

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

St. Joseph's Catholic Parish Primary  
Springvale

2017

REGISTERED SCHOOL NUMBER: 1429



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## Minimum Standards Attestation

I, **Richard Hodgson** attest that **St. Joseph's Catholic Parish Primary 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

10 May, 2018

## 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 based on 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 children 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 school is committed to providing a safe, nurturing environment where all children are safe and protected. 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 seventy-nine 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 2017, we had 621 students enrolled in our school from 470 families. While the majority of our students were born in Australia, 89% come from families where English is an additional language. The main ethnic background is Vietnamese.

Specialist teachers conduct lessons in Physical Education, Music, Library, LOTE Italian and we employ a full time Information and Technology (ICT) Co-ordinator. We have an Enrichment Program facilitated by a .4 teacher to cater for the needs of able students from Years 3-6. 77 students were engaged in the program in 2017. With the high percentage of students with English as an additional language (EAL), significant focus is placed on literacy. We have three Reading Recovery teachers, a full time Literacy & Numeracy Co-ordinator, .4 Speech Pathologist and a Special Education and Wellbeing Co-ordinator. There are currently 34 students who receive Student with Disabilities funding. There is a total staff of 68 (3 staff on maternity leave) comprised of teachers, learning support officers (LSOs), a speech pathologist, administration and canteen staff.

To support and enhance the curriculum the following additional programs are provided: Swimming in Years 3-6, Camp in 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 a buddy program across school. The school hosts a Before and After School program from 6.00am 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.

The following goals were identified in the 2013 School Review and form the basis of the 2017 Annual Action Plan and our ongoing improvement over four years (2014-2017).

- Enriching and deepening our engagement in faith
- Building a shared vision of contemporary learning where every student is encouraged to be his/her best
- Maximising students' wellbeing and engagement
- Strengthening our connection with the school community
- Embedding a collaborative model of working in all areas of the school
- The school underwent a review using the ACER model and a series of revised goals were devised for the future.

## Principal's Report

2017 marked the end of the school improvement cycle and we undertook a review of the past four years. We participated in a new form of review developed by ACER for use across Australia. The National School Improvement Tool (NSIT) details nine areas of school operation. The Review was led by a senior ACER project director, Mr. Robert Marshall. He reported that:

*"The Catholic ethos of the school was clear and visible. Relationships among staff, students and parents are exceptional.*

*There is a strong sense of belonging and pride in this school.*

*The school is steady and clear in its purpose, ably led by a dedicated and passionate team of professional educators.*

*The school is respected in the local community and is noted for its strength of academic achievement, strong learning culture and importantly, the support provided to every student.*

*In addition to the academic program, the school offers a diverse range of learning opportunities for the students."*

*Taken from the NSIT Review Report, June 2017 by Robert Marshall*

This was a gratifying result and we celebrated our achievement as a community. The reviewer also provided recommendations for us to consider so that we can further develop and improve. These will form the School Improvement Plan and future Annual Action Plans for the next cycle.

Further affirmation came from ACARA regarding our NAPLAN results. Mr. Robert Randell the CEO of ACARA commended St. Joseph's for its continuing and sustained improvement in our NAPLAN results. This is the third consecutive year we have received the commendation.

*"I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in NAPLAN results. On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement."*

*(Robert Randall, CEO, ACARA)\**

With the full implementation of the Victorian Curricula we undertook a review of our formal reports. All stakeholders were consulted, staff, students and parents. The result was a changed format that was well accepted by all concerned and met all government and system requirements. This format will continue to be used into the future.

2017 saw the continued implementation of the Child Safe Standards and the introduction of Reportable Conduct legislation. The community have responded positively to these safety measures with many of our parents gaining the Working with Children cards. We now have a database of all registered parents and volunteers. Staff participated in information sessions about Reportable Conduct and its implications. The school has contracted Dynamiq to assist with training and implementation of evacuation and emergency management. We have also employed an Occupational Health & Safety consultant to assist in this area. These companies provide expertise and ongoing support for our school community and ensure we met our legal requirements in these significant areas.

As always students have been involved in a significant number of challenging and interesting events. The Student Representative Council (SCR) arranged a number of events for the school. The Year 5/6 Disco and Fete day saw all classes have specialised and individual stalls to raise money for our sister school in East Timor. The students raised \$4118 and honed their creative and entrepreneurial skills in the process. A senior group also continued our involvement with the City of Greater Dandenong in the redesign and redevelopment of the Springvale shopping precinct. All students displayed their musical prowess in the Junior and Senior Music Concerts and their gymnastic skill in the gym performance at the end of the year. Parents were impressed with their children's gymnastic and musical talent proudly on display.

2017 was a year to set new goals for the future and celebrate our achievements.

**Richard Hodgson**  
**Principal**

## Education in Faith

### Goals & Intended Outcomes

To enrich and deepen personal and communal engagement in faith across the whole school community.

- That students are more engaged in Religious Education that reflects contemporary approaches to learning and teaching
- That the links between home and parish are enriched
- That components of Catholic Identity are strengthened.

### Achievements

Data from the School Improvement Survey 2017 conducted by students, staff and parents, indicates that all groups value the importance and opportunity of the faith experience offered at St. Joseph's. Each group closely related the value of Education in Faith to the behaviour exhibited by students and staff. All these scores sit within the top 25% of all Victorian Schools with the exception of the behaviour scores for students and staff.

Education in Faith	Importance	Opportunity	Behaviour – Students	Behaviour – Staff
Students	75%	85%	65%	82%
Staff	82%	89%	79%	71%
Parents	88%	91%	85%	90%

(Scores out of 100)

### VALUE ADDED

- Strong links exist between the parish and school and continue to be nurtured and supported by Fr. Benedict La Volpe and the other Conventual Franciscan Friars resident at St. Joseph's. The regular class visits, attendance at parish morning Mass by various classes, class and level Masses, paraliturgies and whole school Masses reinforced the close links that exist. During the year, the Year 3 & 4 and Year 5 & 6 students attended some Sunday Masses that they helped plan and organise.
- Our Sacramental Program for Reconciliation and Eucharist combined both the school and parish catechetical programs. These programs consisted of:
  - Parent Information Nights for Reconciliation and Eucharist
  - Parish Commitment Mass where candidates expressed their willingness to participate in the Sacramental Programs and ask the parish community for their prayer and support
  - The Year 3 & 4 students received the Sacrament of Penance and made their First Eucharist
- The whole school celebrated the Feast of St. Joseph, the Feast of St. Francis of Assisi, the Feast of the Sacred Heart and the Assumption

- The blessing of the animals on St. Francis of Assisi feast day
- Easter prayer celebrations highlighted the main events of Easter focusing on the Stations of the Cross and the Resurrection
- Our school student leaders participated in the annual St. Patrick's Day Mass at the Cathedral
- The Opening of the School Year Mass and the Mass of Thanksgiving at the end of the school year were attended by the whole school
- Prayers were shared at assemblies on Monday and Friday and at weekly staff meetings
- At the start of the year all school staff attended a Commissioning Mass during which years of service were publicly acknowledged
- Year 6 Graduation Paraliturg and farewell was held in December
- Contributions were made by families to parish fundraising for Project Compassion, the St. Vincent de Paul Christmas and Winter appeal for needy families in the area and Joey's Van
- The Melbourne Archdiocese texts "Coming to Know, Worship and Love" formed the basis of the Religious Education program
- The prescribed report format from the Catholic Education Melbourne (CEM) for Religious Education was included in the students' reports
- Staff were informed of the CEM strategic document *Horizons of Hope* and implemented the new Religious Education Framework.

## Learning & Teaching

### Goals & Intended Outcomes

To build a shared vision of contemporary pedagogy where every student is empowered, challenged and supported to achieve continuous improvement and success.

- That students are more engaged in all areas of their learning
- That a higher percentage of students will be operating at or above the expected level in both Literacy and Numeracy.

### Achievements

During 2017 the following activities and achievements contributed to the improvement of teaching and learning at St. Joseph's:

- The Victorian Curriculum was used for planning and assessment
- Level teams met weekly to discuss the curriculum and student progress
- Level teams were given planning days to prepare the following term's program, these were facilitated by the Religious Education Leader and Curriculum Leader
- Personalised Learning Plans continued to be implemented for students with special needs
- Prep – Year 2 staff continued to implement the Oral Language Supporting Early Literacy Program (OLSEL)
- Many opportunities were provided for students to be involved in extra-curricular activities, including excursions, in-school activities, camp at Phillip Island (Years 5 & 6), swimming (Years 3 to 6), interschool sport (Years 5 and 6), Sporting Schools After School Sport (Years 2 to 6), Music Concerts and Gym Display
- Students had access to an extensive range of technology and other equipment
- Year 5 & 6 students used one-to-one devices (Chromebooks)
- Staff undertook professional development in their own areas of interest and participated in whole school based professional learning including the Literacy Assessment Project (LAP) with Melbourne University, Epi-Pen and Anaphylaxis training and Visible Learning
- New staff were provided with a mentor teacher and participated in the school's induction program
- Parents were provided with an Observation Report in Term 1 and formal Mid-Year and End of Year reports
- Mid-Year and End of Year reports met all government and system requirements
- An Enrichment Program was offered to students from Years 3 – 6
- Specialist Physical Education, Italian, Music and Library classes were offered to all students
- The school continued to implement Social Emotional Learning (SEL) across the school
- The Maths program enVision was consolidated
- Personalised Learning was consolidated together with learning intentions and success criteria for inquiry units.

## STUDENT LEARNING OUTCOMES

### Early Literacy Results

In Prep – Year 2 students are required to reach a minimum reading standard with the expectation that they reach a specific reading standard target. The results of the 2017 Prep – Year 2 literacy post-test indicates the percentage of St. Joseph's students who met these targets.

#### Literacy Text Levels 2017

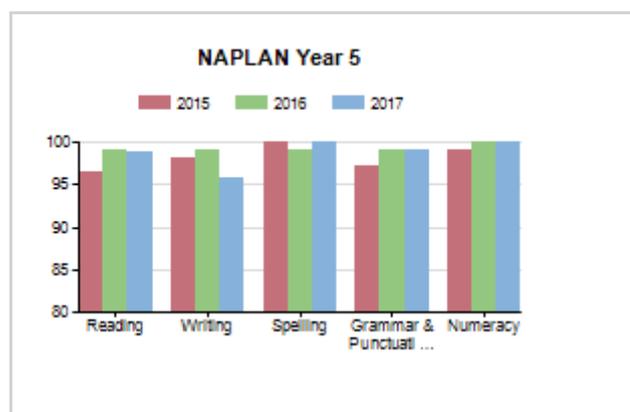
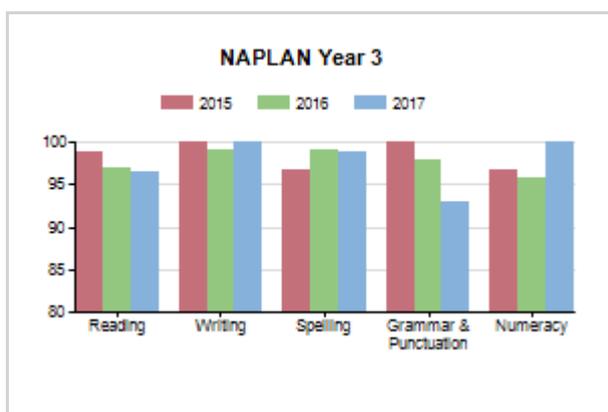
Prep	Minimum Standard (Level 1) 97.30%	Target Standard (Level 5) 65.30%
Year 1	Minimum Standard (Level 15) 77.10%	Target Standard (Level 20) 68.60%
Year 2	Minimum Standard (Level 26) 75.00%	Target Standard (Level 28) 65.90%

### Students Meeting National Benchmarks

The national testing program NAPLAN was introduced in 2008. All Year 3 and Year 5 students at St. Joseph's participated in the NAPLAN tests in May 2017

The Literacy and Numeracy results for 2015 to 2017 are as follows :

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	97.9	-2.1	92.9	-5.0
YR 03 Numeracy	96.8	95.8	-1.0	100.0	4.2
YR 03 Reading	98.9	96.9	-2.0	96.4	-0.5
YR 03 Spelling	96.8	99.0	2.2	98.8	-0.2
YR 03 Writing	100.0	99.0	-1.0	100.0	1.0
YR 05 Grammar & Punctuation	97.3	99.0	1.7	99.0	0.0
YR 05 Numeracy	99.1	100.0	0.9	100.0	0.0
YR 05 Reading	96.5	99.0	2.5	98.9	-0.1
YR 05 Spelling	100.0	99.0	-1.0	100.0	1.0
YR 05 Writing	98.2	99.0	0.8	95.7	-3.3



### National Benchmarks

For Year 3, the results remained high in all Literacy areas, although there were minor fluctuations over the three year period. Reading, Writing, Grammar and Punctuation all improved in 2015, but dropped slightly in 2016. Spelling dropped in 2015 by 2.1% but gained 2.2% in 2016. The number of students reaching the minimum Standard in each area remains high, ranging from 92.9% in Reading to 100% in Numeracy and Writing. Year 5s maintained good scores in all areas. The minimum Standard ranged from 95.7% in Reading, Writing, Grammar and Punctuation to 100% in Numeracy and Spelling.

St. Joseph's offers a variety of programs to support students, especially those with special learning needs. These programs are funded through Federal Government grants for students with disabilities. Under the direction of the Special Education and Wellbeing Leader, Personal Learning Plans are developed for students. Parents attend meetings with staff to discuss their child's progress and set future learning goals. The Personal Learning Plans are implemented by the class teacher together with support from specialist staff and learning support officers. Staff continue to place emphasis on literacy development in Prep – Year 2 and the Literacy Assessment Project (LAP) in Years 3-6. These together with specialised programs, such as Reading Recovery, Colourful Semantics and Corrective Reading continue to provide support for students. Levelled Literacy Intervention will be rolled out in 2018 to further support students in reading. These programs in conjunction with the additional assistance provided through Personal Learning Plans prepared for special needs students, continue to be an integral part of our curriculum planning and delivery. Staff continue to address our students' learning needs in fortnightly Professional Learning Team meetings.

During 2017 the Australian Curriculum Assessment and Reporting Authority (ACARA) identified our school as having demonstrated substantially above average gains in NAPLAN results for the third consecutive year. This is a significant achievement for our school and recognises the sustained effort by staff to ensure our students' success.

### Value Added

St. Joseph's provides a number of school activities and programs that have a positive effect on the wellbeing and achievement of the students. During 2017 the school provided the following successful activities:

### **Education Programs**

- Corrective Reading (Years 3 & 4)
- Reading Recovery (Year 1)
- Early Reading Intervention program (Year 2)
- Colourful Semantics
- Cued Articulation
- CARS & STARS Comprehension program (Years 3 – 6)
- Alpha to Omega Spelling program (Years 3 – 6)
- LOTE Italian program Prep to Year 6
- Library program Prep to Year 6
- Literacy Pro program (Years 5 and 6)
- Occupational Therapy (Prep to Year 6)
- Speech Therapy (Prep to Year 6)
- Literacy Group Support (Years 3 – 6)
- Enrichment program for more able students (Years 3 – 6)
- OnPsych counselling

### **Information and Communication Technology (ICT)**

- Chromebooks and computers in classrooms
- A bank of Chromebooks for each 1/2 and 3/4 class
- One to one Chromebooks for all Year 5 & 6 students
- iPads for Preps
- Interactive screens in all classrooms
- Cameras for student and staff use
- Computer laboratory
- ICT Leader full time
- ICT assistance one day per week
- Student access to restricted email and internet use
- Class blogs across the school

### **Excursions and Camp**

- Year 5 and 6 Camp to Phillip Island
- In-School activities for various levels and whole school activities to link with inquiry topics
- Book Week celebrations
- Italian Day
- Internet Safety Day

### **Sport, Music and Arts**

- Prep to Year 6 Music program
- Interschool Sports, Athletics, Cross Country, Swimming, Tennis, Rugby and Badminton
- Whole school Gymnastics Display
- Drama Club
- Junior and Senior Music Concerts
- Lunchtime Clubs program
- Swimming program (Years 3 – 6)
- Sporting Schools After School Sports program (2 or 3 nights per week)
- Beach Day
- Open Water Safety program by Victorian Life Saving for Year 5 & 6

## Student Wellbeing

### Goals & Intended Outcomes

To maximize students' wellbeing, empowerment and engagement with the school, their learning and the community.

- That student connectedness to teachers, peers and learning continues to be strengthened
- That students will demonstrate greater resilience
- That students will develop an enhanced sense of responsibility for their own learning and behaviour.

### Achievements

During 2017, the following achievements and activities contributed and added value to developing our students' sense of wellbeing:

- The Student Representative Council (SRC) organised a number of activities for the students eg School Fete, Y5/6 Disco
- Leadership training was provided for all Year 5 students
- The SRC organised the distribution of individual certificates for the Social Emotional Competencies at Friday assemblies
- All Year 3 & 6 students participated in the annual Insight SRC Survey which gauges their connectedness to school
- The Student Wellbeing Leader provided a vital link between teachers, parents, students and external agencies, such as, Catholic Care, Springvale Community Health Services, Catholic Education Melbourne and the Regional Office
- Individual Program Support Group Meetings (PSGs) were held regularly to discuss the progress of individual students, ascertain needs and set learning goals
- External therapists assessed students with special needs and provided programs for them. These programs were conducted regularly either by the therapists themselves or by learning support officers under their direction
- The school's speech therapist assessed selected Prep – Year 6 students and provided recommendations and/or therapy
- A visiting teacher from the Catholic Education Melbourne assisted students with physical and chronic health needs
- The school nurse visited the school and assessed Prep students and any referrals from Years 1 – 6, and followed up previous referrals
- Paper recycling continued with Visy
- Pre-School to Prep and Year 6 to Year 7 Transition Programs were conducted in 2017
- All staff received training updates on Asthma, Anaphylaxis, Diabetes, Defibrillator and Level 2 First Aid
- A Homework Club operated for Year 3 & 4 students assisted by Year 10 students from Killester College
- Celebrated International Internet Safety Day
- Lunchtime Clubs continued in Terms 2 and 3
- Participation in various programs and events offered by the City of Greater Dandenong.

### 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 non-attendance the principal will notify the wellbeing team at Catholic Education Melbourne in line with system guidelines.

### VALUE ADDED

#### Social Skills Program

- The Social Emotional Learning Program (SEL) continued to recognise and celebrate the students' demonstration of the SEL values
- The Buddy Program across the school enhanced connectedness and communication
- Fundraising activities were organised for St. Vincent de Paul's Feast of the Sacred Heart, Joey's Van and our sister school in East Timor
- Circle Time in classrooms provided a structured framework for group interaction
- A Social Skills Program was conducted for "at risk" students
- A grief and loss program was offered for specific students.

#### Health and Fitness

The following activities and programs enhanced students' wellbeing:

- Drug Education Program
- Interschool sport
- Year 3 – 6 Swimming program
- Rugby League program
- Cricket and Rugby Gala Days
- ANZ Hot Shots Tennis program
- Sporting Schools After School Sports program – each term for Years 2, 3/4 & 5/6
- Junior Tabloid Sports Day
- Senior Athletics Sports
- Interschool Cross Country
- Cross Country training before school
- Sport training before or after school
- Physical Education program Prep to Year 6
- PMP for Prep and selected Year 1 and 2 students
- Life Saving Victoria open water safety program for Years 5 & 6

### STUDENT SATISFACTION

In 2017, 186 students from Years 5 & 6 completed the Insight SRC Survey for Student Attitudes to School. The student responses were very positive. The average score for Student Wellbeing was 79.1%. This presents a positive picture of the way the students relate to school.

179 Year 3 & 4 students completed the Insight SRC Survey and their average score for Student Wellbeing was 84.6% which was also very positive.

## Child Safe Standards

### Goals and Intended Outcomes

To successfully introduce and comply with the Child Safe Standards outlined in Ministerial Order 870.

- Develop a St. Joseph's Catholic Parish Primary School Child Safe Policy, Commitment Statement and Code of Conduct
- Inform the staff, students and parents of the Child Safe requirements

### Achievements

- Attend the CEM briefings on the Child Safe Standards and the Protect program
- Provided professional learning of Ministerial Order 870, the Child Safe Standards and their implications for staff and parents
- Circulated the St. Joseph's Child Safe Commitment Statement, Child Safe Policy and Code of Conduct to all stakeholders, parents, staff and contractors
- Published the Commitment Statement, Policy and Code of Conduct on our website
- All staff, volunteers and contractors sign the Code of Conduct
- Introduced employment protocols in line with the Child Safe system requirements outlined by Catholic Education Melbourne
- Compiled a master list of Working With Children Cards for all parents and volunteers
- Revision of Student Management Policy and development of school rules
- Briefed all staff on Reportable Conduct legislation
- Staff completed online modules for Mandatory Reporting
- Created a database for non-teaching staff Working With Children and Police checks
- St. Joseph's Duty of Care policy was revised and updated in line with the new legislation

## Leadership & Management

### Goals & Intended Outcomes

- To develop and embed a contemporary professional learning model so that staff are collaboratively sharing planning, pedagogy and curriculum.

### Achievements

During 2017, a significant number of Leadership and Management achievements were made:

- Staff were grouped into various subject area committees. These committees were responsible for the budgets and expenditure for each subject's resources
- Professional learning teams for literacy met to discuss program initiatives and analyse data and trends across the various levels of the school
- The Language Support Group comprising the Special Education and Wellbeing Leader, Literacy Leader, Reading Recovery teachers, Speech Pathologist, Learning Support officers and Enrichment teacher met weekly to discuss the needs and progress of students
- The Leadership Committee comprising all positions of leadership met regularly to discuss future directions of the school and evaluate progress
- The Consultative Committee advised on school structure, positions of leadership and other facets of school organisation
- School newsletters were distributed regularly to inform parents of school events. These were produced in English and Vietnamese
- In Term One, Parent Information Nights were conducted for each level outlining the expectations for the year
- Weekly staff meetings and the weekly staff bulletin ensured there was clear and accurate communication across the school
- Interpreters were employed for various meetings including parent / teacher interviews, program support group meetings and other individual meetings with parents
- A multilingual feature operates on the school website to enable the text to be translated into different languages
- The Staff Induction Manual was used to familiarise new staff to the school's organisation
- Cyclic maintenance contracts ensured the correct working and maintenance of electrical and gas equipment, air-conditioners, drains, plumbing and playground equipment. This guaranteed that the school met all its Essential Service requirements
- A school designed Inquiry Unit Planner incorporating the Victorian Curriculum, Social Emotional Learning, learning intentions and success criteria was used across the school
- Learning sequences for all new Victorian Curriculum areas were used for Prep to Year 6
- Planning days for each level each term
- Professional learning sessions were developed as part of the Visible Learning project

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2017

- Analysis of Naplan and School Data
- Diabetes
- Asthma
- Anaphylaxis and CPR Update
- Defibrillator training
- Level 2 First Aid
- Regional Networks including Teaching and Learning, Religious Education, Principal, Administration, Reading Recovery, Library
- OH&S training
- Dynamiq training for emergency management
- Autism and management strategies
- Restorative Practices
- Scratch ITC program
- Google Docs Summit
- Visible Learning Seminars and update for new staff
- Inquiry approach to Religious Education
- New Religious Education Framework - Horizons of Hope
- Victorian Curriculum
- enVision Maths

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

58

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,742

### TEACHER SATISFACTION

During 2017 the students, parents and staff completed the Insight SRC Surveys. This is an integral part of the annual school review process. All staff including teaching, specialists, learning support officers and administration staff were surveyed. A total of 55 staff completed the Insight SRC Staff Survey. The results were very positive with staff scoring 79.7% in the Teaching Climate Index

## School Community

### Goals & Intended Outcomes

- To strengthen the connection with the school community
- That the connection between home and school is strengthened
- That communication processes within the school community and wider community are improved.

### Achievements

Activities that assisted and promoted school community links:

- A group of parents organised and ran a Mother's Day and Father's Day stall for the students
- All classes were rostered to organise weekly assemblies and parents were invited to attend
- Parents were invited and welcomed to the presentation of badges and the installation of school and sports captains and SRC leaders
- The school newsletter was distributed in English and Vietnamese outlining current and future events, pictorial presentations of special school events and general community information of interest to parents
- Parent helpers assisted with excursions, swimming programs, Sports Days and in the classrooms
- A parent education and information evening for the Sacramental Program was organised for the school families
- St Joseph's students publicly committed themselves to the Sacramental Preparation Program at a Sunday Mass
- Parents attended an information evening at the beginning of the year to meet the teachers and be informed of the year's curriculum and the general routine of the classrooms. Parents were provided with a written handout outlining the expectations and developments for 2017
- At the parent information nights parents were informed about the students' learning intentions and goals, the use one-to-one devices in the Senior area (Chromebooks) and the school review process
- The collection of money and food for the St Vincent de Paul Society's winter appeal was strongly supported by the school community
- Through the school's Social Justice program, students and staff supported Joey's Van and East Timor sister school
- Vietnamese, Cantonese, Mandarin and Cambodian interpreters were provided for parent / teacher interviews
- Senior parents attended a human development information session
- Whole school Masses were celebrated for significant feast days
- Anaphylaxis, Diabetes and EpiPen training sessions were provided for all school staff
- Home visits for new Prep students by their teacher and leadership
- Prep Parent Book Reading program each month with distribution of selected picture books
- The Sporting Schools After School Sports program introduced students to various sporting activities and encouraged their participation in sporting activities outside of school hours

- The 2017 annual presentation to the school community was a Gym display which was extremely well attended, so too were the Junior and Senior Music concerts
- Cybersafety evening for parents conducted by staff and senior students
- Child minding facilities were organised for most of the parent information evenings held throughout the year
- Year 5/6 Parent Information sessions were held to outline the Phillip Island Camp expectations
- The parent conversation technique was used for Parent Information Nights by the Senior classes
- Year 4 Parent Information Night was held to explain the one-to-one Chromebook program. Senior students presented their work and explained the program.

### PARENT SATISFACTION

Insight SRC surveys conducted each year provide a clear indication of the parents' satisfaction with the school. In 2017, one hundred parent surveys were distributed across the school from Prep to Year 6 and 100 were returned.

The highest parent score of 90% was for the areas of Reporting, Stimulating Learning and Teacher Morale. While areas of School Improvement, Approachability, Learning Focus, Transition, Connectedness to School and Student Motivation scored either 89 or 88%.

This is a very strong indication that the parents are very satisfied and happy with the school.

## Future Directions

2018 will see the implementation of the four major goals set by the review. These include greater use of student data to focus teaching, greater opportunities for staff to learn from each other and share their skills. Greater focus on individualising and personalised student learning and the overall development of a whole school team approach to both professional learning and teaching. The visible learning approach of walk throughs and development of students taking responsibility for their learning will be strengthened and actively supported. The emphasis on social and emotional learning (SEL) will also continue to be re-enforced and developed. Much of the work that has been done over the past four years will form the foundation of this new school improvement plan.

2017 saw the review of positions of leadership and new staff were appointed to some of these positions. They will work together to implement the review goals along with the new Religious Education Framework and strategic directive of Catholic Education Melbourne – Horizons of Hope. These together with the full implementation of the Victorian Curriculum will provide the major emphasis for the future.

In our ever changing world St. Joseph's needs to constantly adapt and evolve to the needs of our society. At the same time it also needs to be mindful of what makes it unique and successful and ensure it keeps what is of great value.

## VRQA Compliance Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.05
Y2	95.52
Y3	95.13
Y4	96.53
Y5	96.63
Y6	96.86
Overall average attendance	95.79

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.69%

STAFF RETENTION RATE	
Staff Retention Rate	89.36%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	19.44%
Graduate	27.78%
Certificate Graduate	13.89%
Degree Bachelor	83.33%
Diploma Advanced	58.33%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	48
FTE Teaching Staff	39.250
Non-Teaching Staff (Head Count)	22
FTE Non-Teaching Staff	24.526
Indigenous Teaching Staff	0

**NOTE:**

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October, 2017

Victorian Registration and Qualifications Authority