



St Joseph's School Orbost

2021 Annual Report to the School Community



Registered School Number: 1177

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Minimum Standards Attestation

I, Kirsten Daly, 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 2021 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 Schools.

27/03/2022

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

As we entered with hope into 2021 we were again confronted by the impact of COVID-19. The experience of 2020 went some way to enabling us to positively address the challenges that this presented. Again, the strength of our staff, students and their families is to be commended as we moved into the second year of this pandemic.

Diocese of Sale Catholic Education Limited (DOSCEL), now in its fourth year of operation, continued to work tirelessly to ensure our schools and faith communities thrived through this challenging time.

Our school communities and the DOSCEL Secretariat continued their strong focus on ensuring high quality outcomes for the students and worked to maintain a safe and supportive learning environment. The resilience shown by DOSCEL staff, parish priests, students, parents and guardians over the past year has been extraordinary. Schools have fully embraced the way of working and learning within this remote environment, ensuring colleagues, students and their families were encouraged and supported, giving witness to our Catholic faith.

Investment in school staff and their leadership teams is of the utmost importance. We continue to collaborate with and involve all members of our school communities in the pursuit of the best spiritual, social, emotional, physical and academic outcomes for students in our Diocese.

The focus on expert learning and teaching in support of the full implementation of the Victorian Curriculum and the Diocesan Religious Education Curriculum, *To Live in Christ Jesus*, allows our teachers and school leaders to provide educational opportunities for every student to grow, to be nurtured, to enable them to encounter God and to develop a knowledge of the Catholic faith and tradition.

Developing and maintaining rigorous reporting and accountability structures that comply with our regulatory requirements is a core focus of our organisation. 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 remotely.

I am thankful for the contributions of everyone involved in Catholic education in our Diocese and commend the commitment of our staff and leadership teams in nurturing and empowering the children in our care to grow into independent adults with faith in their future.

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 offers primary education for children in and around Orbost. 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.

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

2021 was a year of change for St Joseph's school. In June Marie Dodson (Principal) retired after five years as principal of our school and a long career in Catholic education. We congratulate Marie on her wonderful contribution over many years and wish her well for the future. It was with great pride and excitement that I took up the role of principal in July. There were a number of other staff changes which meant St Joseph's welcomed six new staff to the school over the course of the year.

The impact of COVID-19 was felt at every level across our school and, indeed, our world. What was once certain and comfortable, became unpredictable and surreal. As we continue to negotiate our way through the disruptions and restrictions associated with COVID-19, we need to celebrate our coming together as the St Joseph's Primary School community to support and strengthen not only our children but also one another throughout the pandemic. At the heart of teachers' everyday practice is a focus on building relationships with each other, their students and families. Teachers recognise the significant influence they have in creating safe and supportive learning environments to maximise the learning potential of all students and understand the importance of being explicit with their teaching and in developing students' creativity and achievement. The mental health and well-being of our students and staff remains our highest priority. The level of care, concern and genuine love members of the community show towards one another inspires me each day. Together, we give visible expression to Gospel values and are true witnesses of Jesus in our world.

Implications of COVID-19 have seen us move rapidly into a new era. In 2021, each staff member at St Joseph's demonstrated true professionalism in learning teams as they faced the enormous task of adapting to teaching and learning in a world where educational norms as we know them were changing. Together, our staff transformed learning, almost overnight. Upskilling themselves in how we utilise technology as a learning tool. Staff and students adapted to working and learning from home and then back at school again. They ensured that every student was provided with meaningful learning experiences that facilitated their continued growth while also supporting their wellbeing. While home learning was not without its challenges, parents showed enormous commitment to working in partnership with staff to ensure our children continued to flourish. You are amazing!

At the beginning of Term 4 our entrance extension work was completed including Salto locks on all doors, allowing for a child safe and practical entry into the school. Playground equipment was painted, chip park laid, new garden beds and growth of our Indigenous Garden has given a fresh new look of the school.

Despite the parish having also experienced considerable disruption due to COVID-19, collaborative efforts with our priest, Fr Michael Willemsen, and Sister Madeleine White, ensured our Year 6 students were able to celebrate the Sacraments of Confirmation respectively in 2021. I take this opportunity to thank Fr Michael and Sr. Madeleine, our Sacramental Parish Co-ordinator, for their support of our school this year. I also thank the class teacher, Ms. Jill Dunphy involved in the 2021 Sacramental Program.

On behalf of all the staff, I wish to thank and acknowledge the support of all families and effort of all students during the 2021 school year.

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

St Joseph's recognises the need to develop deep teacher knowledge of the Religious Education curriculum as foundational for the implementation of a high quality curriculum. Time is prioritised to address this need. Through Professional Learning Meetings our new teachers were introduced to Scripture, planning collegially, with support from the Catholic Identity and Religious Education Team, and implementing To Live in Christ Jesus in a way that was engaging for children.

Prayer is an important part of the day at St Joseph's and staff and staff actively seek a range of ways to engage students in meaningful prayer. Despite the impact of COVID restrictions, liturgy remained a priority and where possible staff and students gathered as a community to celebrate the mass.

To support staff formation in this area, we engaged in a series of school walks to identify and discuss Catholic markers in the school. These discussions involved a range of staff and enabled adult dialogue about what it means to be a Catholic school. It also developed staff understandings of the meaning behind each marker and what they represent in terms of our Catholic Identity.

The positive impact of leadership in this area is identifiable in school improvement surveys, with a lift in importance of Catholic Identity and Social Justice in staff survey responses. Students in year 5 and 6 also acknowledged increased opportunity to be involved in social justice initiatives at the school.

VALUE ADDED

Due to COVID, most of our whole school community events had to be cancelled and maintaining meaningful contact was a challenge. However, we embraced emerging technologies, where possible, to online stream school assemblies, Sacraments and whole school Masses. Our Christmas concert was recorded and emailed to our families.

Learning and 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

The major focus in 2021 was going back to basics. With new teaching staff, including graduates, it was important for staff to understand and implement High Teaching Strategies (HITS). Through our weekly, collegial, professional learning and planning times, our middle leader engaged staff in one target area at a time, beginning with: Structuring Lessons. Sound lesson structures reinforce routines, scaffold learning via specific steps/ activities. To optimise time on task and classroom climate by using smooth transitions. Planned sequencing of teaching and learning activities to simulate and maintain engagement by linking lesson and unit learning. Spending time on one strategy but used in all learning areas, ensured teachers developed a common language and expectations around lessons. An example of this, was the introduction, in all learning areas, of Learning Intentions and Success Criteria. The introduction of the remote and flexible learning platforms such as SeeSaw, Google (Classroom, Docs and Gmail) provided students and their families the opportunity to navigate learning tasks with increased independence. Student learning goals were met with creativity and individuality. Feedback to students (written or via the microphone tool) was swift and students were able to take the next steps of progression within their learning as a result of the feedback

The principal and our middle leader continued to attend the Learning and Teaching Network meetings during the year, with the Catholic Diocese of Sale. The meetings focused on the reform agenda of improving student data in the area of Reading and Numeracy. Learning and Teaching Network meetings were carried out via online Zoom meetings, due to COVID 19. The PAT Teaching Resource Centre was unpacked as Professional Learning of mathematical concept builders and knowledge of student misconceptions

The DOSCEL Collective continued via zoom meetings on a regular basis with a shift to supporting individual schools as opposed to a small group of schools. This opportunity provided personalised upskilling of staff to meet the needs of all students.

We continued to engage in a number of strategies to improve student wellbeing as a response to the anxiety of our children experienced during the bushfires and Covid 19 lockdowns. A timetable change to incorporate 15min morning sessions of Huff and Puff was introduced and enjoyed by most students.

STUDENT LEARNING OUTCOMES

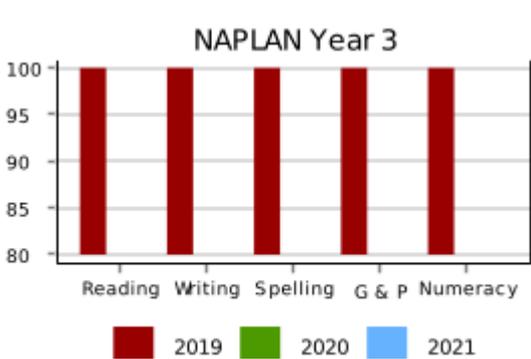
Teachers at St Joseph's use a range of assessment to track student growth, in particular in English and Mathematics. Acer Maths and Reading PAT testing data were used to analyse and highlight growth or gaps in student learning in the key learning areas of maths and reading. Teachers use the Mathematics Assessment Interview (MAI) and Fountas and Pinnell Reading Benchmark Assessment System to look closely at growth in numeracy and reading for each individual student and use this as the plan to teach students to their point of need.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	**	-
YR 03 Numeracy	100.0	-	-	**	-
YR 03 Reading	100.0	-	-	**	-
YR 03 Spelling	100.0	-	-	**	-
YR 03 Writing	100.0	-	-	**	-
YR 05 Grammar & Punctuation	**	-	-	**	-
YR 05 Numeracy	**	-	-	**	-
YR 05 Reading	**	-	-	**	-
YR 05 Spelling	**	-	-	**	-
YR 05 Writing	**	-	-	**	-

* 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.



[Image.NaplanYear5]

School Community and 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

Our school is a safe, positive and connected place where every child's social and emotional wellbeing is developed and nurtured. The Stephanie Alexander Kitchen Garden Program encouraged pleasurable food education. All students experienced first-hand the links between growing, harvesting, preparing and sharing fresh, seasonal produce. This program is a key driver in the ethos of the school and helps facilitate our strong community links.

In combination with Friendology, we saw the implementation of Respectful Relationships to ensure social and emotional health were taught explicitly and integrated across the curriculum from Prep to Grade 6. Staff worked diligently to support both our students and their families throughout lockdowns during the pandemic by frequent communication via phone or online platforms.

A class newsletter was sent out at the beginning of each term to keep parents informed about the curriculum that was being covered. Collaborative Conferences were held in term 1. Parents and their child met with the teacher to set goals for the coming term. Each child was able to present to their parents some of the work that they had been doing in class. Teachers made themselves available to meet with parents, at other times, when the need arose.

The Tutoring Learning Initiative supported targeted teaching goals throughout 2021. We continued to employ a school chaplain to help individual students deal with the challenges that may face in their lives. Outside agencies were sought if these challenges were greater than our expertise. School-employed Speech Therapist to deliver both assessment and therapy for identified students and student counselor came into school once a week to work with students at risk.



VALUE ADDED

- Implementation of Journey of Hope
- Year 6 camp went ahead in between lockdowns, with great success
- We warmly welcomed celebrations, in person (where possible) and online, for Mother's, Father's, Grandparents Days and Feast days of St Joseph and St Mary of the Cross Mackillop.
- Classrooms have all been modernised with new sensory chairs (rockable) and flexible tables (on wheels)
- A new chaplain was appointed in Term 3
- Newly laid chip bark in all playground areas
- Huff and Puff introduced to whole school at the beginning of school

STUDENT SATISFACTION

Insight SRC survey data demonstrates noticeable lifts for year 5 and 6 students and their experiences of school. Emotional Wellbeing, Teacher Relationships and Teaching and Learning were all improved in comparison with 2020 data. However, year 3 and 4 student surveys showed decreases in Emotional Wellbeing, Teacher Relationships and Teaching and

Learning. The data reinforces for school leadership the importance of whole school consistency of practice.

STUDENT 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	null%
Y02	95.0%
Y03	82.8%
Y04	90.3%
Y05	90.8%
Y06	91.9%
Overall average attendance	90.2%

PARENT SATISFACTION

School improvement surveys show that parents feel staff are approachable, engaged and that there is a clear focus on school improvement. Anecdotally, families were appreciative of the school's response to remote learning and the efforts made by staff to support students and families.

Child Safe Standards

Goals & 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

Staff members trained in numerous professional learning such as:

- Mandatory reporting and first aid
- Child safe and inclusive practices
- Zones of Regulation and how this scaffold can assist everyone to self-regulate their emotions and engage positively with others
- Sue Larkey Professional Learning

School building works were completed to provide:

- Safe entry into school via office
- Salto locks on all exit doors
- Child Safety staff team developed with regular term meetings

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

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 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. Our fortnightly Whole School Assemblies remain a much-loved forum for student voice with Grade 6 student leaders taking an active role in hosting these. During the COVID period, Year 6 students used online platforms to deliver the assembly remotely to all classrooms and to families at home.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

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
- First aid, Mandatory Reporting and Reportable Conduct
- Whole School Approach to Positive Behaviour Support
- Zones of Regulation
- Sue Larkey Professional Learning, de-escalation training and behaviour support planning
- Stephanie Alexander Kitchen Garden Program
- Website management
- NAPLAN online administrator and supervisor training
- Google Classroom Webinars

Number of teachers who participated in PL in 2021	15
Average expenditure per teacher for PL	\$970

TEACHER SATISFACTION

School improvement surveys demonstrate a strong Organisational climate has been maintained in 2021. The surveys show Teamwork, Empowerment and Ownership are high and remain in the top 25% of Victorian schools. Strong staff support of extra curricular school events (when possible) also indicates a high level of satisfaction.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	79.7%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.7%
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TEACHER QUALIFICATIONS	
Doctorate	16.7%
Masters	50.0%
Graduate	50.0%
Graduate Certificate	0.0%
Bachelor Degree	83.3%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	8.0
Teaching Staff (FTE)	5.8
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	0.0

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. Connect with our Indigenous community, listen and ask how we can improve? Build relationships with the local schools with the East Gippsland initiative The Resilience Project in 2022 and continue to participate in sporting opportunities.

Diocese of Sale Catholic Education Office initiatives, will continue to drive school improvement, moving into a deeper level of implementation. Unpacking data and researching into the most effective evidence based strategies that we could use to have impact on our students will be our emphasis. A focus on building staff capacity to self reflect on practise and implement learning adjustments in all areas of learning.

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. Creating the conditions to enable relationships built on trust and reflective practise. Building the student leadership roles to provide a greater student voice in our direction.

Invitations to discover Catholic faith and tradition will abound in an inquiry-based, dialogical approach to learning. We want to rebrand the school by updating our school logo to reflect our Catholic Identity and highlight the words on the old logo Walk in the Light as our motto. 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.

