



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Joseph's School

33 St John's Avenue, SPRINGVALE 3171

Principal: Christopher O'Connell

Web: www.sjspringvale.catholic.edu.au

Registration: 1429, E Number: E1147

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 25 Mar 2024

About this report

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

At St Joseph's we strengthen and integrate the Catholic faith by embracing and respecting our differences, through exploring other denominations alongside Catholicism and listening to each other's ideas. Catholic traditions are authentically embedded and integrated throughout the curriculum. We put our faith-based learning into action through daily prayer and student led liturgies; living Jesus' word by example. We demonstrate respect in all that we do, and work together to celebrate our Catholic identity through linking social justice initiatives between school, Parish and community.

We are a staff that focuses, supports and builds both pedagogy and wellbeing taking time to foster relationships through team building activities. Staff are dedicated to providing a stimulating and challenging work environment within well-resourced and contemporary classrooms. We have common high expectations for best practice and we implement professional learning and personal development, taking time to evaluate the outcomes we achieve. We explore staff individual expertise and interests with an openness to different ideas including within our school, other schools and networks. All staff spend time in the classroom on a regular basis, which allows us to master a 'change' before implementing the next. We develop trustful relationships that promote honest and open conversations when planning and meeting. Staff are empowered through a feeling of value and acknowledgement.

We value, support and take time to measure and analyse growth data through pre and post testing. Students are given time to reflect on their learning through self-assessment and evaluations. We use and need assessment and reporting data from all parts of the community that is timely, purposeful and appropriate to inform our teaching. We strive to understand the data we collect to create positive change. We frequently allocate time to analyse our data, evaluate our methods, and remove testing or adjustments that are not relevant, redundant or ineffective.

We promote a sense of dignity and optimism in each student to work towards a better future. We continuously develop whole-school social and emotional wellbeing practices through our rigorous Social and Emotional Learning program. In turn, we help students understand their personal strengths and how to use them, and consequently they develop a sense of self-worth that is independent of their academic ability. Through building strong and positive relationships between students, staff and parents, everyone is able to establish and promote a healthy growth mindset and work together to build resilience in the students. Our students are empowered because their strengths are celebrated and they are helped to navigate through the challenges of a rapidly changing world.

Our students leave St Joseph's as lifelong, faithfilled, critical thinkers and learners; creative, innovative and adaptable problem solvers.

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 2023, we had 560 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, Library, ARTs (visual and performing) and we deliver Italian daily. With the high English as an additional language (EAL) component, significant focus is placed on literacy. We have an extensive intervention team and program for English and Math, in order to meet the needs of all students, which includes a speech therapist, psychologist, Reading Recovery, targeted oral language programs. This is supported by a full time Learning Diversity and Wellbeing Leader. To further 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, 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.

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 in 2023.

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 events. St. Joseph's has strong links to various community agencies and successfully connects families to these services.

In 2023 the following goals were developed from the 2022 School Review and formed the basis of the Annual Action Plans and our ongoing improvement for the years 2022-2026.

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.

Catholic Identity and Mission

Goals & Intended Outcomes

GOAL:

To develop our religious commitment as a staff in order to maximise student engagement and agency through Inquiry embedding our Catholic traditions authentically throughout the curriculum.

INTENDED OUTCOMES:

Staff will show their religious commitment through personal professional development.

Students are able to link Christian traditions to the world we live in.

Students demonstrate values, ethics and morals that reflect their Catholic Faith in all aspects of their learning.

Achievements

Staff enrolled in professional development workshops provided by MACS, then able to transfer into their teaching practices - especially around the seasons of Lent & Advent.

Professional development and Spirituality days run by internal and external staff to deepen staff understanding and commitment.

RE/Inquiry planning of units of work led by Teaching & Learning and Religious Education Leaders to ensure collaborative and embedded units of work.

Formation of a Social Justice student leadership group with REL as mentor.

Social Justice group involved in planning all whole school liturgies.

Other student led liturgies.

Families' perceptions of and engagement with the overall Catholic identity of the school was 87% compared to the MACS average of 64% (MACSIS 2023).

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 Reconciliation and Eucharist consisted of face to face preparation of students, with parent involvement.
- The Year 3/4 students received the Sacrament of Reconciliation and Eucharist
- The Beginning of the School Year Mass was attended by the Year 1-6 students
- Prayers were shared at assemblies 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.
- Social Justice leaders attended and were involved in the Interfaith Gathering organised through the City of Greater Dandenong

Learning and Teaching

Goals & Intended Outcomes

Intended Outcome:

To strengthen staff reflective practices that include cycles of inquiry, mentoring, professional goal setting at personal level, Theme Teams (As part of "Schools That Deliver") and the observation of practice in order to improve student learning outcomes.

Goals:

- Build a culture of high expectations across the school,
- Engaging high performing students more actively in their learning through data informed professional practice,
- Staff will be reflective practitioners through goal setting processes and Inquiry cycles,
- Staff will continuously examine data to evaluate effectiveness of practice across the school,
- Staff will participate in collaborative processes to identify future focuses for the school.

Achievements

In 2023 staff continued to work together to provide students with 'best practice' teaching aimed at catering for the diverse needs of the students.

In Literacy and Numeracy the SWAN (Students With Additional Needs) Team continued to meet the the needs of students across the school, matching programs and interventions to students at their point of need.

These included:

- Speech and Language Programs (such as Colourful Semantics) delivered by Learning Support Officers trained by the school Speech Pathologist,
- Talkboost (P-2) – to build oral language competencies, delivered by trained Learning Support Officers,
- Letter /sound and Phonological Awareness support in Foundation, for students requiring additional exposures to these skills after universal teaching,
- Oral language/ phonological awareness support helping students develop skills to compose written simple pieces in Year One. This is to provide instruction for students prior to reading interventions,
- Reading Recovery to students deemed to have sufficient English language competencies to benefit from the program (based on student data). This is often at the

end of Year One or beginning of Year 2. The program is sometimes adapted to cater for the needs of particular students,

- Targeted Literacy Support (TLS) was trialled with great success in 2023. This is teacher designed support in literacy that focuses on specific areas of need students present with, particularly our EAL and/or dyslexic students who require explicit teaching in areas such as decoding texts, spelling, reading fluently, building vocabulary, discussing texts and retelling events. (Years 1-4),
- Leveled Literacy Intervention (LLI) is offered to students that have appropriate decoding skills for their level but lack the ability to talk about texts and their features. The program focuses on building skills to better understand texts at both a literal and inferential level. (Years 2-6),
- Numeracy support (3-6). Low performing students in Years 3-6 are tested by a member of the Numeracy team, who then supports the teacher in planning activities that will help the student learn the strategies they need in order to move on to the next level,
- Numeracy extension (3-6) students were given opportunities to work with a teacher on challenging numeracy tasks in group settings,
- Reading Extension (5/6) High performing readers worked with a teacher to identify areas for improvement, improve vocabulary and comprehension skills while also building collaborative and discussion skills through both short reads and novel studies,
- Writing Extension (3-6) High performing writers work with a teacher, culminating in work being published in "Shared Stories" a compilation of writing of students from various schools.

Each Level team had one planning day per term to work collaboratively on planning units of work in Mathematics, Inquiry and Religious Education. Professional Learning Teams (PLT) time is also given to planning rich R.E./Inquiry Units. Students are given opportunities to share their learning at the end of each unit of work. Teams plan Literature Based Units to coincide with Book Week to enable our students to delve into rich literature. Time is spent moderating writing in teams. The school continues to provide a Garden Program for Years 1-4 as well as opportunities for students to cook their produce. The Prep team incorporate Play Based Learning their program to build student language and social skills. The use of the EAL Curriculum is now across the school for planning and assessing student progress in English language acquisition.

The Teachers as Co-Learners Program continues to be used in the school for Italian. Other specialist areas include Art, Music, Physical Education and Library.

As part of our Inquiry unit on Indigenous Culture the school was able to employ an Indigenous teacher who is also an artist. The students worked with the artist to create art installations that are displayed around the school that reflected their own learning journey using Indigenous inspired symbols and techniques.

Student Learning Outcomes

2023 NAPLAN

Year 3 NAPLAN 2023

Reading 399
Writing 401
Spelling 410
Grammar 398
Numeracy 409

The Year 3 scores are shown in white on the "My Schools Website" when comparing to similar schools, meaning they are around the same level.

Year 3 NAPLAN Proficiency Standards

	Reading	Writing	Spelling	Grammar & Punctuation	
Numeracy					
Exceeding	14.47%	5.26%	16%	4%	10.67%
Strong	52.63%	64.47%	52%	38.67%	56%
Developing	25%	23.68%	22.67%	44%	26.67%
Needs additional support	7.89%	6.58%	9.33%	13.33%	6.67%

Year 5 NAPLAN 2023

Reading 505
Writing 520
Spelling 517
Grammar 504
Numeracy 511

The Year 5 Scores are shown in dark green on the "My Schools" Website, indicating that Year 5 students from St .Joseph's perform well above the level of similar schools in NAPLAN. In Year 5 the mean scores for Writing, Spelling, Grammar and Punctuation and Numeracy were above state mean scores. Mean scores in all areas were above National mean scores, with Writing being above by a very healthy 37.42.

	Reading	Writing	Spelling	Grammar & Punctuation	
Numeracy					
Exceeding	22.54%	27.78%	33.8%	12.68%	14.08%
Strong	53.52%	59.72%	50.7%	56.34%	66.2%
Developing	21.13%	11.11%	11.27%	22.54%	9.86%
Needs additional support	2.82%	1.39%	4.23%	8.45%	9.86%

Although we are unable to show data for Years 3-5 growth due to changes in NAPLAN, the 2023 data does indicate that our students overall perform better in Year 5 than Year 3. This is a consistent trend at St. Joseph's. We attribute this to two factors, firstly the time required for EAL students to become proficient in the use of academic English, enabling them to perform at high levels on tests and secondly, the targeted support students receive from foundation to Year 6, especially in English reflects in their overall results.

In PAT Reading both Year 5 and 6 had mean scores above the National Norm, with Years 3 to 6 all achieving higher than expected growth.

In PAT Maths Year 6 achieved a norm higher than the National average and higher than expected growth.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	387	43%
	Year 5	504	69%
Numeracy	Year 3	409	67%
	Year 5	511	80%
Reading	Year 3	399	67%
	Year 5	505	76%
Spelling	Year 3	410	68%
	Year 5	517	85%
Writing	Year 3	401	70%
	Year 5	520	88%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goals

To provide appropriate challenge and opportunity to engage all students, in all areas of the curriculum, including Social Emotional Learning (SEL), and including students who are more highly able, at the appropriate levels identified by appropriate measures and assessments. To build strong and positive relationships between students, staff, families as well as the local and Parish communities in order to optimise the learning and well-being of the students.

Goals:

- That student wellbeing policies, processes and practices are collaboratively developed, based on compassion and dignity, that are understood by all members of the community and implemented consistently,
- That all learners have a voice, choice and ownership of their learning,
- Increased proportion of students reporting a sense of belonging, safety and expectations for success and advocacy at school in annual MACSSIS survey,
- The scores for all variables relating to student behaviour and management in the annual student, staff and parent survey will improve annually,
- Student learning promotes and celebrates the diversity of the school community in authentic ways,
- Work on enacting the School Vision is undertaken with input from the entire school community,
- Core values of School Vision are promoted and upheld by all.
- Develop respectful working relationships between staff members, based on shared Vision and Core Values determined by staff.

Achievements

At St. Joseph's all staff are committed to providing a welcoming and supportive environment which honours the dignity of every student. Positive behaviour and relationships are emphasised through explicitly taught SEL Program and Personal and Social Capabilities curriculum.

The year with the first two weeks dedicated to Student Wellbeing initiatives. The SWELL weeks focused on building relationships amongst students, staff and parents. Through the Year 6 student leadership initiative, the student wellbeing and student voice leaders worked collaboratively, contributing to the decision-making process for wellbeing activities. These

initiatives included lunch time clubs, breakfast club, healthy options in the school canteen, and the student driven cyber safety information night for parents.

Students from Years 3 to 6 completed the Australian Council of Educational Research (ACER), Social-Emotional Wellbeing (SEW) survey and the data obtained was used to plan and support the delivery of the SEL curriculum. At St Joseph's we believe that student well-being is critical in the development of our students as they endeavour to thrive as learners and people. In order to develop their social, emotional and behavioural awareness and strategies, a SEL program was developed using lessons and resources from Resilience, Rights and Respectful Relationships (RRRR) and Zones of Regulation.

SALT (Supporting Adjusted Learning Team) continued to meet on a fortnightly basis to discuss the ongoing needs and supports afforded our NCCD students and to guide, monitor and support classroom NCCD compliance.

The Students With Additional Needs (SWAN) team continued to meet on a fortnightly basis and work collaboratively to analyse student data to discuss and implement the best interventions to meet our students' needs. The school psychologist continued to facilitate counselling sessions to support our students and families.

Value Added

St. Joseph's Primary School offered many activities and programmes in 2023 that benefited students and the community. Below is a list of academic and extracurricular activities that have improved our students' wellbeing:

- SWELL week activities supported a smooth transition into the new school year,
- Continued with the implementation of whole school positive behaviour expectations,
- Students were nominated to receive assembly awards for (SEL) that reflected expected behaviours exhibited during the week,
- Use of raffle tickets in class to reinforce positive behaviour and acknowledge student effort,
- Welfare meetings to support parents, teachers and a range of students,
- Breakfast Club, in collaboration with the Dandenong City Council's 'Kids Eat Healthy' program, ensured participating children started the day with a healthy and nutritious breakfast,
- Behaviour Support and Safety Plans were established for students in need of support,
- Student Leadership Team met fortnightly,
- Prep Transition Programs included 4 orientation day activities for Preschool / Foundation students and parents,
- Anti-bullying/Stand up to Bullying day,

- The Bodyworks Health and Wellbeing, parent information sessions for year levels 5 and 6 ensured that parents are well-informed about the 'Health and Personal Growth and Development' programs within our school curriculum,
- Open classrooms were offered to promote family engagement in learning,
- Buddy program across all levels.
- The Diversity and 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 to work with our students and teachers to further embed inclusive practices and programs for our students.

Student Satisfaction

There was a slight increase in the domain of school climate as in 2023 compared to 2022, which might suggest efforts to improve school climate are beginning to have some effect. The domain of learning disposition indicates a fluctuating trend in students mindsets about themselves as learners with a marginal increase in 2023, this will be an area of further investigation and focus. In the area of school belonging the data shows relatively stable scores in how much students feel they are valued members of the community.

Maintaining and further developing this sense of belonging is essential for student wellbeing and academic success. Across year levels there was a fluctuating trend in the extent to which students felt they had opportunities to have an impact on their school. With consistent effort to provide opportunities for all students to have a say in the decision making process we could see a positive trend in Student Voice, which has increased yearly to be now above the MACS average, rising to 60% (MACSIS 2023 Student Data). In 2023 the downward trend in the area of student safety continued, however the perceptions of year 6 students was positive and consistent with MACS average. This area will continue to be a focus in 2024.

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, late arrivals and early dismissals are recorded and the reason for absence noted. A tally of absences is entered on students' Mid and End of Year Reports. At St. Joseph's staff work with parents and families to provide every assistance and support for the welfare and wellbeing of all our students. The principal, student wellbeing leader and staff work closely together to develop and maintain a safe and supportive school environment for all our students.

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 MACS in line with system guidelines.

Average Student Attendance Rate by Year Level	
Y01	91.7%
Y02	91.0%
Y03	92.6%
Y04	93.3%
Y05	93.8%
Y06	93.7%
Overall average attendance	92.7%

Leadership

Goals & Intended Outcomes

GOAL:

To strengthen staff reflective practices that include cycles of inquiry, mentoring, professional goal setting at personal level, Theme Teams and the observation of practice in order to improve student learning outcomes.

INTENDED OUTCOME:

- Build a culture of high expectations across the school,
- Staff will be reflective practitioners through goal setting processes and Inquiry cycles,
- Staff goal setting will become an embedded practice leading to continuous growth,
- Staff across the school mentor each other according to strengths, needs and areas of interest,
- Staff and students are empowered by developing positive attitudes to engagement and learning,
- Literacy, Numeracy and Inquiry Learning teaching practices are constantly evaluated and reviewed in light of current best practice and research,
- Embed practices around collection, analysis and use of data for planning for effective Learning and Teaching.

Achievements

Strong endorsement of the capacity of the leadership to manage change effectively, extend and support the growth of others is evident in continued marked improvement in staff perception data for feedback, professional learning, collaboration, support, leadership effectiveness and relationships. These were all above MACSIS averages in 2023. For a detailed breakdown please follow the link: [MACSIS 2023 Staff data](#)

The self-assessment and staff input into implementing our school vision reflect the development of a stronger collegial culture that is building an expert and coherent school-wide teaching team. Strategic recruitment of staff with particular expertise, increased openness of teachers to change and targeted, work embedded professional learning are contributing to a school-wide shared responsibility for improving student learning and wellbeing. This reflected by Staff Collective Efficacy being 80% and School Climate being 86%, both being above the MACS average (MACSIS data 2023) .

A priority is placed on the leadership of learning. Effective collaboration between leaders and teachers in continuous data-informed improvement is evident in PLT meetings and in the modelling of effective practice to promote teacher learning and development. Regular data meetings with leaders and individual teachers ensure rigour in examining and targeting each student's progress. Marked improvement in staff perceptions of Collective Efficacy reflects growing confidence in teachers' capacities to improve instruction.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>In 2023 the rollout of the use of the EAL (English as an Additional Language) Curriculum for Assessment and Reporting continued, with students from Prep to Year 6 being reported to using the continuum. Building oral language competencies continued to be a focus in Prep to Year 2. A range of oral language support and interventions were provided, with all planning for learning having a focus on building vocabulary.</p> <p>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.</p> <p>The use of Fountas and Pinnell resources, including the Guided Reading set, was embedded across the school. With teachers being supported to use the Benchmark Assessment System (BAS) to accurately ascertain students' levels of understanding of texts.</p> <p>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.</p> <p>Positive behaviours was a key focus with the school extending the three tired approach to learning to include behavioural systems. The key focus was on prevention, teaching and reinforcing. This was reinforced with professional learning in Resilience, Rights and Respectful Relationships and the Victorian Curriculum; with a focus on teaching age appropriate developmental changes, transitions and the influence of emotions on resilience, self regulation and wellbeing.</p>	
Number of teachers who participated in PL in 2023	50
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

The school has concentrated on embedding a culture of continuous professional improvement. Revised organisational structures, strategic recruitment of leaders, staffing that supports inclusion and purposeful accountability have had a positive impact on the school climate. Collaboration to improve outcomes has been strengthened within relationships of trust, challenge and mutual respect. The re-writing of the school's vision and core values is playing an essential role in the engagement of staff, students and parents in the purpose and aspirations of the school.

Teacher satisfaction was very positive in 2023. The "Overall school positive endorsement" was 80% and "How clearly does the school leadership team communicate a vision for learning and teaching at your school?" was 82%, each being 13% above the MACS average (MACSIS 2023). Perceptions of staff safety in the school was 75%, compared to the MACS average of 66% (MACSIS 2023). For a detailed breakdown please follow the link: [MACSIS 2023 Staff data](#)

Teacher Qualifications	
Doctorate	0.0%
Masters	17.5%
Graduate	14.3%
Graduate Certificate	3.2%
Bachelor Degree	39.7%
Advanced Diploma	22.2%
No Qualifications Listed	3.2%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	55
Teaching Staff (FTE)	45.6
Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	24.8
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

GOALS:

- To foster a rich partnership between the school and the parents of the school community.
- To enhance St. Joseph's connection with the local and global communities.
- For families to be more engaged as partners in their children's learning.

INTENDED OUTCOMES:

- To improve parent understanding of student learning,
- 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,
- For the Family Engagement in Learning leader to collaborate with staff to organise family events which focus on build relationships and learning.

Achievements

There were many events planned to build community cohesion and to engage parents in their child's learning. Some of these events were:

- The Seesaw app continued to be used from Prep – 6 as a communication tool and to enable parents to engage with their child's learning,
- Parent Portal continues to be used to keep parents informed about events and developments.
- Four sessions of Prep Orientation was organised to welcome our new Prep's for 2023 which included,
 - Session 1: playground drop in, jumping castles, farm animals and special evening event where the staff prepared fried rice for our new parents,
 - Session 2: Meet the teacher in small groups through out the day,
 - Session 3: Parent information session and meet your Buddy activity,

-Session 4: Meet the specialist.

- Parents and families from junior school were invited to come to school everyday during 'Book Week' to read to their children and listen to their children read. Learning neighbourhoods were transformed to reading nooks,
- Parents were invited to attend the Book Week Assembly and to participate in the Book Week Parade,
- Cyber-safety parent information evening led by our school student leaders. Students worked with parents in small groups,
- Safer internet day and parents had access to online resources and information through 'Inform and Empower',
- Parents were invited to the Book Week Assembly and to participate in the Book Week Parade,
- St. Joseph's Breakfast Club operated with students from level 4- 6 attending on Tuesdays and Thursdays,
- Students representatives worked with the city of Greater Dandenong to create stain glass windows for the Faith In Action initiative at Springvale Library, I
- St. Joseph's school captain were representatives on the Dandenong Council Children's Advisory Group,
- Parents were provided with opportunities to volunteer for excursions,
- Mother's day and Father's day stall run by parent volunteers,
- Parents and members of the community were invited to St. Joseph's Art Show. Student showcased their talents during this art show,
- St. Joseph's students art work was displayed at the Zart Art Gallery,
- St. Joseph's School Magazine in 2023 presented to all the members of the community. This Magazine highlighted students as animated learners and showcase their participation in a range of activities through out the year,
- St Joseph's School Advisory Council was established and met each term.

Parent Satisfaction

Parent feedback was very positive and indicated a high level of satisfaction. The overall positive endorsement was 80%, compared to the MACS average of 68%(MACSIS 2023).

This 80% is divided into seven domains according to MACSIS 2023 with the respective scores of St Joseph's and MACS averages listed respectively:

- The degree to which families are partners with their child's school: 56% to 46%,
- Factors that can hinder a family's interaction or involvement with their child's school: 75% to 66%,
- Families' perceptions of how well a school matches their child's developmental needs: 88% to 75%,
- Families' perceptions of the social and learning climate of the school: 92% to 84%,

- Perceptions of student physical and psychological safety while at school: 73% to 70%,
- The timeliness, frequency, and quality of communication between the school and families: 89% to 71%,
- Families' perceptions of and engagement with the overall Catholic identity of the school: 87% to 64%.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sjspringvale.catholic.edu.au