



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST JOSEPH'S PRIMARY SCHOOL
KORUMBURRA**

2019

REGISTERED SCHOOL NUMBER: 999



Contents

Contact Details.....	2
Minimum Standards Attestation.....	2
Governing Authority Report.....	2
Our School Vision.....	4
School Overview.....	5
Principal's Report.....	6
Catholic Identity and Religious Education.....	7
Learning & Teaching.....	8
School Community & Student Wellbeing.....	10
Child Safe Standards.....	12
Leadership.....	13
School Performance Data Summary.....	15

Contact Details

ADDRESS	1-3 Bridge St Korumburra VIC 3950
PRINCIPAL	Michelle Charlton
GOVERNING AUTHORITY	Diocese of Sale Catholic Education Ltd Ms Maria Kirkwood, Chief Executive Officer
SCHOOL ADVISORY COMMITTEE CHAIR	Brad Beach
TELEPHONE	(03) 56552 040
EMAIL	principal@sjkorumburra.catholic.edu.au
WEBSITE	www.sjkorumburra.catholic.edu.au
E NUMBER	E4010

Minimum Standards Attestation

I, Michelle Charlton, attest that St Joseph's 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

24th April 2020.

Governing Authority Report

2019 was a year of growth and consolidation for Catholic Education in the Diocese of Sale. A year where we truly embodied our commitment to solidarity and subsidiarity.

As the first Diocese in Victoria to adopt a contemporary governance model, we are both leading and learning.

In its second year of operation, Diocese of Sale Catholic Education Limited (DOSCEL), continued to provide outstanding service and direction to Catholic primary and secondary schools across the Diocese, from Cranbourne and Narre Warren in the west, to Cowes and Wonthaggi in the south, right through to Orbost in the east.

Together with our schools, we faced a number of challenges in 2019. Unprecedented levels of population growth continued to increase the demand for high quality Catholic education in parts of our Diocese. Bushfires near Bunyip and Churchill damaged properties, threatened lives and caused short-term school closures, while a fire at St Catherine's Primary School in Berwick seriously damaged 12 learning areas, displacing hundreds of students. Each of these challenges was met with integrity and solidarity.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented and maintained, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from within the Catholic Education Office Sale, our highly-committed school leadership teams are able to maintain their focus on creating safe and welcoming learning environments where children can thrive.

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

We aspire to see our students thrive in the world; to be confident, competent and connected. I am thankful for the contributions of everyone involved in Catholic education in our Diocese in 2019. It has been an honor to work alongside you as we bring life to our vocation of Inspiring Faith, Inspiring Learning.



Maria Kirkwood

*Chief Executive Officer
Diocese of Sale Catholic Education Ltd*

Our School Vision

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 individual's potential and development.



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 lifelong learners.

St Joseph's offers specialist subjects in Physical Education, STEM, 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.

During 2019, we continued our commitment to the school's overall goal which is: "To build clarity for all members of the school community to ensure expert teacher practice and a rate of progress for all students". Through the work of the Teaching and Learning Networks and Collectives the staff have worked hard to improve not only their own teacher practice but to improve outcomes for all students.



Principal's Report

2019 was a year of significant growth for the all members of the St Joseph's school community, professionally, academically and physically.

Staff were engaged in our overall goals of developing expert teacher practice and ensuring a rate of progress for all students in our school. With the introduction of our physical data wall, all staff undertook professional learning in regards to reading and interpreting different sources of data. Specific PLT's and planning meetings were held in the data room.

As part of our work with the Collective, we continued to develop expert teachers particularly in the area of Mathematics and Literacy. We were working in conjunction with four other schools in our Diocese to enhance teacher knowledge of the new Victorian Curriculum. All staff continued to work towards developing a sound understanding of the progressions of learning for the Victorian English Curriculum and further developing their knowledge of the teaching of Place Value in order to cater for all students as their point of need.

Our staff had a positive year and embraced the change in the school. At the end of 2018, we employed two new teaching staff members. One in a classroom role and the other in as a STEM specialist teacher. 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.

2019 saw the continuation of our 3-stage building project. Stage 2 was completed in May with our 5/6 students moving into their new learning spaces. Stage 3 then began which was the building of 3 new classrooms and special projects area.

The school continues to develop wider relationships with the Korumburra community. We were very excited to be able to hold our fete in 2019 after having to postpone it in 2018 due to building works. It was a very successful day.

It is pleasing to see the commitment that all members of the school community have to strengthening these relationships.

Michelle Charlton 2019.

Catholic Identity and Religious Education

Goals & Intended Outcomes

To promote a post-critical belief stance through a recontextualisation of Catholic tradition in dialogue with the pluralising cultural context

- ☪ That teachers act confidently as witnesses, specialists and/or moderators of the Christian story
- ☪ That the school culture reinforces its Catholic Identity.

Achievements

In working towards are intended outcomes we created an environment that:

- ☪ provided staff with the opportunity to work with the RE Curriculum "To Live in Christ Jesus" through PLT meetings led by the Religious Education Leader
- ☪ introduction of whole staff planning twice a term using "To Live in Christ Jesus"
- ☪ provided teachers with the background knowledge of scripture in order to support students in moving towards a Post Critical Belief
- ☪ invitations were sent to parents for school masses and liturgies
- ☪ Religious Education Leader provided regular newsletter contributions
- ☪ outgoing Grade 6 class wrote a school prayer to be used for the 2020 school year
- ☪ greater emphasis placed on the use of scripture in staff prayer
- ☪ community Mass prepared and ran by the school.

VALUE ADDED

- ☪ Parent attendance at school masses continued to increase.
- ☪ Students taking on a greater role during school masses.
- ☪ Fr Aju reported he was very happy with the increased engagement by students in masses.



Learning & Teaching

Goals & Intended Outcomes

To improve pedagogical and assessment practices to ensure learning entitlement and high expectation for every student.

- ⌚ There is a consistent approach to pedagogical practices.
- ⌚ That teachers consistently analyse collected assessment data at the Universal, Targeted and Intensive levels.
- ⌚ The Learning and Teaching Cycle is used as the basis of planning meetings.

To build teacher capacity in both data analysis and classroom practice to improve student outcomes

- ⌚ That staff use high quality data to improve learning outcomes for all students to ensure a rate of progress.
- ⌚ That student safety and wellbeing is enhanced.

Achievements

We continued with our major focus for 2019 was identifying ways in which we could increase teacher expertise in order to improve student-learning outcomes. Teachers became more proficient in using student data from assessments to plan for targeted teaching. This resulted in increased differentiation in planning and teaching which meant that individual learning needs were addressed more effectively.

Fortnightly PLT meetings continued in 2019 with a focus on the work of the Collectives. A focus on the Big 4 for Place Value & Spelling. Staff have found this work interesting and very relevant to improving not only their own skills but improving student outcomes.

A culture of staff collaborative expertise was strengthened through regular structured times for sharing at Professional Learning Team (PLT) meetings. Teachers were encouraged to share their practice with colleagues at PLTs. Those teachers studying the Masters of Clinical Teaching have developed and shared new insights into teaching practices that make differences to student learning outcomes.

The curriculum leader was well supported by subject matter experts from the Catholic Education Office through regular Learning and Teaching Network meetings and Collectives meetings with a cluster of four other schools.

Levelled Learning Intervention (LLI) continued for students in F-3. Two new kits were purchased towards the end of the year, this will enable us to target a greater number of children. Our fortnightly speech therapy sessions continued. This year LSO staff attended to ensure consistency and follow up within the classroom.

STUDENT LEARNING OUTCOMES

Our data over the last three-year period (2017-2019) shows both success and challenges.

In this three-year period, our data has remained fairly consistent with 100% of our Year 3 students meeting the minimum standard in Numeracy. Our Year 5 data showed improvement from 2017/2018 with 100% of students meeting the minimum standard.



Our Literacy data, has remained very steady over the 3 years with 100% of our Year 3 students achieving minimum standard in writing. In 2019 our reading data showed a good improvement with 100% of students achieving minimum standard. Our Year 5 writing data has shown steady improvement over the past 3 years, whilst we have maintained 100% of students meeting the minimum standard in spelling.

The school continues to explore the data as this enables staff to view trends in student outcomes and may help indicate areas for future improvement. This data is cross-referenced with other school report data as well as school-based literacy and numeracy data to help inform future directions.



School Community & Student Wellbeing

Goals & Intended Outcomes

-  That student safety and wellbeing is enhanced.
-  To foster a partnership with parents where they feel comfortable to share their thoughts and ideas with all members of the community.

Achievements

2019 was a year of implementation of our Whole School Approach to Positive Behaviour Support (WSAPBS). After spending 2018 reviewing and renewing the approach it was relaunched within the school and parent community.

We offered opportunities during the year for parents to attend an information session in regards to the WSAPBS. During these sessions we shared what we are doing at school and sort feedback from them in regards to how they could or are using it in their homes.

Through the School Advisory Board and Parents & Friends we continued to have a focus each meeting on the importance of child safety and how they can assist the school to ensure everyone is aware of this.

We regard communication to parents as one of our strong points. This year we spent time streamlining this approach whilst continuing to ensure parents were kept up to date with all relevant information as required.

VALUE ADDED





-  Winter Sport, Milo Cricket, AFL visit
-  Welcome BBQ
-  Attendance at ANZAC, Remembrance Day & IGA cheque presentation
-  St Vinnies Winter Appeal
-  Attendance of year 5/6 students at Karmai Community Children's Centre
-  Community Mass
-  St Joseph's Fete
-  School choir sang at Korumburra Business Association Christmas Party

STUDENT SATISFACTION

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

STUDENT ATTENDANCE

Attendance is viewed as extremely important at St Joseph's. The following process is followed:

-  Where students are, absent without notification at 9.30am a text message is sent by administration staff to the parent requesting an explanation.
-  If no reply received within 30 minutes a phone call is made to parents.
-  If parents do not answer or reply within 15 minutes we continue to call them.
-  At the end of each week teaching staff are required to contact any unknown absences with parents and update electronic roll.

Continued absences must be 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.




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. Parents feel that their children are connected to both the school and their peers.

Child Safe Standards

Goals and Intended Outcomes

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

During 2019 St Joseph's continued their commitment to providing a safe and nurturing culture for all children and young people. Their focus was on embedding processes and policies which were implemented in 2018, as well as further development of processes or strategies to improve current practice.

Students from each grade level worked with a staff member to review our Child Friendly, Child Safe Policy and make any changes that they felt were required.

Child Safety reminders were placed on a weekly basis in our staff news. These covered different areas such as completion of Mandatory Reporting Online modules, the need to ensure all volunteers had current WWCC, ensuring child safety on excursions and camps.




All staff were provided with the most up to date information to ensure the school was fully compliant when implementing 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'

2019 saw the completion of new fencing and gates around the 2 main entry points to the school. The immediate perimeter now has non-scalable fencing. A gate was fitted at our Bridge St entry which is set to lock & unlock on a timer. We also fitted one near front reception. This improves our child safety as no person can enter the school ground from the immediate street unless they come via front reception.

Leadership

Goals & Intended Outcomes

To ensure structures are in place to support and monitor collaborative practices and staff learning opportunities.

-  That school wide protocols & shared professional expectations are enacted
-  That clarity exists for all staff regarding the school's priorities
-  There is a strong and united leadership team.

Achievements

In 2018, we introduced fortnightly PLT meetings with a particular focus on Vocabulary to assist with reading comprehension. The PLT group consists of the whole staff. PLT norms and expectations were developed at the beginning of the year. Over this year we saw staff working together more collaboratively and sharing practices.

We held a school closure day with the focus on Developing Vocabulary in support of Reading Comprehension. During this day we developed an agreed set of teaching practices for the school. All staff worked together to begin the implementation process of these

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

-  Religious Education Closure Day
-  Learning and Teaching Network
-  In School Literacy Day
-  NAPLAN Data
-  NAPLAN online implementation training
-  Religious Education Accreditation Days
-  Masters of Clinical Teaching
-  Bike Education
-  First Aid
-  GCPPA
-  Online Mandatory Reporting
-  Principal Induction
-  REL Conference
-  In School WSAPBS Day
-  Collectives

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

15

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1413.00

TEACHER SATISFACTION

Our teacher Insight SRC data has remained positive in how staff are feeling more comfortable working in teams. Staff are enthusiastic and passionate about their work at the school. Teachers report that they have found the 2 school closure days ran by members of staff were extremely beneficial in building knowledge and team work. They also report that they were relevant to the overall goals of the school.

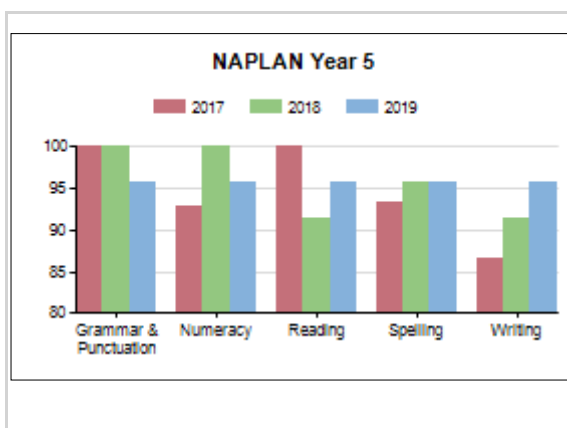
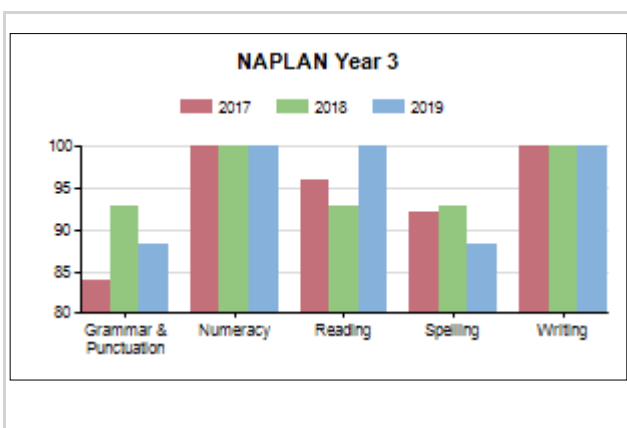


School Performance Data Summary

E4010
St Joseph's School, Korumburra

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	84.0	92.9	8.9	88.2	-4.7
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	96.0	92.9	-3.1	100.0	7.1
YR 03 Spelling	92.0	92.9	0.9	88.2	-4.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	95.8	-4.2
YR 05 Numeracy	92.9	100.0	7.1	95.8	-4.2
YR 05 Reading	100.0	91.3	-8.7	95.8	4.5
YR 05 Spelling	93.3	95.7	2.4	95.8	0.1
YR 05 Writing	86.7	91.3	4.6	95.8	4.5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	85.9
Y02	90.9
Y03	91.8
Y04	90.1
Y05	91.5
Y06	91.1
Overall average attendance	90.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.3%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	89.5%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	8.3%
Graduate	41.7%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	41.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	14
Teaching Staff (FTE)	9.8
Non-Teaching Staff (Headcount)	9
Non-Teaching Staff (FTE)	5.8
Indigenous Teaching Staff (Headcount)	0

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