

ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST JOSEPH'S PRIMARY SCHOOL
ORBOST**

2018

REGISTERED SCHOOL NUMBER: 1177



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Contact Details

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E NUMBER	E4013

Minimum Standards Attestation

I, Marie Dodson, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

30th April 2019

Governing Authority Report

At the start of this year we began an exciting new chapter for Catholic Education in our Diocese. Under direction from the Bishop of Sale, Bishop Patrick O'Regan, a new company, Diocese of Sale Catholic Education Ltd (DOSCEL), was formed to allow the Priests of the Diocese to concentrate on their pastoral, faith and spirituality responsibilities without the complication of being an employer and manager of schools.

In a historically significant move, DOSCEL was recognised by the Victorian Registration and Qualification Authority as the owner and operator of 42 Catholic primary and secondary schools within the Diocese of Sale on January 1, 2018. We are the first Diocese in Victoria to centralise the ownership and administration of Diocesan Catholic schools.

DOSCEL is governed by a board of directors. The board delegates all matters associated with the day to day management of Catholic education in the Diocese to the Chief Executive Officer. This includes, but is not limited to, all matters pertaining to employment of staff, financial and other regulatory and compliance issues, which were previously the responsibility of the Parish Priest or Association of Canonical Administrators.

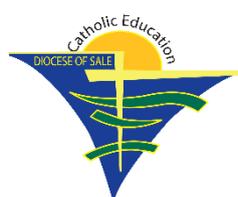
The Parish Priest or Canonical Administrator continues to support the school community through their pastoral presence, celebration of Mass and other liturgies, and assistance with the faith and spiritual development of members of the school community.

Under DOSCEL's guidance, rigorous reporting and accountability structures have been implemented in all schools to comply with the regulatory requirements of the Corporations Act. These structures were formalised in 2018 in discussion with principals.

Other structural changes occurred within the Catholic Education Office to accommodate the new reporting and accountability regime, including the establishment of an Industrial Relations and Human Resources team, and changes to the Catholic Identity, Leadership, Learning and Teaching team.

As providers of Catholic education, we aim to offer every student the opportunity to grow in the knowledge and love of God while achieving their personal best. To achieve this goal, we continue to invest in leadership and support for school communities to promote expert learning and teaching practices. We collaborate 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.

2018 was a very positive year for Catholic education in the Diocese of Sale. We have created a strong basis for the future, and I look forward to sharing that journey with you.



Maria Kirkwood

Chief Executive Officer

Diocese of Sale Catholic Education Ltd

Our School Vision

Inspired by the life of Jesus, we strive to develop a relationship with God.

In partnership, we aim to promote curious and confident life-long learners.

At St Joseph's we foster respect for all and work to build strong connections with the community.



School Overview

St Joseph's Catholic Primary School provides primary education for children from the communities in and around Orbost, drawing pupils from all outlying areas. Our school was founded by the Sisters of St Joseph in 1923 and has developed a strong tradition in the local community guided by the Gospel values of peace, justice, love and hope. We are a school for the whole community, warmly inviting enrolments from all families, including those with other faith traditions.

The multi-age grouping of children reflects life experience, provides valuable social education and enables children to recognise their own responsibility in developing an atmosphere informed by the values of Jesus Christ.

The school gardens create a safe, stimulating environment where the students can appreciate and enjoy outdoor learning and recreation. Having modern facilities and being technologically well-resourced, St Joseph's has the tools to support innovative teaching and personalised learning. In our Languages Other Than English (LOTE) program the students find out about Chinese culture and learn to speak Mandarin. Music, Physical Education and Visual Arts are taught as specialist subjects and provide opportunities for students to appreciate their own talents and those of their peers. Our thriving instrumental music program ensures continued support for our young musicians through explicit teaching and encouragement. Our Physical Education program promotes participation in physical activity for all students and provides opportunities for children to improve their gross motor skills. Students compete in their chosen sports within the local area and beyond. Our Visual Arts program allows students to explore their talents, improve their technical skills and appreciate the work of others.

Our well-attended, registered playgroup is open to all families in the community. Every week carers and children socialise and enjoy stories with one of our Foundation teachers before participating in the Beat Boppers music program with our music teacher.

Staff, students and parents work together to create an excellent educational experience and provide effective pastoral care. The wellbeing of students is well supported by the school chaplain who assists students in understanding or managing their emotions and developing positive relationships.

Our multi-faceted educational environment enables children to reach their full potential in a rapidly changing world. In this way, the religious, spiritual, intellectual, emotional, social and physical development of each child is nurtured and developed.



Principal's Report

Continuing to strive to be expert teachers, and foster resilience and a growth mindset in all, were integral at St Joseph's Primary School in 2018. Teachers embraced initiatives of the Catholic Education Office, Sale, striving to improve teacher expertise in order to improve outcomes for every child. Working with the Learning and Teaching Network, teachers continued to deepen their knowledge of the progression of learning as they implemented the Victorian Curriculum and the revised Religious Education Curriculum, Diocese of Sale, *To Live in Christ Jesus*. Improving student outcomes in reading and place value was our major focus.

Religious celebrations and community engagement provided many highlights, with prayerful liturgies, as well as opportunities for enriching student learning and entertaining community members. Displaying children's art works created a vibrant and aesthetically pleasing learning environment. The school chaplain continued to nurture student wellbeing and foster positive life skills while undertaking a range of school and community projects and supporting families.

We thank our parents for entrusting their children to us and for working closely with us to create an inclusive and welcoming community where children can focus on their learning. We also thank Father Michael Willemsen, Father Anthony Phillips and Sister Madeleine White for their invaluable support and guidance in 2018. We are thrilled that they will continue to enrich our community in 2019.



Catholic Identity and Religious Education

Goals & Intended Outcomes

At St Joseph's we promote Catholic Faith and foster relationship with God that reflects the Catholic faith in today's society by:

- creating an environment that is recognisably Catholic
- building strong connections between faith, particularly scripture and tradition, and life
- implementing the Diocese of Sale Religious Education Curriculum, *To Live in Christ Jesus*

Achievements

Students, staff, parents and community members actively participated in school masses and liturgies with reverence and respect. They reflected Catholic social justice principles by embracing opportunities to help others. Supporting students, who received the Sacrament of Reconciliation and First Holy Communion for the first time, and celebrating with them, enabled us to reflect on personal faith journeys and provide witness in our community.

By engaging in professional learning on Scripture and curriculum, staff members improved their understanding of faith, prayer, Catholic doctrine as well as their skills in teaching Religious Education to children.

Insight SRC data indicated that parents placed greater importance on Catholic culture while achievements were noted in opportunities to engage with Catholic Faith for staff and parents. Compassion for others was recognised as a strength by staff and younger students, giving testament to attainment of the school's goals.

VALUE ADDED

During class lessons, based on *To Live in Christ Jesus*, teachers gave students opportunities to develop an understanding of God's love, Catholic faith and how religion can impact people's lives in 2018. All classes joined in the celebration of school masses and liturgies; responding to prayers and homily questions, reading and singing; with reverence and respect.

Staff members embraced opportunities to deepen their understanding of faith, scripture and Catholic tradition through workshops, collaborative planning, prayer and study. Sharing a child's personal photo history of receiving First Holy Communion in India, and asking questions, allowed us all to witness faith in a different community and celebrate this significant event as friends.

As Catholic Social Principles were introduced, understanding of the relevance of participation in community events and fund raising efforts as a faith response began to develop. The community of St Joseph's join with parishioners of St Colman's Parish to clearly show the light of Christ in Orbost.

Learning & Teaching

Goals & Intended Outcomes

In order to improve outcomes for every student at St Joseph's, we aim to improve the capacity of every teacher and cultivate confident and curious learners.

Achievements

To improve teacher understanding of the progression of learning, teachers planned collaboratively using the Victorian Curriculum and *To Live in Christ Jesus*. Middle leaders and Master of Clinical Teaching candidates shared evidence based teaching practices to lead professional learning, particularly in regard to place value and reading. Providing inclusive education that addressed the needs of every child was a clear focus and was demonstrated in a range of learning adjustments for different children.

As a result of our commitment to the learning agenda of Diocese of Sale Catholic Education Office, (including Learning and Teaching Network, Collectives and Master of Clinical Teaching study) SRC Insight data illustrated improvement in all aspects of the teaching culture at St Joseph's. Great improvement was evident in the areas of curriculum process and teacher confidence. Careful planning raised the importance of Mathematics in students' eyes and ensured opportunities to work cooperatively to solve problems or demonstrate understanding in a range of ways were afforded to every child. Senior students recognised more stimulating learning experiences and a greater focus on numeracy. Younger students rated teacher empathy and purposeful teaching very highly while also recognising great improvement in student motivation.

Students at St Joseph's enjoyed a wonderful breadth of learning opportunities throughout the year. Highlights were Melbourne and Coonawarra camping experiences; role playing passing a bill during an excursion facilitated by Parliament Victoria; cultural performances; sporting workshops and special event celebrations including NAIDOC Week, Book Week and Harmony Day.

STUDENT LEARNING OUTCOMES

Analysis of NAPLAN from the last five years indicates that, while there is definitely room for improvement, most students fell within the expected range for both Numeracy and Reading. Year 3 students demonstrated considerable growth in interpreting visual and written cues in imaginative texts with an upward trend in numeracy, writing and spelling. Year 5 students all improved their outcomes in writing.

The school has undertaken strategic reform in order to improve student learning outcomes. With continued focus on using high leverage strategies, including evidence based practice and targeted teaching, achievement of more advanced learning outcomes should become evident in the near future.

School Community & Student Wellbeing

Goals & Intended Outcomes

Within our welcoming and supportive school culture we sought to develop and support resilience, confidence and acceptance of others by supporting families, maintaining strong community partnerships, personalising learning and nurturing a growth mindset for all.

Achievements

Community gatherings provided many highlights for everyone. Of particular note, Anzac and Remembrance Day celebrations, visits to local aged care facilities and the opening of the Orbost Flower Show. Indigenous perspectives were integral in our curriculum, building inclusive and strong relationships within the school community and beyond. Opportunities for building resilience and learning beyond the classrooms abounded and were very well supported by the parent community.

The school chaplain embraced a multifaceted role to support student wellbeing. Staff, children and parents all played important roles in developing a Whole School Plan for Positive Behaviour Support. The Zones of Regulation and maintaining a growth mindset are integral components of the school's '5Cs' plan to support wellbeing, personal and emotional learning and foster positive relationships. Students clearly articulated their thinking when they selected Calm, Confident, Caring, Creative and Curious as their preferred mantra, focusing learning in regard to the Personal and Social Perspective of the Victorian Curriculum; providing a framework for school-wide expectations and giving testament to the power of student voice.

STUDENT SATISFACTION

Insight SRC data indicated that senior students identified personal development, focus on Numeracy, stimulating learning and classroom behaviour as having improved. High ratings for teacher empathy and purposeful teaching by younger students identified these areas as strengths of the school.

Informal chats and formal exit surveys of students indicated that they were well satisfied with the way their learning was progressing and the direction of the school. They particularly appreciated working cooperatively in classes and were thrilled to receive many accolades for performances in the community and their wonderful art work. All students contributed to the formation of a Whole School Approach to Positive Behaviour Support and selected to move forward using the 5Cs – Calm, Caring, Creative, Confident, and Curious. They are excited that these will form the basis of behaviour expectations for everyone in our school.



STUDENT ATTENDANCE

The school culture at St Joseph's is one of making every day count. Learning time is valuable so every effort is made to address issues and seek optimal attendance.

Parents are encouraged to notify expected absences in advance or to ring the school office on the morning of an unexpected absence. Class teachers mark the Nforma roll each morning and afternoon. Parents of students who are absent, without explanation, are contacted by telephone each morning and an explanation is requested. Voice messages are left requesting a call back if calls are unanswered. An additional call is made later in the morning if no response is received. If contact is still not made, a text message is sent advising the parent of the child's absence and requesting an explanation. In the case of prolonged or regular absences, the principal requests a meeting with the parents to explain the importance of regular attendance and seeks advice from relevant staff at the Catholic Education Office.

PARENT SATISFACTION

Anecdotal evidence from parents indicated satisfaction with school initiatives and learning programs. Many parents expressed their appreciation that teachers cater for the needs of their children. One parent commented, 'I simply can't believe how well he is going' and another, 'I love this school. It is wonderful how you have accepted my son and helped him to learn.'

Insight SRC data indicated that parents are most pleased with teacher morale, stimulating learning, transitions and social skills.

Many parents shared values and skills that are important to consider in the formation of a Whole School Approach to Positive Behaviour Support. Several engaged in discussion of the process being undertaken and explained their expectations of improved safety and positive outcomes for the whole school community.



Child Safe Standards

Goals and Intended Outcomes

Fostering wellbeing by treating other people with respect and building strong community connections is integral to our school. We believe that every child is made in God's image and has a right to feel safe and to be nurtured. We strive to ensure that our Child Safe Policies and Processes are shared with everyone, including staff members, parents, students, members of the school and church communities, contractors, visitors and the public.

Achievements

Work in child safety at St Joseph's School is strengthened by a strong commitment to the wellbeing of all and our ethos, borrowed from Saint Mary MacKillop, of 'Never see a need without doing something about it.' Our firm beliefs are that we are all made in God's image, precious and innately good, and that everyone has a right to feel safe and secure. A clear focus is to include everyone and work together as a good team. Thus the aesthetically pleasing environment and inclusive culture is one of nurture and love where self-belief is encouraged and students are empowered to have a strong voice in decisions that affect their wellbeing.

As child safety is recognised as a shared responsibility, it is a regular item on staff meeting agendas. The Code of Conduct is prominently displayed where parents and visitors sign in to the school. Parents assist by keeping the school informed of concerns and adhering to policies. Volunteers and contractors sign a Code of Conduct and complete induction procedures before undertaking their duties. Most importantly, students are supported in learning personal and social skills and strategies.

All students participated in workshops to explain what aspects of the school made them feel safe and identify improvements they might like to see. Older students assisted in creating the Child Friendly Code of Conduct, which was initially shared with all students by teachers and then displayed in the school. Classes discussed its aspects and students were empowered as partners in this important aspect of school life. Staff undertook professional learning around, and implemented, PROTECT to identify and respond to all forms of abuse.

Extensive risk assessments, particularly in regard to excursions; travel; camps and swimming programs were undertaken. Documents were submitted to Diocese of Sale Catholic Education Limited for assessment; necessary alterations considered and made, and approval granted before classes participated. The school environment was audited for safety and work commenced on strategic plans to address concerns recognising that the safety and wellbeing of every student is paramount.



Leadership

Goals & Intended Outcomes

Recognising the contributions of every person to our school community, we strove to build the leadership potential of all, particularly middle leaders and Master of Clinical Teaching candidates. Staff, students, families and parishioners shared responsibility for creating a well-resourced, vibrant and nurturing learning environment.

Achievements

The approachability of staff encouraged parents to offer suggestions, express concerns and engage in the community life of the school.

Collaborative leadership was embraced. Lead learners undertook specific leadership roles and facilitated Professional Learning Team Meetings based on their work with the Learning and Teaching Network and Collective. Staff members enriched our school culture as they undertook diverse responsibilities and maintained positive relationships with peers, students and families. Students articulated greater optimism in regard to their ability to learn and their prospects for higher education.

Students from all year levels embraced opportunities for leadership at different times and in different ways. For example, student leaders prepared and facilitated fortnightly assemblies; students from each class assisted in preparing and leading prayer times for everyone; MacKillop students led several community celebrations with their musical prowess and many students volunteered to assist in serving others at Breakfast Club.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Learning and Teaching Network meetings
- Collective meetings focusing on English and Mathematics
- Principal briefings and induction
- Child Safety
- Mandatory reporting and reportable conduct
- Learning adjustment, Nationally Consistent Collection of Data and Inclusive Education
- Religious Education Leaders Conference
- Accreditation to teach Religious Education
- Staff planning using *To Live in Christ Jesus*
- Fr Richard Leonard, *What Are We Doing on Earth for Christ's Sake?*
- Fr Chris Monaghan, Scripture
- First aid, Mandatory Reporting and Reportable Conduct
- Charles Lovitt, focused and interactive mathematics to engage all students
- Whole School Approach to Positive Behaviour Support

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

11

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 938

TEACHER SATISFACTION

Collaborative planning led to Insight SRC staff surveys indicating improvement in developing a shared understanding that is aligned to team goals; recognition for their efforts and opportunities to undertake professional learning. Staff assessment of their work in curriculum processes; pastoral care and collectives demonstrated significant improvement. Improving clarity was identified as necessary in 2019. The greatest improvement observed by staff members in 2018 was in student behaviour, within classrooms and beyond.

Testament is given to a high level of staff satisfaction in their willingness to undertake study, embrace extra responsibilities and to 'go an extra mile' in their care for students.

Future Directions

St Joseph's School will continue to be a focal point for Catholic faith and quality primary education in Orbost. A dialogical approach will be taken to provide opportunities to engage with Catholicism; foster personal faith growth and discover the relevance of God in today's society.

Child safety and wellbeing will continue to be of paramount importance as we encourage every student to strive to achieve their potential. Underpinning our approach to positive behaviour support for all community members, the 5Cs (calm, confident, curious, creative, caring) will be further explored as they support emotional wellbeing and underpin our approach to developing positive relationships for all.

Striving to become expert teachers who foster accelerated growth for every student, staff of St Joseph's School will continue to work closely with the Catholic Education Office to improve our knowledge and skills by participating fully in the Learning and Teaching Network and Collective initiatives. Focus for 2019 will be on using evidence based practice to inform targeted teaching and developing collective efficacy.

Opportunities for students to engage in a holistic educational program will abound as teachers differentiate curriculum requirements to address the needs of every student. Parents and community members will continue to be afforded opportunities to participate in school life; support their children's learning in a range of ways and celebrate special events with us. Staff members will continue to communicate positively with parents; support the personal growth and wellbeing of all and facilitate learning opportunities that are accessible to every student. All in all, St Joseph's will continue to flourish as a wonderful school, underpinned by faith and Catholic social principles, where inclusion, safety, wellbeing and learning are paramount.



School Performance Data Summary

E4013
St Joseph's School, Orbost

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

As both the year 3 and year 5 cohorts are fewer than 10 students, this information is not able to be included in the Annual Report for privacy reasons.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.9
Y02	92.3
Y03	82.4
Y04	86.1
Y05	89.4
Y06	86.3
Overall average attendance	87.7

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.6%
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STAFF RETENTION RATE

Staff Retention Rate	85.7%
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TEACHER QUALIFICATIONS	
Doctorate	16.7%
Masters	0.0%
Graduate	33.3%
Graduate Certificate	0.0%
Bachelor Degree	83.3%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	4.4
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	3.4
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