



ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST JOSEPH'S PRIMARY SCHOOL
ORBOST**

2019

REGISTERED SCHOOL NUMBER: 1087



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Contact Details

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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 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.

1st June 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 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

Inspired by the life of Jesus, we promote the possibility of a relationship with God.

We foster a respect for all and build strong relationships with the community.

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



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 culture of inclusion and acceptance enriches us all and helps us to develop a strong sense of self-worth and build independence. 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. The focus of Learning and Teaching is clearly on collegial, strategic planning and evidence-based practice, to support targeted teaching and enable appropriate learning adjustments so that outcomes are improved for all, particularly in the key learning areas of English and Mathematics. Participating in Religious Education and specialist programs affords students opportunities for holistic growth. To this end Music, Languages (Mandarin), Physical Education and Visual Arts are taught as specialist subjects providing opportunities for students to appreciate their own talents and those of their peers.

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 and 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

At St Joseph's Primary School, our students continued to be at the centre of all considerations and decisions. Striving to be expert teachers, and fostering resilience and a growth mindset in all, continued to be integral at St Joseph's Primary School in 2019. With guidance from Catholic Education Office, Sale, teachers engaged in regular collegial planning to improve teacher expertise in evidence-based practice and targeted teaching. Using Victorian Curriculum and *To Live in Christ Jesus*, Professional Learning Team meetings sought to deepen our knowledge of the progression of learning in order to personalise learning and improve outcomes for every child.

Religious celebrations and community engagement provided many highlights. In November, students presented their art works to the broad community at the Orbost Exhibition Centre. St Joseph's Art Show, and opening night entertainment, were highly acclaimed for presentation and variety of creations. 'Impressive', 'vibrant' and 'just amazing' are well remembered comments from visitors. Families, community projects and life skills were again well supported by the school through the chaplain's work, nurturing student wellbeing and fostering positive life skills.

It was most pleasing for staff, students and families to have our work validated during the School Review process, which included self-reflection and evaluation alongside external audits and reviews. Feedback was extremely positive and suggestions for future improvement are already being implemented. It is a credit to our school community that visitors always comment positively on the school, for example, 'What a great little school this is' and 'We can't believe how well resourced this school is'.

We thank Father Michael Willemsen and Sister Madeleine White for their continued support. We also thank our parents for entrusting their children to us and working closely with us to create an inclusive and welcoming community where children can focus on their learning. We look to a very productive 2020.



Catholic Identity and Religious Education

Goals & Intended Outcomes

Goal:

To invite a deeper understanding of a recontextualised Catholic faith through a focus on Catholic particularity.

Intended Outcomes:

- That a dialogical relationship is developed with an increasingly diverse community through *To Live in Christ Jesus/Sexuality Education in the Catholic School (SECS)*.
- That there is a clear and consistent articulation of Catholic Identity at St Joseph's.
- That there is a promotion of Catholic Social Teaching across the community.

Achievements

Students and families were invited to chat about how Religious Education is taught at St Joseph's School and to research, and share, understandings of other religions, their beliefs and practices.

The message of Jesus was discussed with staff members, families and students in terms of its relevance in 2019. Students presented insightful representations of Gospel stories within their classes and during assemblies.

Teachers employed deeper understanding of Scripture, fostered in workshops presented by Marg Carswell, to plan collegially, with support from the Catholic Identity and Religious Education team, and implement *To Live in Christ Jesus* in a way that was engaging for children and complemented their studies in other areas of the curriculum.

VALUE ADDED

The symbolic garden at front of school is unique in Orbost and enhances our identity as a Catholic school. Different types of prayers were shared at assemblies, in newsletters and in children's work. Members of our school and parish community joined together at Masses with reverence, clear responses and delightful singing.

Children responded to Scripture through art, music and drama; and to Catholic Social Justice Principles by helping others, caring for the environment and making soup for distribution through the Community Kitchen in Orbost.



Learning & Teaching

Goals & Intended Outcomes

Goal:

To build an expert teaching team to enhance the learning outcomes and well-being of all students.

Intended Outcomes:

- That school leaders create the conditions in which expert teacher practice is developed to enact the curriculum and students have access to learning entitlement.
- That teachers encourage and assist students to monitor their own learning and to set goals for future learning.
- That leaders and teachers have the capacity to read; interpret and action data and evidence for school and student performance.

Achievements

In 2019, teachers used Victorian Curriculum to plan and deliver a holistic program that provided opportunities for all children. In the light of curriculum documents and the progression of learning, they reviewed evidence of student learning; engaged in targeted teaching; made appropriate learning adjustments and provided opportunities for independent practice for every student. In-line with the Diocesan agenda, particular emphasis was placed on Mathematics (specifically place value) and Reading comprehension.

Students and staff members embraced a Whole School Approach to Positive Behaviour Support together, considering the 5Cs (Calm, Caring, Confident, Creative, Curious) and how these help us all.

STUDENT LEARNING OUTCOMES

Analysis of NAPLAN from the last five years indicates that, while there is definitely room for improvement, all students achieved minimum standards for both Numeracy and Reading in 2019. Significant improvements were noted in Year 3 Spelling and Year 5 Grammar and Punctuation. Teachers have analysed the results for this year and concluded that making learning adjustments, specifically to ensure that students have attained the required pre-requisite understandings and teaching is targeted to student needs, will enable students to achieve targets in Reading and Mathematics.

The school continued on its path of strategic reform in order to improve student learning outcomes. Emphasis continued to be on implementing high leverage strategies, including evidence-based practice and targeted teaching. This personalised teaching assisted students in achieving more advanced learning outcomes.

Understanding and utilising the 5Cs provided a strong basis for students to approach their learning and relationships with positivity and an expectation of success.

School Community & Student Wellbeing

Goals & Intended Outcomes

Within our welcoming and supportive school culture, we continued to build resilience, confidence and acceptance of others by supporting families, maintaining strong community partnerships, personalising learning and embracing the Whole School Approach to Positive Behaviour Support.

Achievements

Community celebrations again provided many highlights. Of particular note was our venture to the Orbost Exhibition Centre where St Joseph's Primary School Art Show, with musical entertainment on opening night, was presented to the broad community. The stunning presentation of art works, selected by the young artists for display, was truly amazing and very highly regarded. Year 6 students successfully undertook many challenges to achieve Junior Rotary Awards demonstrating life skills of organisation, reliability and persistence.

The characteristics of calm, caring, confident, curious and creative were strongly adopted as a framework to promote positive engagement and healthy relationships. This led to a greater awareness of the way these traits are demonstrated and the impact that their use has on our learning environment and everyone in it.

Support and understanding, offered to all by the school chaplain, again proved invaluable in helping students to see their self-worth as they grappled with identifying, articulating and managing their feelings.

VALUE ADDED

- Students and staff collaborate to create an atmosphere of calm where everyone can work and achieve their goals.
- Many parents express their appreciation of the school and the opportunities that it provides for children and families.
- Varied camps and excursions, enjoyed by students and staff alike, support positive relationships and promote growth mindsets that foster independence and resilience.
- Family and community members were always invited to celebrate learning and achievements with students at school assemblies.
- We welcomed a variety of organisations to share their skills and expertise with our children, for example, sporting organisations, RSL.
- We warmly welcomed those dear to us at celebrations for Mother's, Father's and Grandparents' Days and Feast days of St Joseph and St Mary of the Cross MacKillop.

STUDENT SATISFACTION

Insight SRC student data demonstrates that student morale; safety and learning confidence improved markedly. Students also noted improved classroom behaviour and connectedness to peers.

Information from student-led discussion groups, and informal chats, explained that students feel positive about their school experience and particularly enjoy engaging with community; incursions and the broad range of opportunities offered at St Joseph's 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

Parent opinion, as indicated in the Insight SRC data, notes marked improvement in almost every indicator. All aspects of learning opportunity, student engagement, staff engagement and student behaviour have improved quite dramatically. All indicators regarding staff engagement in 2019 were allocated a position in the top 25% of Victorian primary schools.

As one parent stated, "I love this little school. You offer the children so much. It is obvious how much you care."



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 broadly with the school community, visitors and the public.

Achievements

In 2019, the Whole School Approach to Positive Behaviour Support was kept to the front of our minds through regular incidental reviews, formal lessons and sharing with families. The mantra Calm, Confident, Curious, Caring and Creative was embedded in school culture as our framework for maintaining safety and wellbeing, and building positive relationships. This cultivated a nurturing environment where children can feel safe; be confident to share their opinions and seek help when required.

Staff members trained in mandatory reporting and first aid, as well as child safe and inclusive practices. They implemented PROTECT, to identify and respond to forms of abuse. Psychologists from the Lookout Foundation taught parents and staff members about Zones of Regulation and how this scaffold can assist everyone to self-regulate their emotions and engage positively with others.

St Joseph's Primary School shared policies, practices and risk assessments with external reviewers to demonstrate compliance during the Victorian Regulations and Qualifications Assessment Authority review. The reviewers were pleased to witness school policies in action during their visit and particularly noted the efficient management of processes at the administration office.



Leadership

Goals & Intended Outcomes

Goal:

To provide a child safe, well-resourced primary school that reflects Catholic identity in the local community.

Intended Outcomes:

- That we meet all mandatory compliance benchmarks under all relevant State and Federal legislation.
- That employment induction and professional development practices reflect a focus on the expert teacher in a Catholic school.
- That student outcomes drive the allocation of school resources

Achievements

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

Collaborative leadership continued to drive Learning and Teaching at St Joseph's Primary School. Learning and Teaching Network and Collective meetings continued to be the driving force for professional learning to improve student outcomes. Lead learners shared responsibility for Professional Learning Team and Collegial Planning Meetings to clarify expectations; moderate evidence of student achievement and plan for learning including making appropriate adjustments. Staff members enriched our school culture as they undertook diverse responsibilities and maintained positive relationships with peers, students and families. Student dialogue reflected positive attitudes to learning achievements and prospects for higher education.

Students from all year levels embraced opportunities for leadership at different times and in different ways. Senior students facilitated multi-age discussion groups to ensure student voice was prominent in our school review and often supported younger ones to present their learning to everyone. Opportunities to support others in need were facilitated by students and embraced by families.

A calm rapport permeated the school as staff and students worked together to promote positive attitudes, inclusiveness and a diligent work ethic.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2019

- Learning and Teaching Network meetings
- Collective meetings focusing on English and Mathematics
- Principal conferences, briefings and meetings
- 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 & Principal Formation
- Staff planning using *To Live in Christ Jesus*
- Fr Richard Leonard, *Sacraments*
- Marg Carswell, Scripture
- First aid, Mandatory Reporting and Reportable Conduct
- Positive Schools Conference
- Whole School Approach to Positive Behaviour Support, *de-escalation training and behaviour support planning*
- Zones of Regulation
- VRQA & School Review
- Bridges Over Poverty
- Stephanie Alexander Kitchen Garden Program
- Visual Art
- Website management
- NAPLAN online administrator and supervisor training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

11

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 972

TEACHER SATISFACTION

Insight SRC data provides clear evidence of teacher satisfaction at St Joseph's Primary School with scores above 75%, and clear gains, in all categories, several falling within the top 25% of Victorian schools. Evident gains in teacher confidence and practice, approach to work and engagement enabled the documented significant growth in individual morale, student behaviour and motivation and parent partnerships.

The most pleasing thing about this data is that it provides clear evidence that the staff at St Joseph's Primary School are creating the culture and conditions for students to learn well.

Future Directions

St Joseph's Primary School will continue to reach out to the diverse community of Orbost and surrounds to articulate Catholic Identity; invite families to join our school family and provide quality educational opportunities for children.

Optimal importance will continue to be afforded to child safety, with all members of the community, and visitors, adhering to the school's Code of Conduct and displaying the characteristics described in the Whole School Approach to Positive Behaviour Support.

Diocese of Sale Catholic Education Office initiatives, embraced by the staff and proving to be successful in improving student outcomes, will continue to drive school improvement. Invitations to discover Catholic faith and tradition will abound in an inquiry-based, dialogical approach to learning. Teachers will be challenged to embed reflective practice so that high leverage strategies, based on clear evidence of student achievement, are utilised in teaching and learning is meaningful for students.

It is envisioned that teachers continue to be rewarded for working together strategically; students build knowledge and skills as they are empowered to become curious and confident learners and parents and families happily engage with the school. This will see St Joseph's Primary School going from strength to strength well into the future.



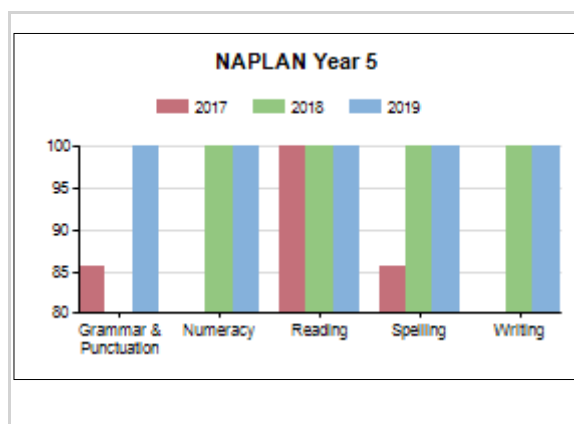
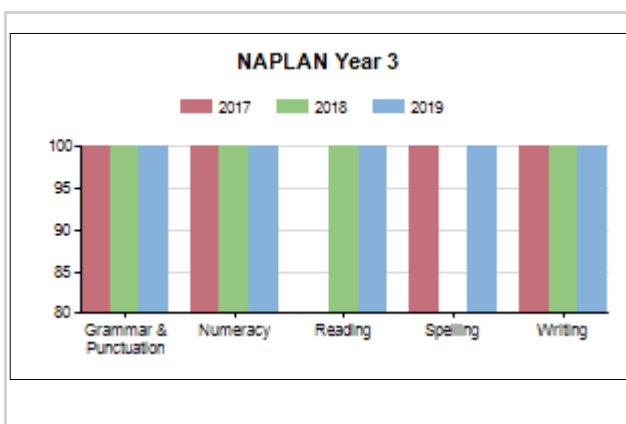
School Performance Data Summary

E4013

St Joseph's School, Orbost

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	50.0	100.0	50.0	100.0	0.0
YR 03 Spelling	100.0	80.0	-20.0	100.0	20.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	85.7	80.0	-5.7	100.0	20.0
YR 05 Numeracy	71.4	100.0	28.6	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	85.7	100.0	14.3	100.0	0.0
YR 05 Writing	71.4	100.0	28.6	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.8
Y02	90.6
Y03	91.7
Y04	91.8
Y05	81.9
Y06	90.8
Overall average attendance	89.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	77.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	91.7%

TEACHER QUALIFICATIONS	
Doctorate	16.7%
Masters	16.7%
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)	5.6
Non-Teaching Staff (Headcount)	6
Non-Teaching Staff (FTE)	3.4
Indigenous Teaching Staff (Headcount)	0