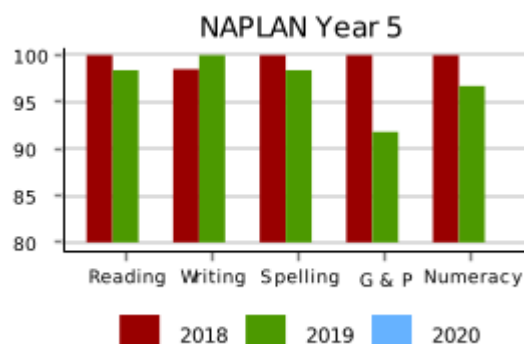
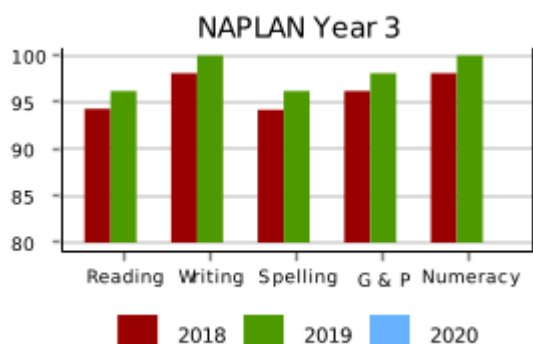
Using Literacy Assessment, 5 Year 1 students were selected to participate in the Levelled Literacy Intervention program, which resulted in an average improvement of 2.6 reading levels.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	96.2	98.1	1.9		
YR 03 Numeracy	98.1	100.0	1.9		
YR 03 Reading	94.3	96.2	1.9		
YR 03 Spelling	94.2	96.2	1.9		
YR 03 Writing	98.1	100.0	1.9		
YR 05 Grammar & Punctuation	100.0	91.8	-8.2		
YR 05 Numeracy	100.0	96.7	-3.3		
YR 05 Reading	100.0	98.4	-1.6		
YR 05 Spelling	100.0	98.4	-1.6		
YR 05 Writing	98.5	100.0	1.5		

* 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.



School Community and Student Wellbeing

Goals & Intended Outcomes

1. To build a school community that is safe, supportive and inclusive for children, staff and parents.
2. To develop a school wide behaviour approach that develops a common understanding and protocol of rights and responsibilities of each child.

Achievements

- A Whole School Approach to Positive Behaviour was developed and implemented through a planned, strategic approach. This framework is founded on a positive approach to whole school wellbeing and is designed to promote and maintain a safe and supportive learning environment for all students and staff.
- All teaching staff participated in a survey of Positive Behaviour to evaluate current practice & determine priorities.
- Implementation of the universal school wide expectations, with a focus on making them explicit to all stakeholders.
- Establishment of an Intensive Support Behaviour Team to implement strategies that support behaviour at the targeted and intensive levels.
- The school continued to refine the processes to support students at risk under the guidance of the Learning Adjustment Leader and Deputy Principal including: streamlining the internal referral process, seeking external expertise, developing and implementing learning plans with teachers support staff and Education Support Officers.
- Wellbeing was promoted through various enterprises, staff worked extremely hard to maintain communication with students and parents and provide support.
- We continued to communicate with our families during our students' absence from school and offered resources and support to our more vulnerable families.

VALUE ADDED

- A Counsellor from Catholic Care one day each week.
- The Whole School Approach to Positive Behaviour Support (WSAPBS) continued to be a key approach.
- Teachers and Education Support Officers participated in various professional learning opportunities aimed at ensuring necessary compliance such as child safety and anaphylaxis, as well as other initiatives, to strengthen capacity to enhance student learning.
- A reference group continued to support the data implementation of the Nationally Consistent Collection of Data (NCCD).

- Program Support Group (PSG) Meetings held regularly to facilitate communication and planning for students with additional needs.

STUDENT SATISFACTION

- Student Satisfaction, as reflected in the results of the 2020 School Improvement Surveys showed a similar trend in many indicators when compared to the 2019 results.
- The vast majority of students feel safe while at school.
- Students have expressed that behaviour in the classroom continues to be a focus for improvement.

STUDENT ATTENDANCE

- Parents are responsible for ensuring that they notify the school to explain the absence of their children on any particular school day. Notification may be provided via email or by telephoning the school and should be made prior to the start of school.
- Teachers have the responsibility of marking the attendance roll in the morning and afternoon.
- All absences are recorded, along with the reason for absence.
- Unexplained absences: at 10am approx. an admin officer will check for unexplained absences and will make contact with parents.
- Regular absentees: the school continues to make contact and encourage parents to ensure their child attends school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.3%
Y02	92.1%
Y03	93.3%
Y04	94.9%
Y05	93.2%
Y06	94.7%
Overall average attendance	93.6%

PARENT SATISFACTION

The InsightSRC survey data results in 2020 have shown a slight downward trend compared to 2019 data set.

Parents are acknowledging an improvement in students' safety, connectedness to peers and social skills.

Whilst it was a COVID year and opportunities for connection with our parents were restricted, we maintained ongoing and constant communication. This was appreciated by our parent community with many expressing a "new respect" for our teachers and the work they do.

Child Safe Standards

Goals & Intended Outcomes

- At St Joseph's, we acknowledge and understand that child safety is the responsibility of every person and is an integral aspect of student wellbeing. We aim to work collaboratively with parents, students and other community members to ensure a safe school environment.
- Our commitment to the protection of students is based in our belief that each person is made in the image of God, and our ethos is to provide a safe and supportive environment. All students have the right to expect that the school will always act to protect them from any kind of harm.
- To continue to implement and embed Child Safe Standards as directed by Ministerial Order 870.

Achievements

St Joseph's staff and school community are deeply committed to ensuring child safety in our school. During 2020 we undertook the following actions to ensure we met the minimum standards:

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- Reviewed our Child Safe policies based on the Diocesan templates and our local context.
- Our school website has a dedicated Child Safety and Wellbeing tab with links to a range of Child Safety documents.
- Review mandatory reporting guidelines.
- Ensured that all staff complete an annual external Mandatory Reporting course and were aware of their obligations to report suspected child abuse.
- Included Child Safe risk assessment in all of our Remote Learning planning, including for those students attending onsite during this period.
- Reviewed our Child Safe Code of Conduct.
- Updated visitor/volunteer sign in and out procedures and resources, including incorporating COVID safe policies and procedures.
- Followed procedures around collection and review of Working with Children Checks.
- Continued to raise the school community's awareness of the Child Safe Standards.
- Continued to include Child safety items on Staff meeting agendas and weekly memos.
- Continued to build a culture of Child safety at leadership team level.
- Continued work embedding the Whole School Approach to Positive Behaviour Practices.
- Constructed perimeter fencing around the school, completed early 2020.

Leadership

Goals & Intended Outcomes

- To develop leadership which builds and supports learning structures and practices across the school.
- The facilities and assets of the school support contemporary learning.

Achievements

- In 2020, a new leadership team was formed under the direction of the new Principal.
- All members of the Leadership Team drew inspiration from the Diocesan Learning and Teaching Networks which were held remotely throughout the year.
- The Middle Leaders were part of a Diocesan Learning and Teaching initiative known as Collectives.
- Leadership promoted a professional and contemporary learning culture that aligned resources to support student learning.
- We continued to build a shared vision of leadership and professional responsibility at all levels.
- The Specialist Roster was designed in such a way as to enable back to back planning for all levels and to encourage collaboration, collective efficacy and collegiality.
- Staff were enabled to meet and plan as teams on a weekly basis, with support of the Learning Leader, to build teamwork and strengthen leadership skills.
- Establishment of professional expectations around teamwork and the planning process.
- Professional Learning Teams ensured that learning and teaching was focused on improving student outcomes.
- Professional Learning opportunities were provided for staff which enabled them to build leadership skills, knowledge and capacity, particularly in the Victorian Curriculum.
- Communication links between school and home were strengthened via GSUITE, Operoo, Class emails, Website, Newsletters, Facebook and the Dojo App.
- All staff and students accessed a greater number of devices in the classroom to assist with personalised learning.
- Finalisation of concept design and plans for Master Plan.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

High Impact Teaching Strategies, including:

- Differentiation

- Feedback — Bump It Up Walls
- Learning Intentions and Success Criteria
- The third teacher — ensuring displays in the classroom are relevant to student learning

Religious Education:

- Curriculum documents

Learning Adjustment:

- RAVENS 2 training
- WIAT III — Academic achievement test

Literacy:

- Understanding the Literacy Continuum

Numeracy, Essential Assessment:

- Staff participated in professional learning regarding the implementation and use of essential assessment in numeracy

Number of teachers who participated in PL in 2020	17
Average expenditure per teacher for PL	\$260

TEACHER SATISFACTION

Based on School Improvement Survey Staff data compiled by Insight SRC

- The level of individual morale has shown a similar trend to 2019 data.
- Staff are personally enthusiastic and passionate about their work, but there is not the same degree of energy and passion in the school as a whole.
- Staff have a sense of the pastoral needs of the students and continue to work towards improvements in overall student management and behaviour.
- Staff are beginning to provide feedback to one another, but this is not yet translating into their learning.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	67.6%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	81.6%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.0%
Graduate	12.0%
Graduate Certificate	8.0%
Bachelor Degree	72.0%
Advanced Diploma	28.0%
No Qualifications Listed	4.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	26.1
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	20.3
Indigenous Teaching Staff (Headcount)	0.0

Future Directions

At St Joseph's, we look forward to continuing to build a positive learning experience for all of our students. As we move beyond 2020, we are planning an innovative building project which will enhance the learning environment; encouraging, curiosity, creativity and independence. We continue to hold high expectations of all stakeholders and provide our teachers with ongoing and relevant professional learning to build their expertise.