



St Joseph's School Korumburra

2020

Annual Report to the School Community



Registered School Number: 0999

Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Governing Authority Report3
- Our School Vision4
- School Overview5
- Principal's Report6
- Catholic Identity and Religious Education7
- Learning and Teaching8
- School Community and Student Wellbeing11
- Child Safe Standards13
- Leadership14
- Future Directions17

Contact Details

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Minimum Standards Attestation

I, Michelle Charlton, attest that St Joseph's School is compliant with:

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

18/05/2021

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

Governing Authority Report

2020 was a year unlike any other that we have experienced.

In its third year of operation, Diocese of Sale Catholic Education Limited (DOSCEL) was challenged to provide timely advice, service and direction to Catholic primary and secondary schools across the Diocese, in both metropolitan and regional areas, throughout a prolonged period of rapidly changing circumstances.

The events of the year were as momentous in the Diocese of Sale as anywhere in Australia. The region was affected by fierce bushfires and drought, which put significant strain on families and communities. We farewelled Bishop Patrick O'Regan, and eventually welcomed our new Bishop, Greg Bennet. Our schools, offices, and churches faced the additional challenge of dealing with the COVID-19 pandemic, including extended periods of lock-down.

The resilience shown by our professional and local communities has been extraordinary. Schools successfully adapted to a new, remote style of learning and teaching faster than anyone would have thought possible. Throughout all the disruption and social distancing, we kept faith in each other, and ensured that our colleagues, students, and their families were encouraged and supported.

As an organisation, we maintained our focus on developing and maintaining rigorous reporting and accountability structures, to comply with our regulatory requirements. With pastoral support from our Parish Priests and expert advice from the DOSCEL Secretariat, our highly-committed school leadership teams were able to maintain their focus on creating safe and welcoming learning environments, whether at school or online.

We continue to prioritise the provision of educational opportunities for every student, to nurture them, and enable 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 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 2020. It has been an honour 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 individuals potential and development.

School Overview

St Joseph's Primary School is a vibrant and engaging learning community where each person feels a sense of worth and belonging. Our school aims to create an atmosphere where all children are known, challenged, supported and encouraged to be happy and successful learners.

St Joseph's Primary School provides a caring and supportive learning environment where our professional staff encourage every student to aim high and achieve his/her goals.

St Joseph's is proud of its rich Catholic heritage, founded by the Good Samaritan Sisters in 1914. We aim to develop a sense of belonging within the school, parish and wider community for each child.

The self-esteem of students is at the forefront of everything we do. We want each student to be proud of his/her achievements and celebrate these with the school community.

Our school provides educational programs, which cater for the spiritual, academic, social, emotional and physical development of all students in a contemporary learning environment.

We aim to provide a comprehensive curriculum, incorporating contemporary tools to equip every child with the necessary skills for their future education.

At St Joseph's children's learning and faith are at the heart of everything we do.

Principal's Report

2020 was an interesting year for the all members of the St Joseph's school community, professionally, academically, emotionally and physically.

Whilst a high proportion of the school year was spent delivering curriculum to students remotely, staff remained engaged in our overall goals of developing expert teacher practice and ensuring a rate of progress for all students in our school. Staff were also focussed on work in continuing to develop our Whole School Approach to Positive Behaviour Support.

During the year staff were engaged in Professional Learning via online meetings with a focus on developing a charter of Expert Teacher behaviours and languages that would become part of our way of working at St Joseph's. Through this week staff identified that feedback was one of the High Impact Teaching Strategies that they would like to explore further. All staff were involved in an action research project to in the area of Feedback.

Despite the difficulties of the year staff had a positive year and embraced the work in the school. At the end of 2019, we employed two new teaching staff members, both in classroom teaching roles. Our staff is hardworking and dedicated to improving outcomes for all students. I thank them for their effort and engagement in improving learning for our students.

2020 saw the completion of our 3-stage building project in January just prior to the beginning of the school year. During the year we also took the opportunity to paint, carpet and upgrade blinds in two classrooms which were not included in the building project.

The school continues to develop wider relationships with the Korumburra community. Unfortunately due to COVID_19 we were unable to hold our annual fête.

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

Michelle Charlton 2020.

Catholic Identity and Religious Education

Goals & Intended Outcomes

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

Intended Outcome: That teachers act confidently as witnesses, specialists and/or moderators of the Christian story.

Achievements

In working towards the 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
- Continued our practice 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
- Religious Education Leader provided regular newsletter contributions
- Outgoing School Captain's wrote a school prayer to be used for the 2021 school year
- Greater emphasis placed on the use of scripture in staff prayer

VALUE ADDED

- St Joseph the Feast Day Liturgy was held via Google meet during Remote Learning.
- Sacrament of Confirmation was celebrated
- School Captains report they feel privileged to write the upcoming year school prayer

Learning and Teaching

Goals & Intended Outcomes

GOAL: To improve pedagogical and assessment practices ensuring learning entitlement and high expectation for every student.

Intended Outcome: That consistent expectations of expert teacher practice are in place based on the Learning and Teaching cycle

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

Intended Outcome: That staff use high quality data to improve learning outcomes for all students to ensure a rate of progress.

Achievements

During 2020, 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.

We continued with our major focus for 2020 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 2020 with a focus on developing a range of Expert Teacher Practice Behaviour & Languages using the Learning and Teaching Cycle. Staff have found this work interesting and very relevant to building their teacher practice.

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.

Our curriculum leader this year was not placed in a classroom, and she worked with staff during planning meetings to assist with interpreting data and plotting children on a continuum of learning. This teacher also worked across all levels facilitating Extended Mathematical Understanding (EMU) groups, small group and individual phonics sessions. Our fortnightly speech therapy sessions, with LSO staff in attendance continued.

STUDENT LEARNING OUTCOMES

Our 2020 PAT Reading data indicates that students in Foundation, year 3 and year 4, mean score exceeds the expected PAT score. Year 3 and 4 growth from 2019-2020 has exceeded the expected mean growth.

In the area of Mathematics, our MAI data collected at the beginning of 2021 indicates considerable growth across all levels in the areas of multiplication and division. This is evidence of the professional learning completed by teachers in and the enhanced teaching strategies put into practice during 2020.

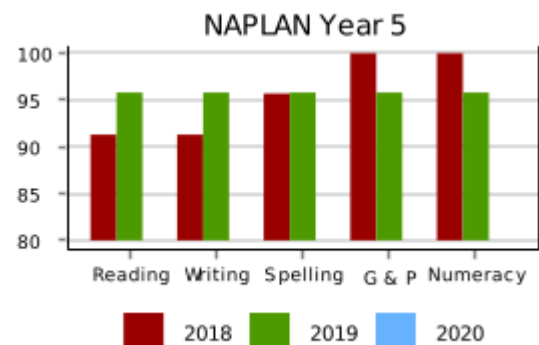
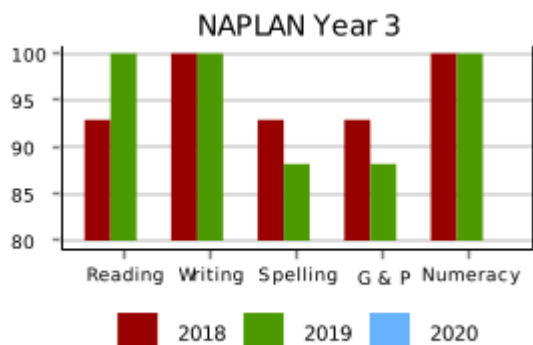
The school continues to explore the data as this enables staff to view trends in student outcomes and may help indicate areas for future improvement. This data is cross-referenced with other school report data as well as school based literacy and numeracy data to help inform future directions.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	92.9	88.2	-4.7		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	92.9	100.0	7.1		
YR 03 Spelling	92.9	88.2	-4.7		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	95.8	-4.2		
YR 05 Numeracy	100.0	95.8	-4.2		
YR 05 Reading	91.3	95.8	4.5		
YR 05 Spelling	95.7	95.8	0.1		
YR 05 Writing	91.3	95.8	4.5		

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

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

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



School Community and 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

In 2020, we continued to develop and implement our Whole School Approach to Positive Behaviour Support (WSAPBS).

At the beginning of the year an implementation plan for the explicit teaching of our school wide expectations was developed in conjunction with staff. We introduced a new weekly award for a student in each class who consistently demonstrates our school wide expectations of Respect, Responsibility and Caring.

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 and this year it was more important than ever. During Remote Learning parents were provided with weekly updates on processes & expectations.

VALUE ADDED

- Welcome BBQ
- Weekly assemblies held via Google Meet
- Weekly family challenge activities during Remote Learning
- St Vinnies Christmas Appeal

STUDENT SATISFACTION

Our Insight SRC survey data from our students indicates that our students have an eagerness to learn and that there is a strong focus on the teaching of Literacy and Numeracy. 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.

During Remote Learning parents of students in Foundation-2 were asked to complete an attendance form via the Skoolbag to notify us if students were participating in learning whilst Grade 3-6 students completed a daily attendance question via Google Classroom. Our usual procedures were then completed for any unknown absences.

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.9%
Y02	89.2%
Y03	94.4%
Y04	90.7%
Y05	93.3%
Y06	93.7%
Overall average attendance	92.1%

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 & 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 2020 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 2019, as well as further development of processes or strategies to improve current practice.

Student voice was identified as an area for further development, and we began this by providing opportunities for students voice to be heard in the area of our Whole School Approach to Positive Behaviour Support.

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'

In late 2020, it was decided that we would have a designated Child Safety Team who would assist the Child Safety Officer in their role.

Leadership

Goals & Intended Outcomes

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

Intended Outcomes:

- 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 2020, we continued with our fortnightly PLT meetings. The focus this year was on Mathematics and Developing Expert Teaching Practice. The PLT group consists of the whole staff.

Prior to the beginning of our second lock down, we held a school closure day with the focus on Feedback. All staff developed a team inquiry question and then each individual developed their own action research project to contribute to this. Over the term staff regularly discussed this during our PLT meetings.

During semester 2 we focused on the behaviours and languages we would be seeing for expert teaching practice and placed them in line with Learning and Teaching Cycle. This will remain ongoing work in to 2021.

A new leadership team was formed at the beginning of 2020, and we have spent the year building trust and consistency.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
Description of Professional Learning undertaken in 2020
<ul style="list-style-type: none"> • Bike Education • Learning and Teaching Network • In School Closure Day: Feedback • Religious Education Accreditation Days • Masters of Evidence Based Teaching • CPR • GCPA • Online Mandatory Reporting • In School Day: Mathematics • Post Graduate Certificate in Instructional Leadership • ACU Mathematics Webinars

- ZART Art
- Invested Sharing: Literacy Focus

Number of teachers who participated in PL in 2020	14
Average expenditure per teacher for PL	\$962

TEACHER SATISFACTION

Our staff satisfaction data has shown a considerable rise in 2020. Staff have reported they have greater clarity, are feeling more empowered and have greater ownership. We have also seen a significant rise in staff feeling more comfortable working as a team. Staff are continuing to provide feedback in regard to our school closure day focuses which they believe are consistently beneficial and directly related to the work they do.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	95.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	16.7%
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)	1.0
Teaching Staff (Headcount)	15.0
Teaching Staff (FTE)	8.9
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	5.4
Indigenous Teaching Staff (Headcount)	0.0

Future Directions

In 2021, we look forward to;

Continuing to enact our Design Principles:

- With commitment to our faith community which develops expert teachers and ensures a progression of learning for all students.
- We are committed to expert teaching approaches and strategies to ensure students achieve targeted progress.
- We ensure that planning evolves in response to students' needs, interests and high quality data.
- We are committed to collaborative planning of a curriculum that promotes high expectations for every student to meet all needs.
- We are committed to building capacity of all teachers ensuring a culture of sharing and mutual support.
- We are committed to ensuring a rate of progression of learning for 100% of students, 100% of the time.