



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017

**ST JOSEPH'S SCHOOL
KORUMBURRA**

REGISTERED SCHOOL NUMBER: 999



Primary School

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AUSTRALIAN GOVERNMENT EDUCATION ID (Formerly known as DEEWR number)	1083

Minimum Standards Attestation

I, **Michelle Charlton** attest that **St Joseph's** 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).

16th May 2018.

Our School Vision

We envisage a welcoming, inclusive and safe school community where the experience of a loving God, the Catholic faith, and supportive relationships are at the heart of our identity; and where the environment is creative, relevant, engaging and challenges individuals' potential and development.



- **MISSION STATEMENT**

St Joseph's Primary School is called to serve the children of St Joseph's Parish and the wider community of Korumburra. We are committed to the evangelizing mission of the Parish and to the spiritual tradition of the Sisters of the Good Samaritan.

The school endeavours to receive each person as Christ: with the same warmth, care, dignity and attention. In imitation of the Good Samaritan in the Gospel, we undertake to respond to our children's needs with energy, compassion, professionalism and adaptability.

School Overview

St Joseph's Catholic Primary School, Korumburra, is situated in the picturesque hills of South Gippsland. St Joseph's is proud of its rich Catholic heritage, founded by the Good Samaritan Sisters in 1913. St Joseph's is a welcoming, inclusive and safe school community where the experience of a loving God, and supportive relationships, are at the heart of our identity.

St Joseph's maintains the qualities of a small, rural school. The school provides a comprehensive curriculum based on current educational practice, modern and up-to-date teaching and learning resources, and a rich learning environment. Together, we strive to develop active, enthusiastic and successful learners, who are resilient, self-confident, motivated life learners.

St Joseph's offers specialist subjects in Physical Education, Italian and Arts. We have a strong commitment to student wellbeing, work in partnership with families, and support services to offer the best outcomes for our students. St Joseph's students compete successfully in regional sporting, academic and social competitions.

The school community works closely each year; continuing to strengthen links between the school, families and wider community. The fete was once again a tremendous success and showed the immense spirit of our little school.



Principal's Report

I was appointed to the position of Principal at the beginning of 2017. After been the Acting Principal in 2016, I am now able to continue my work with staff on a more in-depth level.

The staff continued their work in exploring inquiry learning and working as a level team to plan for their classes. This year we engaged with Jeni Wilson who is an expert in the Inquiry field. She facilitated a whole staff Professional Development day and then followed up with two planning sessions with each team.

As part of our work with the Collective, we continued our work on developing expert teachers in the area of Mathematics. We were working in conjunction with two other schools in our Diocese to enhance teacher knowledge of the new Victorian Curriculum. All staff worked on breaking open the curriculum and developing a sound understanding of the progressions of learning as well as investigating and implementing open ended activities which cater for all students.

Our staff had a positive year and embraced the change in the school. They established team agreements and provided each other with support. At the end of 2016, we employed two new teaching staff members. Our staff are hardworking and dedicated to improving outcomes for all students. I thank them for their effort and engagement in improving learning for our students.

During 2017, we undertook the School Review process. This beneficial process enabled the staff to evaluate a number of areas of school life and to develop a Strategic Implementation Plan for the next four years.

The school is continuing to develop wider relationships with the Korumburra community. It is pleasing to see the commitment that all members of the school community have to strengthening these relationships.

Michelle Charlton 2017.



Parish Priest's Report

St Joseph's Catholic School Korumburra has thrived on a very strong, supportive and active relationship with St Joseph's Parish Korumburra. It is with great satisfaction that I can report that St Joseph's School Korumburra bases its life on the Gospel. Whenever I go to the school to celebrate the sacraments, whether it is the regular class Mass or a Mass for a special occasion, I am always very impressed by the reverence and devotion shown on those occasions.

Another thing that impresses me is the quality of the pastoral care which St Joe's school provides for both the staff and students, especially on those occasions on which they need it most. The school has participated in the celebration of the sacraments of Reconciliation, First Holy Communion and Confirmation.

One feature, which parishioners of Korumburra often comment to me, is the spirit of the School. This is shown by the respect the students show one another and the mutual respect between students and staff. Obviously, they also live out these values in their life outside the school. This is a true gospel value.

All this tells me that St Joseph's school Korumburra is a place where the Gospel is both taught and lived. May the God of all wisdom continue to bless all.

Fr Aju Varghese

Parish Priest

Catholic Identity and Religious Education

Goals & Intended Outcomes

- St Joseph's is recognised within the community as a Catholic School that lives the message of Jesus.
- That the Catholic identity and scripture are relevant to the lives of community members.

Achievements

As we were in a school review year the Religious Education Leader in conjunction with the principal and key personnel from the Catholic Education Office began to interpret and evaluate results from Enhancing Catholic Identity Survey. This was presented to staff who then evaluated it further. Staff were also engaged in looking at our qualitative data in regards to our Catholic Identity. A number of key areas were identified as both positive and areas for improvement. These formed part of our school review report and then formed the basis of our goals in the area of Catholic Identity and Religious Education. We began work unpacking the revised Religious Education curriculum 'To Live in Christ Jesus'.

VALUE ADDED

- Students' art work added to the foyer and church for Lent and Advent
- Advent prayer service at the beginning of each week during Advent
- Students reading at school masses
- Greater focus on staff prayer



Learning & Teaching

Goals & Intended Outcomes

- The Mathematics domain of the Victorian Curriculum is clearly understood by the staff.
- Mathematics pedagogy improved to support increased student outcomes.

Achievements

St Joseph's has continued to be a part of a collective with two other schools, who met on a regular basis to discuss to continue the work in the area of the curriculum and setting future direction for our schools. During 2016, the progression of learning was developed for the Mathematics curriculum. This provided staff with a greater understanding of the curriculum and what is to be taught.

The staff began to look at planning and implementing open-ended Mathematics tasks, which could cater for all children across the progression of learning. There was a continued focus on this with staff trialling planning and teaching activities with review as a whole staff for feedback.

Staff reported during their Annual Review Meetings that they felt they had a greater understanding of the curriculum and how they applied this understanding to not only their whole class but to individuals as well. They found the process of developing the whole school Mathematics plan to be a valuable one. They also reported they were satisfied with the process of trialling activities and receiving feedback from others.

STUDENT LEARNING OUTCOMES

The Mathematics data indicated that St Joseph's have improved in this area however further work in this area to improve numeracy understanding is required. Diversity of students, including special learning needs students who required additional assistance are included in the data. Year 3 NAPLAN data remained the same as in 2016 in Mathematics with 100% of our students achieving the minimum standard.

Our Literacy data remained reasonably steady from 2016 with 100% of our year 3 students achieving minimum standard in writing, whilst reading was at 96%, which was a marked improvement. Year 5 data showed 100% of students achieving minimum standard in writing and grammar and punctuation.

School Community & Student Wellbeing

Goals & Intended Outcomes

- To value and challenge personal growth within a community that cultivates active participation.
- For staff to develop leadership and collegial capacity in Wellbeing.

Achievements

Staff continued with the work of developing a Whole School Approach to Positive Behaviour. A new electronic proforma of recording student behaviour was developed which provided staff with a clearer picture of areas for improvement. Towards the end of 2017, we enlisted the support of staff from the Catholic Education Office to provide us with more direction in this area. This work will be continuing through the 2018 school year.

How Non-Attendance is Addressed.

Attendance is viewed as extremely important at St Joseph's. Where students are absent without notification for more than one day, teachers make a phone call home on the second day to ascertain why the student is absent. Continued absence is reported to the Principal for follow up using the 'Every Day Counts' framework and processes. Holidays taken within term time must have a written request from parents to the Principal. If permission is granted the school then sends a letter containing information about student work to be completed during absences.

VALUE ADDED

Opportunities for student engagement in community in 2017 included:

- Winter Sport, Milo Cricket, AFL visit,
- Attendance at ANZAC, Remembrance Day & IGA cheque presentation
- Tree planting
- St Vinnies Winter Appeal
- Attendance of year 5/6 students at Karmai Community Children's Centre

STUDENT SATISFACTION

Our Insight SRC survey data from our students indicates that our students are highly motivated to learn and are confident in their own ability to learn. The students believe that classroom behaviour is excellent and this allows them to focus on their learning.

PARENT SATISFACTION

Our Insight SRC survey data indicates that parents believe teachers deliver classes that are interesting and challenging for their children and that staff are passionate about their job. Our parents generally believe that their children enjoy coming to school.

Child Safe Standards

Goals and Intended Outcomes

In 2017, members of the school leadership team and staff were involved in discussion in relation to the Child Safe Standards at our school. St Joseph's commits to providing a safe and nurturing culture for all children and young people through:

- Upholding the primacy of the safety and wellbeing of children and young people.
- Empowering families, children, young people and staff to have a voice and raise concerns.
- Implementing rigorous risk-management and employment practices.

Achievements

In consultation with representatives from the Catholic Education Office, the Child Safe Standards were introduced to the school community and the necessary policies aligned with these Standards were created. The following policies were created and distributed within the community:

- Code of Conduct - Child Protection and Safety Policy
- Code of Conduct for Staff, Families and Volunteers
- Parent-School Relationship Code of Conduct

Strategies were undertaken within the school to promote Child Safe Standards including displaying posters promoting the standards and supporting community members to be aware of their responsibilities in relation to responding to incidents, making disclosures and suspicions of child abuse. The fortnightly Parent newsletter and the internal staff memo were also used to keep staff and parents informed of these regulations and their implementation within our school. Members of the school community, including parents and all visitors to the school were asked to read and acknowledge their acceptance of our Child Safety code of conduct. To support staff knowledge and understanding of child safety, all staff undertook their Mandatory Reporting online module. To ensure the ongoing safety of our students, an electronic sign in system was investigated for possible implementation in 2018.

Leadership & Stewardship

Goals & Intended Outcomes

- The incoming Victorian Curriculum is clearly understood by the staff.
- Staff work in collaborative level teams
- To maintain and improve the school environment and facilities

Achievements

During 2017, all staff were engaged in the continuous process of planning within their levels. All levels were provided with a planning day each term where they worked in conjunction with our Curriculum Leader. Staff discussed and prepared team agreements at the beginning of the year and held each other accountable during the year to this agreement.

In term three a whole staff Inquiry Learning Professional Development facilitated by Jeni Wilson was held. Jeni also attended individual level planning sessions in late term 3 to further deepen staff knowledge of this area. Staff were involved via regular staff meetings and school closure days in discussing and auditing our current concepts against the Victorian Curriculum. We continued to look at the Maths Curriculum and further develop the enacted curriculum.

The school was successful in receiving a Capital Grant for building works which will begin in 2018. The school worked closely with CEO staff in the areas of essential service devising a plan for continued maintenance. The outside façade of the school was painted during the first semester.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

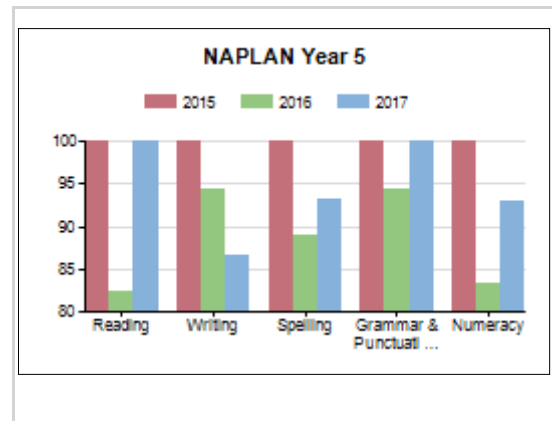
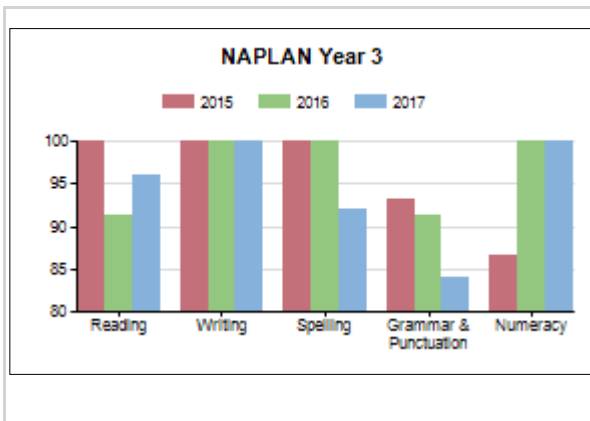
- Jeni Wilson Inquiry Learning
- Religious Education Closure Day
- Learning and Teaching Network
- In School Literacy Day
- Managing Challenging Behaviours
- NAPLAN Data
- Religious Education Accreditation Days
- Masters of Clinical Teaching
- Zart Art
- Bike Education
- First Aid
- GCPA
- Online Mandatory Reporting
- Principal Induction
- School Review
- nForma Training
- REL Conference
- Ongoing EMU Training Days

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**18****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$2055.00****TEACHER SATISFACTION**

The teacher Insight SRC survey data indicates that individual staff morale is high and they feel comfortable working at the school. The staff feel they have a say and autonomy working in their teams. Staff are looking forward to continuing their work in further developing their knowledge of the intended curriculum and moving on to seeing this work as the enacted curriculum.

VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	93.3	91.3	-2.0	84.0	-7.3
YR 03 Numeracy	86.7	100.0	13.3	100.0	0.0
YR 03 Reading	100.0	91.3	-8.7	96.0	4.7
YR 03 Spelling	100.0	100.0	0.0	92.0	-8.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	94.4	-5.6	100.0	5.6
YR 05 Numeracy	100.0	83.3	-16.7	92.9	9.6
YR 05 Reading	100.0	82.4	-17.6	100.0	17.6
YR 05 Spelling	100.0	88.9	-11.1	93.3	4.4
YR 05 Writing	100.0	94.4	-5.6	86.7	-7.7



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.27
Y2	92.78
Y3	94.32
Y4	94.69
Y5	95.85
Y6	91.72
Overall average attendance	93.94

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.71%

STAFF RETENTION RATE	
Staff Retention Rate	91.67%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	8.33%
Graduate	41.67%
Certificate Graduate	0.00%
Degree Bachelor	58.33%
Diploma Advanced	50.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	16
FTE Teaching Staff	10.983
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	5.885
Indigenous Teaching Staff	0