



St Joseph's School Korumburra

2022 Annual Report to the School Community



Registered School Number: 999

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Contact Details

| | |
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Minimum Standards Attestation

I, Sharon Anderson, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

29/03/2023

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

The 2022 year began with a renewed sense of hope as schools transitioned back to face-to-face learning after two years of navigating the challenges of pandemic lockdowns.

COVID-19 quarantine requirements, however, delivered a new set of challenges as schools grappled with significant student and staff absences, compounded by a national teacher shortage. Once again, school communities demonstrated outstanding resilience and inspiring dedication through this difficult period.

Diocese of Sale Catholic Education Limited continued to focus on providing support and governance to the 38 Catholic primary schools and 5 Catholic secondary schools in the Diocese throughout 2022.

Ongoing investment in school staff and our leadership teams to promote expert learning and teaching practices continued to be a priority. We work in collaboration with parish priests, principals, school leaders and staff in our pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

In August 2022, DOSCEL set a major achievement as the first Diocese in Victoria to successfully negotiate its own *Enterprise Agreement* with the Independent Education Union Victoria Tasmania (IEUVicTas) in consultation with principals. More than 80% of staff voted in favour of the *Agreement* which covers all school staff in the Diocese and DOSCEL Secretariat.

Significant investment in new learning facilities and school infrastructure through the *Catholic Capital Grants Program* resulted in the completion and commencement of many large building projects to enhance learning spaces and amenities for staff and students.

The introduction of new *Victorian Child Safety Standards* during 2022 was rolled out to all our schools. We were delighted with the participation of schools in our Diocesan-wide Child Safety Week Art Competition held to promote child safety awareness among students, teachers, parents and parish communities.

In a world of change, our mission to deliver quality education in a safe and faith-filled environment that nurtures the development of every student, remains the core of what we strive to do every day.

I am thankful for the contributions of everyone involved in Catholic Education within our Diocese and for their ongoing commitment to our vocation of *Inspiring Faith, Inspiring Learning*.

Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Vision and Mission

At St Joseph's we are a welcoming, nurturing and forward thinking learning community with a focus on excellence where the Catholic Faith is at the heart of our identity.

At St Joseph's Korumburra, we aim to:

- Invite our school community to develop a close personal relationship with God and deepen their understanding of the Catholic Faith.
- Build a community of responsible, resilient, self-motivated learners who strive towards reaching their fullest potential.
- Nurture the skills of collaboration, co-operation and problem solving to prepare for an ever changing future.
- Welcome, encourage and celebrate each person's individual gifts.
- Show respect and care for ourselves, our community and our world.

School Overview

St Joseph's has a long proud history in the beautiful South Gippsland township of Korumburra. It was opened in 1914 by the Good Samaritan Sisters and since then, has held a strong presence in the community. The school has undergone significant renovations which proudly integrate a sense of the old and the new in a vibrant and engaging learning environment.

As a Catholic primary school in the Diocese of Sale, we service the educational needs of the families of Korumburra and the surrounding rural, largely farming, areas. Increasingly, we are welcoming families who have made the move from the city to a more regional or rural lifestyle.

Our students are at the centre of our purpose. We know our children and hold high expectations for each of them. Their academic aspirations are met via dedicated teachers who deliver the Victorian Curriculum with passion and expertise. We acknowledge the variation that exists amongst our students and adjust learning experiences which meet them at their point of need and ability.

Principal's Report

2022 continued to challenge us as we navigated our emergence out of the COVID-19 Pandemic. Whilst our school remained open for the entire year, illness remained high and periods of isolation impacted both our students and our staff. We were grateful for the flexibility and generosity of our staff and a strong bank of contract relief teachers who consistently supported us during these times. Despite these absences, we delivered a high quality of teaching for our students and their learning progress reflected this. The processes we introduced over 2020 and 2021, particularly in the areas of communication, were maintained and have enhanced the way we engage with our community.

We were also conscious of the impact that "the COVID years" had on our students' wellbeing. We have spent more time rebuilding their confidence in the school environment as well as focusing on the relearning of social skills, which for some of them, had become a little "rusty". We also introduced the peer support program, "Seasons for Growth," which supports children who have experienced significant loss, change or grief.

We were excited to return to some of our normal activities like inter-school sport, our swimming program, incursions, excursions and of course, our Year 3/4 and 5/6 camps.

We look forward to a healthier future which will allow us to strengthen our learning environment and continue to build the welcoming reputation we have at St Joseph's.

We are proud of our school and never lose sight of the children in our care. They are, and will always be "why we do what we do."

Catholic Identity and Mission

Goals & Intended Outcomes

Our goal was to promote a Post Critical Belief stance through a recontextualisation of our Catholic tradition. In an increasing pluralistic cultural context, we aimed to engage in rich dialogue, encouraging an inquiry mindset.

Our teachers continue to be confident witnesses, moderators and conduits of our Christian story.

Achievements

In working towards this outcome, we created an environment that:

- Provided opportunities for staff to engage with the Religious Education Curriculum, "To Live in Christ Jesus" via Professional Learning Team (PLT) meetings led by the Religious Education Leader (REL).
- Continued our practice of whole staff planning twice each term as well as a school closure day dedicated to professional learning in the RE realm with a focus on scripture and prayer.
- Ensured that scripture held a greater focus in staff prayer.
- Saw our REL make regular contributions to our school newsletter.
- Encouraged our student leaders to create a school prayer which now continues to be revised by each year 6 class and used the following year.
- Increased opportunities for our students to authentically engage in Catholic Social Teaching activities.

VALUE ADDED

- The Sacraments of Reconciliation and Confirmation were celebrated.
- There were enhanced opportunities for staff to engage in prayer with a greater focus on Scripture.
- Our students reported that they were more confident when preparing and participating in class prayer.
- Whole school activities such as Harmony Day included prayer and a Social Justice focus.

Learning and Teaching

Goals & Intended Outcomes

Students at St Joseph's achieve learning growth and experience success through exposure to high quality teaching practices within a safe and inclusive environment.

Our goal is to build expert teacher practice across the school to improve the trajectory of learning for all students.

In 2022, we continued to build the capacity of our teachers to use data to create learning experiences which were relevant and resulted in academic growth.

This led to professional discussions about effective teaching strategies which nourishes our high expectations.

Achievements

Over the 2022 year, staff continued to deepen their commitment to agreed and consistent practices to ensure a fluid learning experience for our students as they move through the school.

Professional Learning focused on Writing and saw significant progress as measured through moderated assessment.

The importance of Place Value understanding remained an ongoing Numeracy focus.

Student achievement data from a variety of sources was reviewed on a regular basis at teacher team meetings as well as with the whole staff to determine trends across the school.

Our Learning Leader worked with the staff to interrogate the data further and inform "next steps" in teaching. Full time additional Support was available in every classroom as well as targeted intervention for students who required it. The school also utilised funding through the "Tutoring Program" to employ a teacher to support students who were identified as having fallen behind due to the impact of COVID-19 restrictions.

STUDENT LEARNING OUTCOMES

In 2022, our NAPLAN results continued to reflect the impact of focused literacy and numeracy teaching. This year, all NAPLAN assessments, except for Year 3 writing, were conducted online.

We saw a small cohort of Year 3 students complete NAPLAN with one student deemed as exempt. A larger group completed the assessments in Year 5.

We maintained all students achieving above the minimum standards in Numeracy, although our Literacy results were not as strong as they had been in 2021.

The increased focus on the explicit teaching of Phonics over the last 2 years in the junior classes is contributing to improved skills in both Reading and Spelling. We expect to see this reflected in stronger NAPLAN results as these children move into the middle and senior years.

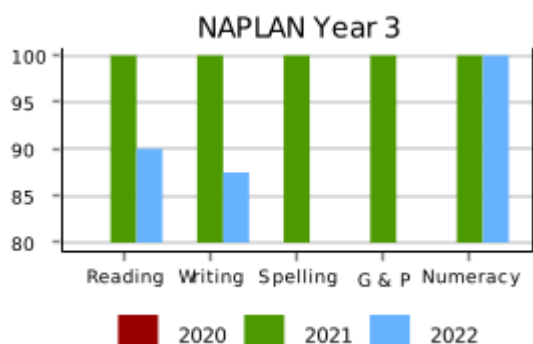
Analysis of upper grade data indicated that an increased focus on Morphology to support spelling growth and Writing were appropriate teaching strategies to implement in 2022. This focus will continue into 2023.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|------------------------------------------------------|------|-------|---------------------|-------|---------------------|
| NAPLAN TESTS | 2020 | 2021 | 2020 – 2021 Changes | 2022 | 2021 – 2022 Changes |
| | % | | | % | |
| | * | | * | | |
| YR 03 Grammar & Punctuation | - | 100.0 | - | 66.7 | -33.3 |
| YR 03 Numeracy | - | 100.0 | - | 100.0 | 0.0 |
| YR 03 Reading | - | 100.0 | - | 90.0 | -10.0 |
| YR 03 Spelling | - | 100.0 | - | 77.8 | -22.2 |
| YR 03 Writing | - | 100.0 | - | 87.5 | -12.5 |
| YR 05 Grammar & Punctuation | - | 94.1 | - | 94.7 | 0.6 |
| YR 05 Numeracy | - | 94.1 | - | 100.0 | 5.9 |
| YR 05 Reading | - | 88.2 | - | 94.7 | 6.5 |
| YR 05 Spelling | - | 82.4 | - | 78.9 | -3.5 |
| YR 05 Writing | - | 100.0 | - | 78.9 | -21.1 |

* 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.



Student Wellbeing

Goals & Intended Outcomes

In 2022, we continued to prioritise the wellbeing of our students as well as our staff and families. Throughout the year, we:

- Monitored and responded to the individual needs of our students
- Fostered a partnership with families where they felt more comfortable to share their concerns, ideas and feedback
- Introduced targeted programs such as Seasons for Growth
- Engaged with student voice for authentic purposes across the school.

Achievements

In 2022, 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 these expectations was reviewed and revised by staff.

Each term, staff aimed to complete documentation to develop our approach for the teaching of the Personal and Social Capabilities. This was reviewed at the end of the year and will now be used to form our Scope and Sequence for the teaching of these capabilities.

Through the School Advisory Board, we continued to focus on the importance of wellbeing and how they, as an entity, could help to build awareness of this across our parent community.

Communication with parents is vital and this year our processes strengthened this link. New platforms were introduced and helped us to maintain open channels for support and understanding.

VALUE ADDED

2022 saw our year 3/4 and our 5/6 classes attend camp. Our junior classes were able to participate in long day excursions to the Royal Melbourne Zoo and to the beach. Several incursions were also scheduled onsite at school.

Sporting competitions were once again able to happen with other schools and some of our students progressed on to district and regional competitions.

With an easing of restrictions, we were able to invite our families and broader community into our school.

This included:

- Fortnightly assemblies.
- A working Bee.
- A Father's Day breakfast.
- And regular parent meetings and involvement in classrooms.

STUDENT SATISFACTION

Our Insight SRC survey data collected from our students indicates that they are motivated to learn and feel connected to their peers. The students believe that classroom behaviour is good and that this allows them to focus on their learning.

STUDENT ATTENDANCE

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

- Where students are absent without notification at 9:30am, a text message is sent by an administration officer to the parent requesting an explanation
- If there is no reply within 30 minutes, a phone call is made
- If there is still no reply, a phone call is continually made every 15 minutes
- At the end of each week, teachers are required to follow up any unexplained absences.

Ongoing absences were reported to the principal who followed up using the "Every day counts" framework and processes.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

| | |
|----------------------------|-------|
| Y01 | 88.1% |
| Y02 | 87.7% |
| Y03 | 87.7% |
| Y04 | 84.5% |
| Y05 | 87.8% |
| Y06 | 87.3% |
| Overall average attendance | 87.2% |

Child Safe Standards

Goals & Intended Outcomes

At St Joseph's we continue to plan for and provide a safe and suitable environment for all of our students and staff. St Joseph's is committed to providing a safe and nurturing culture for all children and young people through:

- A priority on the safety and wellbeing of all of our children
- Empowering families, children, young people and staff to have a voice and to raise concerns when necessary
- Maintaining high levels of ongoing and up-to-date professional learning for all staff
- The implementation of rigorous risk management and employment practices.

Achievements

At St Joseph's, the safety and wellbeing of our students is our first priority. We have continued to practice strong procedures to ensure that our school site is protected and that all visitors are identified and recorded prior to being in the school. School activities such as camps, excursions and sports events required detailed risk assessments to be completed prior to their approval.

2022 saw the introduction and implementation of new Child Safe Legislation and this has been embedded through staff meetings and regular communication with families.

Child safety reminders were placed on the weekly staff updates and included an expectation to complete the online Mandatory Reporting Modules. Staff were provided with the most up-to-date information when implementing "PROTECT", Identifying and Responding to all Forms of Abuse in Victorian Schools.

Our Child Safe team met each term and initiated activity days like Harmony Day and "Are you OK?" Day.

The voice of our students continued to be heard and valued as they built their leadership skills by contributing to decision-making for our school.

Leadership

Goals & Intended Outcomes

- Ensure structures are in place to support and monitor collaborative practices and staff learning opportunities.

Outcome: School wide protocols and shared professional expectations are enacted.

- Develop flexible structures and processes that enable the school to respond to the needs of all learners.

Outcome: All mandatory requirements for compliance are met in a timely manner.

Achievements

2022 saw a change in leadership and a new principal appointed. This created an opportunity for the staff to revisit and consolidate the work of previous years.

It was also a year, where COVID restrictions, although still present, were reduced and this created a sense of the school reopening its doors. Children learning onsite, face-to-face events and invitations for families to participate have re-energised our community.

In 2022, we continued our whole staff fortnightly Professional Learning Team (PLT) meetings. The focus was on writing, the explicit teaching of phonics, place value and the development of expert teacher practice in these areas particularly. Assessment remained a priority across the school.

Writing was identified as an ongoing area for improvement, and so we adopted the "VCOP" approach to the teaching of writing. Staff also introduced "The Big Write" into their classrooms. This work gained traction in 2022 and will continue to be embedded in 2023.

With a focus on collaboration, teachers met more regularly in their levels and meetings were scheduled with timely agendas. Consistency of practice and greater transparency between levels is emerging and will continue to be a priority in 2023, again adding to a fluid experience for our students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

In 2022, our teachers participated in the following Professional Learning opportunities:

- Learning and Teaching Network - members of the leadership team attended each term.
- With a focus on Writing, our classroom teachers undertook various professional learning in "The Big Write" strategy.
- The explicit teaching of Phonics, saw our junior teachers participating in learning which enhanced their practice.
- The Diocesan "Collectives" strategy included attendance at regular meetings with other schools where literacy and numeracy needs and strategies were explored.

- Our Italian teacher joined in regular network meetings in Melbourne and online.
- With a focus on Child Safety and new Legislation, all staff completed mandatory modules.

| | |
|---------------------------------------------------|-------|
| Number of teachers who participated in PL in 2022 | 14 |
| Average expenditure per teacher for PL | \$500 |

TEACHER SATISFACTION

Our staff satisfaction data in 2022 continued to show improvement from the considerable rise we saw in previous years. Staff continue to feel empowered and have greater ownership of their work. They are feeling a higher degree of comfort when working in teams. Their overall confidence has grown, and they find their practice to be more engaging. They believe they have the scope to be innovative in their approach to work and are working hard to do this.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 92.8% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 77.3% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 40.0% |
| Graduate | 30.0% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 90.0% |
| Advanced Diploma | 40.0% |
| No Qualifications Listed | 0.0% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 1.0 |
| Teaching Staff (Headcount) | 13.0 |
| Teaching Staff (FTE) | 8.1 |
| Non-Teaching Staff (Headcount) | 9.0 |
| Non-Teaching Staff (FTE) | 6.5 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Community Engagement

Goals & Intended Outcomes

As a Catholic School in a rural township, our goal is to be outward facing and welcoming to all.

We intend to be a safe place where the community is aware of the many opportunities we offer, including a high quality, holistic educational experience.

Achievements

In 2022, a priority goal was to engage more with the broader community. We did this by increasing our visibility at local events such as the ANZAC Day services, visiting local kinders and taking walks to the Fire Station and local shops.

We were involved in activities with other schools and welcomed a variety of community members into our school.

We also increased our online profile, particularly our Facebook page which has attracted many new followers.

PARENT SATISFACTION

In 2022, our families were able to be onsite. It was wonderful to see them rekindle friendships with each other and once again, become more involved in the daily life of the school.

Our Parents and Friends Committee slowly grew across the year and now meet fortnightly both on and off site to plan for ways to support our school.

The School Advisory Committee is a great way to measure the satisfaction of parents, and they have continued to articulate positive feedback.

Future Directions

As we transition away from the restrictions of COVID-19, we take with us significant learning from this time. We are confident in our ability to be agile and to respond to the most challenging of circumstances. We expect to invest further in technology and our communication platforms.

We maintain our high expectations and look forward to enhancing our external and internal environments so that our students are excited to be at school. We want our school to be a place where children are able to access learning in ways that meet their individual needs. As they move through the school, from year to year, we aim to facilitate a consistent experience which fosters seamless learning.

In 2023, under the leadership of our principal, Sharon Anderson, we will continue to enact our Design Principles:

- A commitment to re-establishing our connection with our broader Parish Community.
- A commitment to the ongoing development of expert teachers who enact evidence based pedagogy and approaches consistently across the school.
- An emphasis on whole school approaches which will further build a seamless experience for our students as they move through the school.
- The provision of a professional environment whereby teachers work collaboratively to build a culture of trust, shared practice and feedback for improvement.
- A focus on the analysis of high quality student data and utilising it to inform the planning of targeted teaching to promote optimum student progression.
- A belief that every student in our school has the ability to progress because we are providing each of them with a learning program which is responsive to their individual needs.