



St Joseph's School Springvale

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Chris O'Connell, attest that St Joseph's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

08/06/2021

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

Our School Vision

St. Joseph's School is a multicultural community sharing a common belief in a Catholic ideal of life centred on Jesus Christ. We offer students a learning program pervaded with the spirit and values of the Gospel. We are committed to an understanding that education aims to achieve 'wholeness' for all its members. *The key features of our school are:*

Welcoming

Our school has a special welcome for all - children, parents, staff, the newcomer, the outsider and the disadvantaged. As a school we strive to create a sense of home, a place of warmth, friendliness and openness; a place where it is possible to feel safe and at ease with others, where the Parish Clergy, parents, children and staff feel that they and their contributions are important and valuable.

Supporting

The Pastoral Policy of our school is to encourage, accept, affirm and support all the members of our school and parish community. Through our policies and programs, we assist our students to become active and responsible Australian citizens.

Educating

Staff demonstrate a passion and dedication for teaching providing a stimulating and challenging environment. This encourages students to take initiative and become independent learners. We promote lifelong learning and excellence to assist our students to be active learners who can articulate and reflect on their learning. As a school we recognise that students learn in different ways and feedback is an essential component of the learning process. Our school fosters a strong partnership based on mutual trust and respect between students, parents, teachers and the wider community.

Empowering

Our school seeks to promote learning as a partnership between the family and the school involving parents, students, staff and other community members. Students are encouraged to have an active voice in the school community. All participate in the decision making processes based on the model of service that Jesus himself practised.

Serving

Our school provides the specialisation, the facilities and the resources for the benefit of the whole Parish community. We cater especially for those who are in need within the school community.

Celebrating

As a Catholic school community we celebrate together because of our common belief in Jesus the Christ expressed through the Eucharist, liturgies, sacraments and prayer. Our celebrations bring the school community closer together and to one other.

Reconciling

Our school is sensitive to the feelings of those who are struggling to succeed and live with dignity in the face of adversity. We look to the Gospel values of compassion, empathy, tolerance and reconciliation to help us overcome barriers and find new directions to enable us to move forward and grow.

Evangelising

Evangelisation is part of the missionary role of the Order of Franciscans Minor Conventuals (Grey Friars) which in turn is reinforced within the school. We welcome each and every child and encourage

understanding and appreciation of different creeds and cultures, whilst fostering a knowledge of the Catholic Faith Community.

This Vision Statement is the cornerstone of our school policy. Consequently St. Joseph's is committed to **welcoming, supporting, educating, empowering, serving, celebrating, reconciling** and **evangelising** in order to enable all members of our community to grow in body, mind and spirit.

School Overview

St Joseph's Catholic Parish Primary School is located in Springvale in the south eastern suburbs of Melbourne. The school was officially opened in 1938 and for the past eighty-one years it has served the surrounding community. The school, together with the Church, Parish Centre and Friary are located together in the heart of the local shopping precinct.

In 2020, we had 600 students enrolled in our school. While the majority of our students were born in Australia, 97% come from families where English is an additional language. The main ethnic background is Vietnamese.

We are a very respectful community that lives out the Gospel values of love, forgiveness, justice and truth. We promote a Catholic environment and pastoral tone so that the Catholic message is experienced by students, parents and staff, where-by the climate of the school is a form of catechesis and living witness. (Make disciples of all: Mt 28:19).

Everyone at St Joseph's strives with high expectations to give each child the opportunity to succeed and shine and to grow in all aspects, across their social emotional, spiritual, cognitive and physical learning. We infuse the core teachings of Catholicity and wellbeing across the whole curriculum. (I Came That You May Have Life and have it to the full: Jn 10:10).

We aim to educate today for tomorrow, so students will have the self-belief, skills, knowledge, wellbeing and attributes to contribute and flourish in a world that is fast moving, where jobs of the future are yet to be imagined. (Nurture leadership of all: Jn13:12-25).

We are an incredible learning community and as such a wonderful place to belong. We are all truly privileged to be in this unique school community. (Where two or three gather, I am there: Mt 18:20).

Specialist teachers conduct lessons in Physical Education, Music, Library, LOTE Italian and we employ a full time Information and Technology (ICT) Co-ordinator. With the high English as an additional language (EAL) component, significant focus is placed on literacy. We have three Reading Recovery teachers, a Literacy Co-ordinator and Speech Pathologist and a full time Special Education and Wellbeing Co-ordinator.

To support and enhance the curriculum the following additional programs are provided: Swimming Years 3-6, Camp Years 5-6, interschool sports and athletics Years 5-6, Sporting Schools After School Sports programs, Perceptual Motor Program (PMP), house system with school and sports captains and the buddy program across school levels. The school hosts a Before and After School program from 6.45am to 8.45am and 3.15pm to 6.15pm operated by Youth Leadership Victoria which also runs the holiday program.

St. Joseph's enjoys a good reputation in the community. Parents are very supportive of the school and assist in various activities such as excursions and swimming and happily attend school performances. St. Joseph's has strong links to various community agencies and successfully connects families to these services.

In 2019 the following goals were developed from the 2017 School Review and formed the basis of the Annual Action Plans and our ongoing improvement for the years 2019-2020.

1. That all members of St Joseph's actively engage in the contemporary world and the faith life of St Joseph's community inspired by the Holy Spirit.

2. Maximise student outcomes through differentiation across the curriculum by providing best instructional practice (research based) to develop creative, inquiring learners ready to contribute to their world.
3. Further develop a staff learning culture and collective efficacy empowered by meaningful collaboration, inquiry, informed teacher agency driven by a wide range of student achievement data and research.
4. Promote collaborative and positive relationships, resulting in resilient, motivated and empowered students, by developing wellbeing as an integral component of broader academic learning.
5. Strengthen staff, student, parent, local and wider community partnerships to enhance the connectedness, learning and wellbeing of the St Joseph's community.

Principal's Report

It is my pleasure to present this Annual Report and an honour to be the Principal of St Joseph's Primary School because of the consistent and very high level of academic achievement and the excellent reputation for the care and nurture we provide all children.

I am very proud to say that our students were at the heart of everything we did as we addressed the challenges of 2020. Remote Learning presented challenges and new opportunities for us all. It certainly gave parents the opportunity to engage in their child's learning and be part of their school education.

We had the privilege to enter every home daily and teach alongside our parents remotely. I trust that parents learnt much about themselves and their child and that they can cherish the memory of being their child's "school teacher".

Our parents could see how dedicated and passionate our staff were, and how much they cared for their child. Staff worked tirelessly night and day to be available for a question, to correct work, or offer feedback and write reports. In between this, they planned lesson after lesson, whilst learning and working on numerous digital platforms. Their energy came from care for each child and a desire for each child to keep learning, keep developing and most importantly- to make sure each child was emotionally connected and well.

During remote learning some students have been better able to progress in their learning, others have maintained some rate of progress, and some have, despite their best efforts and those of their teacher, have fallen behind. We will work very hard to assist students to catch up over the next 12 months, whilst support those who have progressed to continue to extend and stretch their learning.

Education in Faith

Goals & Intended Outcomes

GOAL

That all members of St Joseph's actively engage in the contemporary world and the faith life of St Joseph's community inspired by the Holy Spirit.

INTENDED OUTCOME

Religious Education planning to be underpinned by professional dialogue that incorporates student voice, to address contemporary issues that challenge thinking and promote deep learning and faith development for both staff and students.

Achievements

- Planning Religious Education units as a collaborative process undertaken by level teams, led by the Religious Education Leader.
- Continued to embed this planning in the Inquiry planning, focusing on the elements of the Pedagogy of Encounter.
- Staff Meetings allocated to RE - some for personal spirituality (different forms of prayer) and others to curriculum - established 'I can' statements from RE standards.

VALUE ADDED

Strong links exist between the parish and school and continue to be nurtured and supported by Fr Joseph and the other Conventual Franciscan Friars resident at St. Joseph's. The regular class visits, attendance at parish morning Mass by various classes, non sacramental liturgies and whole school Masses reinforced the close links that exist.

- Our Sacramental Program for Confirmation consisted of online preparation of students, with some parent involvement.
- The Year 5 & 6 students received the Sacrament of Confirmation
- The Beginning of the School Year Mass was attended by the whole school
- Prayers were shared at assemblies on Monday and Friday and at weekly staff meetings
- Year 6 Graduation liturgy and farewell was held in December. The liturgy was planned by a group of Year 6 students.
- Contributions were made by families to parish fundraising for Project Compassion, the St. Vincent de Paul Christmas appeal for needy families in the area and Joey's Van.

- The prescribed report format from the Catholic Education Melbourne (CEM) for Religious Education was included in the students' reports.

Learning & Teaching

Goals & Intended Outcomes

Goal

Maximise student outcomes through differentiation across the curriculum by providing best instructional practice (research based) to develop independent, creative, inquiring learners ready to contribute to their world.

INTENDED OUTCOME

School teams to engage in targeted conversations focussed on interrogation of student data to enhance planning for instruction.

That students become more active, engaged and self-directed learners.

Achievements

2020 was a year of adapting and being flexible to cater for students' needs during the extensive time spent in lockdown, and then addressing students' needs on their return to face to face teaching. Remote learning brought new meaning to the phrase 'active, engaged and self-directed learners' as teachers and leadership explored ways to plan for authentic learning to happen remotely.

The first priority was to ensure that students were able to access learning from home. Initially students in P-2 were given take home packs of materials to assist with home learning. Gradually most students were able to access their learning from home using their own devices or those supplied by the school.

P-4 students mainly used the "Seesaw" platform to access set tasks. Years 3 and 4 also used Google Classroom in combination with Seesaw. Years 5 and 6 used Google Classroom exclusively. Specialists also used Seesaw and Google Classroom to deliver their programs on Specialist days.

Teachers planned together on a weekly basis using Google Meet. Literacy and Numeracy tasks were differentiated to cater for students at their particular point of need, for example the levels of texts students accessed were appropriated to their reading levels. Teachers supported delivery of content using a range of online tools and platforms (i.e. Screencastify, Clickview, Storybox Library) to ensure that tasks set were age appropriate and engaging for their students.

Inquiry topics for 2020 were adjusted for remote learning, for example, it was initially planned for the whole school to participate in a Zoo based STEm Unit, investigating animals and their needs and adaptations. However due to remote learning this was changed to an extensive three part Inquiry into the concept of 'adaptations' and 'extinction'. Firstly, the students investigated the features and adaptations of prehistoric animals, then they investigated the mega fauna that

roamed the world around 20,000 years ago, looking at their features and the possible reasons for their extinction. Finally, the investigation shifted to currently endangered animals and ways they could be protected from extinction. This proved to be a highly engaging unit of work for all students from P-6, due mainly to the abundance of quality online resources available to support the students in their Inquiry.

Due to reduced time at school receiving face to face teaching, reporting to parents took the form of a modified report, with English, Mathematics and the Personal and Social Capability being the only subjects reported to in both Semesters 2020.

The staff continued to adhere to the Assessment Schedule, with some extra assessments taking place on the students' return to face to face teaching, due to the need for some extra baseline data at that point in time.

STUDENT LEARNING OUTCOMES

Data Sets
PAT R Mean Scale Score Levels Comparison
Indicates at or above expected mean score
Indicates below expected mean score

	2018	2019	2020
Year 1	82.12	84.62	81.82
Year 2	99.18	102.01	99.21
Year 3	112.66	114.45	112.63
Year 4	121.29	119.97	120.5 (by 0.01)
Year 5	128.19	128.63	124.5
Year 6	132.67	133.98	131.92

Table 1: PAT R Mean Scale Scores 2018-2020. Source: SREAMS.

As expected, all PAT R results showed a dip in mean scale scores across the school. However, Years 1, 2 and 3 had a dip in means scores that took them to around 2018 levels. Year 4's mean scale score was actually higher than their 2019 score, and 0.01 below the expected level. Year 5 had the most concerning dip in mean scale score, with some needs that will be addressed in 2021 being shown. Although the Year 6 mean scale score dipped slightly, it was still above the expected level.

PAT R Growth- Mean Scale Score Growth over 12 months

At or above expected growth
 Below Expected Growth

	2017-2018	2018-2019	2019-2020
Year 1- Year 2	4.36	8.53	3.94
Year 2-Year 3	12.06	15.28	10.52
Year 3- Year 4	40.68	7.16	6.17
Year 4- Year 5	7.48	7.66	4.48
Year 5 - Year 6	7.01	6.02	3.36

Table 2: Growth in Mean PAT R Scale Scores, over 12 months, 2018-2020. Source: SREAMS.

Table 2 shows the amount of growth made in PAT R scale score over 12 months. While all levels made less growth in the 2019-2020 period, only two levels made less than expected growth.

PAT Maths Mean Scale Score Levels Comparison

At or above expected mean score
 Below Expected Mean Score

	2018	2019	2020
Year 1	94.84	99.52	94.63
Year 2	104.14	107.33	105.54
Year 3	113.67	115.87	113.49
Year 4	119.91	121.53	120.38
Year 5	128.45	127.5	124.67
Year 6	135.42	134.38	131.34

Table 3: PAT Maths Mean Scale Scores 2018-2020. Source: SREAMS.

Table 3 shows that Year 1, 2 and 3 students performed at levels similar to 2018 in 2020. Year 4 students also dipped, but performed at higher levels than 2018. Both Years 5 and 6 mean PAT Maths scores dipped below 2018 levels.

PATR Growth- Mean Scale Score Growth over 12 months

At or above expected growth
 Below Expected Growth

	2017-2018	2018-2019	2019-2020
Year 1- Year 2	10.01	12.3	6.75
Year 2-Year 3	8.19	11.32	5.93
Year 3- Year 4	5.42	7.55	4.41
Year 4- Year 5	7.13	7.14	3.24
Year 5 - Year 6	6.99	5.92	4.03

Table 4: Growth in Mean PAT Maths Scale Scores, over 12 months, 2018-2020. Source: SREAMS.

Year 6 was the only level that made more than expected growth in Mathematics, although it was less growth than previous years. All other levels' growth was lower than previous years.

Junior Literacy Data

Text levels- Prep	2019	2020
Median - St. Josephs	6.5	6.5
Median- All schools	11	10
Median- like Schools	11	10
80% students- St. Joseph's	3	2
80% students- all schools	5	2
80% students- like schools	5	2

Table 5: Prep Text levels 2019-2020 Source: Literacy Reports - CEVN

Prep Text Level Data for 2019 shows that our students usually are below Preps in other schools, however for 2020, after remote learning text levels were the same as all schools, St. Joseph's held their median level and dipped less than all and like schools in the level 80% of students could read.

Text levels- Year 1	2018	2019	2020
Median - St. Josephs	21	27.5	23.5
Median- All schools	21	21	21
Median- like Schools	21	21	21
80% students- St. Joseph's	16	16	12
80% students- all schools	16	16	14
80% students- like schools	16	16	14

Table 6: Year 1 Text levels 2019-2020 Source: Literacy Reports - CEVN

Table 6 shows a drop in the median level in 2020, however it was still higher than 2018's median level. St. Joseph's dropped further in the 80% of students were above, highlighting the need for students who missed out in Reading Recovery during remote learning to be carried over into Year 2 on the program in 2021.

Text levels- Year 2	2018	2019	2020
Median - St. Josephs	28	28	28
Median- All schools	26	25	25
Median- like Schools	26	25	25
80% students- St. Joseph's	27	28	28
80% students- all schools	25	24	24
80% students- like schools	25	24	24

Table 7: Year 1 Text levels 2019-2020 Source: Literacy Reports - CEVN

Table 7 shows the consistency in the levels of text the students can decode in Year 2 remained consistent in 2020.

Record of Oral Language

This Assessment data is used to measure the effectiveness of the oral language support and intervention our students receive in Prep and Year 1.

Prep	2019 Mean score /42	2020 Mean Score /42
	15.08	15.83

Table 8: Prep Mean end of Year ROL scores. Source: School Assessment Spreadsheets

It was pleasing to see a slight increase in the 2020 mean score despite remote learning. This is seen to reflect the focus on oral language on return to face to face teaching.

Year 1	2019 Mean score /42	2020 Mean Score /42
	23.2	22.35

Table 9: Year 1 Mean end of Year ROL scores Source: School Assessment Spreadsheets

Again, there was a very slight dip in the mean for Year 1, but overall a pleasing result considering our EAL Learners spent so much time at home in 2020.

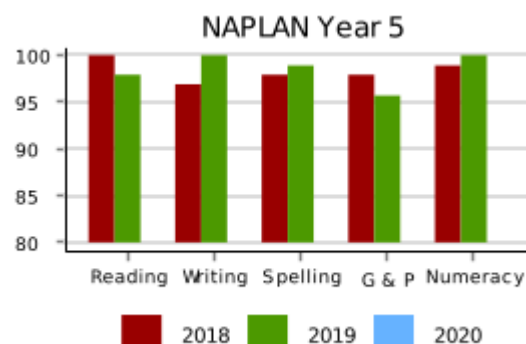
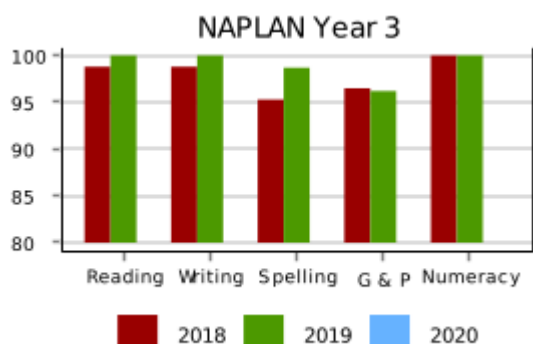
The focus for 2021 will be on continuing to grow the students in all areas of the Curriculum, starting at their points of need. The Personal and Social Capability will also be a major focus to assist in building the interpersonal skills the students need to interact and learn successfully together.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.5	96.2	-0.3		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	98.8	100.0	1.2		
YR 03 Spelling	95.3	98.7	3.4		
YR 03 Writing	98.8	100.0	1.2		
YR 05 Grammar & Punctuation	97.9	95.7	-2.2		
YR 05 Numeracy	98.9	100.0	1.1		
YR 05 Reading	100.0	97.9	-2.1		
YR 05 Spelling	97.9	98.9	1.0		
YR 05 Writing	96.9	100.0	3.1		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Goal

To strengthen personal and interpersonal learning, resulting in resilient, motivated and empowered students, by developing wellbeing as an integral component of broader academic learning.

INTENDED OUTCOMES

That a whole school approach to student wellbeing is developed.

Strengthen student voice across the school.

Achievements

At St Joseph's we believe that student wellbeing has a significant impact on learning outcomes. The school implements programs which aim to enhance the wellbeing of all.

In 2020, after a positive start to the year, we moved into the first lock down. Remote Learning provided a number of wellbeing challenges, those facing our students, their families and the staff. This period saw a number of insecurities and negativities surface, and we were challenged to make our initiatives real and meaningful during these lock down periods.

Many of our programs were transferable to successful online models, and others were postponed until our return to site.

VALUE ADDED

During 2020 the following achievements and activities contributed and added value to developing our students' sense of wellbeing:

- Diana Nguyen, local Vietnamese comedian and TV personality, worked with some classes building on resilience and self-esteem issues through drama and music
- Diana ran a weekly lunchtime Glee Club
- During remote learning, Diana moved her program online and developed the St Joseph's Weekly News. Students and families were invited to participate and this was also used as a secondary family welfare check in
- Whole school talent show was produced, with live performances televised online in real time. 340 families logged on, being 58%
- Whole school online concert, with closing number being shots of students and families dancing in their homes. 40 families logged on, 50%
- The Student Representative Council (SRC) initiated some fundraising activities and the money was donated to Kids Helpline
- Leadership training (online) was provided to all Year 5 students through YLead and their Lead with Heart program

- The Student Wellbeing Leader provided a vital link between teachers, parents, students and external agencies, such as, DHHS, Catholic Care, Springvale Community Health Services, Catholic Education Melbourne and the Regional Office and the City of Greater Dandenong services
- The Learning Diversity Consultant- Hearing Impaired visited, on a reduced basis, our students and worked with the teachers to further embed inclusive practices and programs for our students
- Program Support Group meetings (PSGs) were held both face to face and via Google Meets to discuss the progress of individual students, ascertain needs and evaluate and set further SMART learning goals
- External therapists, funded through NDIS, worked with students with special needs and provided programs. These programs were either conducted by the therapists themselves or by learning support officers under their direction
- The school's speech therapist, employed three days a week, assessed referred Prep- Year 6 students. She provided written reports, recommendations and delivered programs, 1:1 or small group, to those that required intervention. She also worked with some parents on programs for home
- The school's psychologist, employed three days, worked with students on a 1:1 basis. She ran lunchtime Chess groups initially for Years 3-6, but in Term 4 it was opened to all, with numbers capped
- Chill Out Club, 1st lunch 4 days a week, was open in the Learning Neighbourhood. This was a welcoming space for anyone who needed some respite from the business of the playground
- A number of students, from across all levels, utilised the areas of the sandpit and garden beds, as a means of self-regulation in a supervised, calm area
- A Learning Support Officer was employed to monitor and support these students
- All staff received training updates on Asthma, Anaphylaxis, Diabetes, Defibrillator and First Aid
- We celebrated International Internet Safety Day and took part in an online safety program for teachers, parents and students
- School psychologist employed three days a week
- Drama club
- Social Emotional Learning (SEL) continues to be developed in the Inquiry units through the integration of the Personal and Social Capabilities continuum
- The Buddy Program across all levels
- Circle Time in classrooms provides a structured framework for group interaction and conflict resolution
- After school sports program- years 2-6
- Physical Education program Prep to Year 6, including before and after school training programs

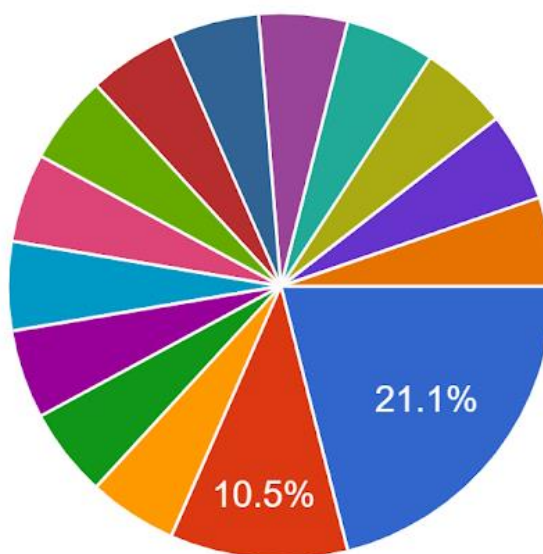
- Externally provided out of school hours sports programs included Storm rugby league, tennis, badminton, St Kilda AFL clinics
- A grief and loss program, Seasons, was available for nominated students
- A Tracking Doc was initiated for checking in purposes of students who were not engaging in Remote Learning. During Remote Learning Term 1 2020, 134 (23%) of our students were contacted for welfare checks, non engagement or known family situations. Remote Learning in Term 3, 139 (24%) families were contacted
- During both remote learning blocks, we averaged 35 students onsite each day. These were children of essential workers and vulnerable children
- An onsite welfare team of Deputy Principal and Learning Diversity leader oversaw these remote learning initiatives and made phone calls and decisions to invite vulnerable students onsite.

STUDENT SATISFACTION

A sample survey from the senior school indicated that 21% of senior students enjoyed Remote Learning and 10.5% did not. Included are also a sample of 'Why I did' and 'Why I didn't' student comments taken from the survey.

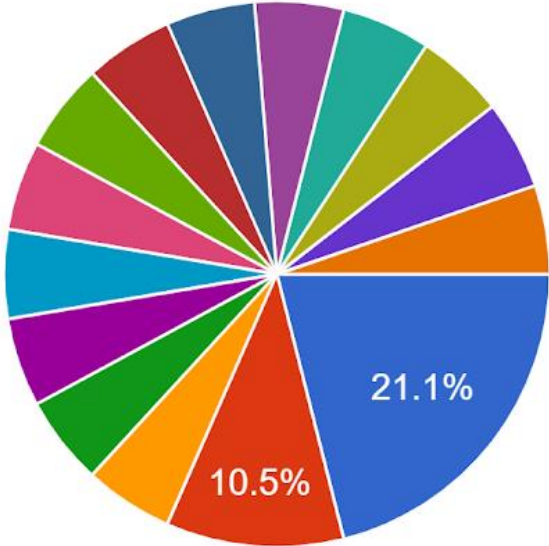
Have you enjoyed Remote Learning?

19 responses



Have you enjoyed Remote Learning?

19 responses



What have you enjoyed about Term 3? Why?

- geography because it's interesting
- I've enjoyed the breakout games during the google meets because it's fun and enjoyable for me.
- I enjoyed doing the maths activities.
- I enjoyed the history because I love history
- I only enjoy that you can do whatever you want because you don't have to ask for permission.
- I enjoyed that masked dancer competition that the teachers did.
- I enjoyed how we got breaks in between the slides.

stay at home and do homework

i enjoyed the online aspect since i spend almost all my free time online i know some things

I have enjoyed Term 3 because I get to see my classmates and friends on google meetings, even the WHOLE class meeting! It was pretty fun actually, and I got to see my classmates' faces and voices again! I also get to see my teachers again, too!

I have enjoyed staying at home and having more time to finish my work

I enjoyed that I got to experience more on quarantine and online learning even though it sucked! But now I have a past story to tell the future generation!

Nothing really. Having a flexible timetable

Going to excursion online because it's a new different thing in remote learning

Trying different things and when I'm done with school I have a lot of free time.

Online School, though sometimes it was annoying

I enjoyed having those virtual excursions. They were pretty cool, it felt weird but I liked it because we didn't have to make an effort to be there, but I liked it.

What didn't you like about Term 3? Why?

google meets because it takes too long.

I didn't like how sometimes there were wifi issues and things won't load making it hard to do work and submit it in time.

I didn't like the group activities because sometimes you'd group people that won't work well together.

I didn't like not seeing my friends.

Because work is too hard because you can't just tell the teacher and you can't be with your friends and we can't go to camp and we can't do something more exciting and all you do is in your Chromebook.

I didn't like staying at home 24/7

it was hard to learn things, remember stuff and google meets

Online School, it did have some nice times but it was sometimes annoying

I didn't really like how we did online learning for the whole term, even though I liked the online learning. Being with your friends and interacting with your classmates for projects is a completely different feeling.

u have to work at home

PARENT RESPONSES What worked well for you and your child?

Daily meetings to keep the students engaged in their work.

Seesaw

Constant engagement

All aspects of remote learning.

For me, I could talk and discuss with the teacher and my child about his learning.

I was also able to check the works that my son had done or not yet, on slices.

For my child, he has being more independent in doing his jobs

Seesaw and google classroom keep learning activities easy to follow and updated.

STUDENT ATTENDANCE

Under the Victorian Education and Training Reform Act 2006 all schools are required to maintain attendance rolls for all students enrolled at each year level. All class teachers record student attendance twice daily on an electronic roll. Absences are recorded and the reason for absence noted. A tally of absences is entered on students' Mid and End of Year Reports. Once a certain number of days absent is reached the Student Wellbeing Leader is notified and investigates the reasons for the absence. If needed, the Wellbeing Leader and/or Deputy Principal will arrange a meeting to discuss the matter with the student's parents. Any further absences are closely monitored and further negotiations may occur with the school leadership. In cases of extreme nonattendance the principal will notify the wellbeing team at Catholic Education Melbourne in line with system guidelines.

During both periods of Remote Learning, rolls were taken daily. Concerns regarding non-attendance were logged on the Tracking Docs set up. Phone calls were made to families to discuss any issues which may be impacting on the student's ability to engage.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.0%
Y02	94.4%
Y03	94.5%
Y04	93.9%
Y05	91.9%
Y06	93.8%
Overall average attendance	93.6%

Child Safe Standards

Goals & Intended Outcomes

St Joseph's continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel.

St Joseph's acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2019-2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students management, duty of care, and reporting requirements.
- A focus on student punctuality, locking entrances in a timely manner and have all late students enter through the main office.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Staff members have completed the Victorian Department of Education and Training 's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's has focused on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience is being embedded in the curriculum.

Consultation with the community

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights and the school newsletter.

Human Resource Practices

- St Joseph's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Joseph's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

Goal

Further develop a staff learning culture and collective efficacy empowered by meaningful collaboration, inquiry, informed teacher agency driven by a wide range of student achievement data and research.

INTENDED OUTCOME

Develop a stronger collegial culture that leads to an expert school-wide teaching team.

Achievements

In order to develop a stronger collegial culture back to back planning blocks were introduced. This allowed for three to four teachers (half a level) to plan together. This was supported by weekly Professional Learning Team's and termly whole level planning days. In term one this began successfully and allowed for more collaborative planning.

The move to remote learning allowed this to increase further, with levels all released one day a week to plan together. A "whole, small, whole" approach was taken and was supported by planning tools. For example the Math Planner outlined the unit of work stating the content/learning outcomes (whole), pre-testing, that directed differentiation (small) and finalised by post assessment (whole). This occurred with staff having an understanding of the whole, whilst breaking into groups to plan for differentiated learning.

To further develop a collegial culture in 2020 we were to have a staff conference to stop and consider and define what our shared vision for the school was and to discern and own completely the journey forward. Due to COVID the plans to initiate this process were pushed back to 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

In 2020 the rollout of the use of the EAL (English as an Additional Language) Continuum for Assessment and Reporting continued, with a number of students from Prep and Year 1 being reported to using the continuum. Building oral language competencies continued to be a focus in Prep to Year 2. When on site, a range of oral language support and interventions were provided, with all planning for learning having a focus on building vocabulary. The use of the EAL strategy - the 'Teaching and Learning Cycle' for writing, continued across the school, with text types being taught linking closely to Inquiry Topics, including during remote learning.

The use of Fountas and Pinnell resources, including the Guided Reading set, was extended to Years 3 and 4. With teachers being supported to use the Benchmark Assessment System (BAS) to accurately ascertain students' levels of understanding of texts. The Guided Reading Resources were well received by both teachers and students upon return to face to face teaching and supported the use of Levelled Literacy Intervention across the school.

The Prep team took part in the Early Number and Algebra (ENA) project, run by CEM staff. This trained the Prep teachers administration of assessment interviews and the use of data to plan for effective teaching and learning in Mathematics.

The use of the Essential Assessment platform proved to be an effective tool used from Year 1 to 6 throughout the year for pre and post testing for each Mathematics topic. New ways of planning for learning in Mathematics were explored as the school moved away from using textbooks to a more hands on and open ended approach.

Number of teachers who participated in PL in 2020	50
Average expenditure per teacher for PL	\$562

TEACHER SATISFACTION

Teachers were very positive in regard the interaction they had with parents and the involvement parents had in their child's learning. Teachers main area of concern was student wellbeing, as tracking students wellbeing was more challenging in an online environment. They reported that attending regular meets did not necessarily reflect a positive and hopeful mindset. As the duration of remote learning grew longer, this was further exacerbated, as teachers were concerned that students' social connection and development was being adversely effected. The rapid change and uncertainty experienced by teachers was matched many times over by their wonderful effort, dedication and and flexibility. The effort of all staff was remarkable.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	88.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	94.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	25.0%
Graduate	27.3%
Graduate Certificate	11.4%
Bachelor Degree	81.8%
Advanced Diploma	52.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	49.0
Teaching Staff (FTE)	39.9
Non-Teaching Staff (Headcount)	29.0
Non-Teaching Staff (FTE)	23.4
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goal

Strengthen staff, student, parent, local and wider community partnerships to enhance the connectedness, learning and wellbeing of the St Joseph's community.

INTENDED OUTCOMES

That the school develops community partnerships that provide students with rich learning, personal development and citizenship opportunities.

That partnerships for learning between the school, family and community are strengthened.

Collaborate with staff to organise family events which focus on building relationships between teachers and families and linked to learning.

Achievements

2020 was the year earmarked for building stronger relationships and partnerships within the St Joseph's school; the parish and wider communities. There were many events planned to meet these goals, however most had to be cancelled. The following events happened actually or virtually:

- Parent Group established - meetings took place via video conference
- A small team of staff interested in strengthening partnerships with parents and the wider community was established, with meetings held regularly where agendas were set and minuted.
- Partnership with Killester College continued, specifically between VCAL students and the 3/4 Level
- 2020 Prep family night was held
- Parent conversations on their response to remote learning was established through video conferencing
- The Seesaw app was used by the junior school and middle school as a communication tool and to enable parents to engage with their child's learning. This was particularly useful during remote learning
- On-line surveys were conducted with parents, staff and students to help remote learning stay effective for all involved.
- Parent Portal was established to keep parents informed about developments.
- Comedian Diana Nguyen, a former student, delivered well-being, positive messages and invited whole families to be involved in creating videos etc.

- A Prep Orientation website was set up to help parents and students who were starting school in 2021. This website had stories for the children to listen to as well as advice for parents and students.
- Several video conferences were held giving new parents (2021) the opportunity to virtually connect with 2020 Prep parents to ask and offer advice on a range of issues.

PARENT SATISFACTION

Positive qualitative parent feedback was overwhelming, acknowledging the dedication of staff. The feedback could be grouped into three main areas:

1. the comprehensive delivery of individual learning for the children;
2. the constant availability of teachers;
3. the continuous attention given to the wellbeing of each student.