

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

2017

ST JOSEPH'S BLACK ROCK

REGISTERED SCHOOL NUMBER: 1292

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Minimum Standards Attestation

I, Carmel Stutterd, attest that St Joseph's 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

14 May 2018

Our School Vision

St Joseph's Mission statement

We believe our mission is:

To foster a learning and teaching community through the integration of faith, life and culture.

To develop an understanding of the Catholic faith, to know Jesus in scripture and to be witnesses to His Mission in our day to day lives.

To serve the Church community and maintain a distinctive Catholic educational environment.

To promote justice and provide pastoral care for all concerned.

St Joseph's Vision

In light of the Gospel values we aim to further develop:

Active and informed citizens who are confident and creative individuals, motivated to achieve their full potential.

Innovative, resourceful problem solvers who have a passion and love of learning and act with moral and ethical integrity.

A personalised curriculum, that is inclusive, challenging and inspires students to pursue excellence, to think deeply and act with justice, compassion and hope.

Harmonious relationships that foster child safety and trust between staff, students and parents that nurture the growth of a spiritual and supportive learning community.

A collaborative community that encourages teamwork in a safe and well resourced environment for both staff and students to prepare them for the challenges of the 21st century.



School Overview

St Joseph's School is an effective, innovative, student centred and community oriented Catholic school. Although enrolments have been steadily declining in the past four years, the school has continued to have a clear and sustained focus on school improvement demonstrating commitment and focus to its Vision, Strategic Intent and School Improvement Plan (SIP). As a result, improvement has been achieved across all spheres, particularly in the last two years, with the majority of improvement outcomes and targets being met. Improvements were achieved as a result of strategically building staff capacity, introducing effective collaborative practices and by promoting and creating a culture of high expectations and enhanced professional rigour.

The school has a set of clear directions in learning and teaching and wellbeing that has been established from consideration of data, feedback and current research. Engaging with experts, allocating resources and personnel and the strategic implementation of evidence based initiatives have ensured that the strategic intent of the school has been actioned. Catalysts for improvement identified by staff were the opportunity for professional learning with a leadership consultant, the implementation of Positive Behaviour in Schools (PBS) and the introduction of Chromebook and G-suite applications. Staff survey results indicate high levels of satisfaction with the school leadership within a staff climate that is exemplified by clarity and high levels of ownership, appraisal and recognition and team based practices. The challenge for the school is to sustain the growth of the past couple of years, to continue to be reflective, to go deeper, to gather and analyse data and to track changes over time.

There is a real sense that St Joseph's is an active and living Catholic community, with Catholic beliefs and values permeating all school activities. The emphasis that the school places on participation in prayer, daily meditation and liturgy ensures that faith is at the centre and that Religious Education is a priority in the school. There has also been an emphasis on developing a curriculum that responds to the school's context and that provides opportunities for students to engage in social justice activities. The Making Jesus Real (MJR) program and the values that it embodies complement RE in the school and are valued by students, staff and parents. The ongoing challenge for the school is to ensure that the links between faith and life are made explicit in all activities and to gain greater parent engagement in education in faith.

It is clear that a culture of high expectations permeates St Joseph's and that teachers operate as a collaborative team, supported and guided by key leaders. The commitment to ongoing improvement is evident in learning and teaching with the focus on deepening teachers' pedagogical understanding and sustaining a strategic research and evidence based approach. The development and documentation of

whole school approaches have increased consistency in planning, practices and the use of data, assisting a more personalised and individualised learning approach to improve student outcomes.

The substantial amount of professional learning offered to build teacher capacity in literacy and numeracy is evident and there is a strong emphasis on personalised learning initiatives to support students to enhance their learning capacity

St Joseph's provides positive experiences for its students, a perspective endorsed by students and parents. Providing greater opportunities for authentic student voice and further developing them as co-creators of their learning may ensure that students are not *cruising kids*.

A significant factor in the continuous improvement at St Joseph's is the leadership of the school. The leadership team, made up of the principal and key leaders share a strong and clear vision and a shared sense of purpose and direction. Staff morale and team spirit are high, a positive workplace culture exists and the staff form a cohesive and dedicated unit. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and building a strong sense of ownership and commitment to the goals and values of the school. A culture of shared responsibility and professional collaboration is evident and teamwork is effective and highly valued. Whilst staff ongoing professional learning is encouraged and promoted, continuing the development of the school's feedback processes and embedding a culture of feedback across the school is seen as a critical step to further enhance the school as a high performing collaborative community of learners.



Principal's Report

St. Joseph's is a vibrant learning and teaching centre that strives to build a culture of learning together through collaboration, partnerships and life-giving relationships which enable all to flourish. Our vocation as teachers is to build the capacity of all members of our community to think deeply and act with justice, compassion and hope. We have dedicated ourselves to achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth in learning.

Education In Faith

The overall goal was to strengthen and implement the school's Catholic Culture in its vision, pedagogy and contemporary practice. Throughout the year, Religious Education has been a constant in our Professional Learning program with Pedagogy PL a high priority, and staff changes in teaching level resulting in staff seeking to find new and better ways to reveal our faith to students.

Leadership and Management

Our teamwork focus has provided impetus for all staff to engage with more; professional dialogue, sharing practice and team building through re-energising learning walks and collaborative planning opportunities. Personalised learning initiatives including learning intentions and success criteria, were maintained and goal setting for both staff and students provided the platform for staff to engage as learners and for students to take responsibility for their own learning. Instructional leadership has helped to build staff capacity for sustained improvement in purposeful teaching.

Learning and Teaching

There has been strong emphasis on personalised learning initiatives, to empower and support students to enhance their learning capacity. These include; learning intentions, success criteria and feedback to make learning explicit, and provide the necessary scaffolds for students to succeed.

Analyses of data has helped us to identify, not only students at risk, but also particular student needs and to target students and learning needs accordingly. Students have responded well to opportunities to learn in clinics, based on their point of need.

School Community

St Joseph's has worked to empower parents to engage in meaningful ways with their children's education. The introduction and then the development of Chromebooks and the school wide use of Google Apps (G-Suite) has allowed all stakeholders to access content and communication tools which provide an increased level of agency in the parent community. The school has facilitated a number of parent workshops to up-skill parents so they could share the learning with their child, using a common language and frame of reference. There remains issues to address and notions to uncover regarding engaging with our community so that all are in dialogue.

Student Wellbeing

Features of Google Classroom and G-suite applications allowed for technology to complement contemporary pedagogy, allowing not only students to work with confidence and motivation, but for teachers to give back real-time feedback on their student's' work. Authentic opportunities for student voice need to be explored and protocols refined in order to for students to thrive.



Parish Priest's Report

Dear Parents, Friends and Children,

For Australians Christmas is a busier time than for many of neighbours in the northern hemisphere of the world, because Christmas Down Under coincides with the end of the academic and calendar years and in the middle of the Summer holidays.

We have to make, perhaps, even more of an effort to stop ourselves from being overwhelmed by the business of the preparations for Christmas. For everyone around the world Christmas is a celebration of peace as we recall that cold winter's night when Jesus was born. Christ Mass, shortened to Christmas even takes its name from the central focus of the feast which is the Mass of the Nativity of Our Lord.

On the Feast of Christ the King this year we began a Year for Youth in the Catholic Church in Australia. This is a year in which the Church will seek to reach out to young Catholics and invite them to enter more deeply into a relationship with Christ. The birth of God's Son, Jesus, shows to all of us, but to young people, in particular, the great love that God has for us. He desires us to worship Him as the three Magi or wise men did upon seeing the famous Christmas star.

This Christmas, as we enjoy the excitement and joy which the birth of Christ still brings to our world, let us pray for our young people and especially the Year 6s who move onto new pastures in 2018. Please stay tuned for our parish and school initiatives to develop a new ministry to youth in the coming year.

In particular 2018 marks the 10th anniversary of the amalgamation of the former parishes of Black Rock and Beaumaris into Nazareth Parish. The parish and its two schools will have opportunities to reflect upon the significance of this anniversary and celebrate our unity in faith as one parish.

Thanks to Mr. Horwood and Ms. Stutterd and all our dedicated teachers and support staff for a wonderful 2017.

Fr Anthony Denton PP



Education in Faith

Intended Outcome

That students will be reflective, prayerful and active in their faith and take positive action in light of the teaching of the Gospel and Catholic traditions.

St Joseph's has continued to place ongoing priority on Education in Faith during the last year and has had success in strengthening the school's Catholic Culture and ensuring that the school is an environment in which students are reflective, prayerful and active in their faith and take positive action in light of the teaching of the Gospel and Catholic traditions. There is a shared belief across the school that behaviour indicative of Gospel values, alongside the display of pastoral relationships and the enactment of action in social justice.

There has been a focus on teaching Gospel values and that it links what children learn in RE to their behaviour. Parents acknowledged the opportunities for celebration of the faith and enactment of social justice. Discussion indicated that parents are very supportive of the sacramental preparation and celebration and where possible, attend the school and family Masses.

St Joseph's demonstrates a clear commitment to promoting the Catholic nature of the school and the school is a recognisable Catholic environment. The prominent RE displays, widespread use of icons and symbols, the school prayer, regular school and family Masses, regular liturgies and classroom prayer spaces signify the ongoing importance given to strengthening the school's Catholic identity and culture.

Students speak of the range of approaches they enjoy in RE: scripture reading and discussion, projects, viewing multimedia and having Father Denton speak to them at Mass. Senior students have roles related to Education in Faith taking on responsibilities as leaders in ministry, social justice and choir. They spoke enthusiastically about these and are clearly responding to responsibilities such as organising Christmas Child shoe boxes and activities to raise funds for groups such as the St Vincent de Paul Society.

Staff have undertaken professional learning in the area of social justice, focusing on its links to Gospel values and Catholic social teachings.

Students are actively involved in choice and decision making in learning, planning, preparing and facilitating rituals/liturgies and social justice activities.

In building the Catholic Culture of the school, staff are very aware of the influence that a high quality RE curriculum has on student understanding and appreciation of the school as a faith community. A considerable amount of work has been undertaken to improve the RE curriculum and pedagogy and to make it relevant to St Joseph's context.

Learning & Teaching

Intended outcomes:

- That literacy outcomes will improve.
- That numeracy outcomes will improve.

The target as follows;

- To grow achievement in each strand of NAPLAN by 1.2 x state mean growth. (i.e. 12 weeks growth in 10).

St Joseph's has had in transforming teaching through skilling teachers to work in close collaborative teams and adopt contemporary practices resulted in the school making gains in this sphere.

St Joseph's has pursued an improvement agenda with a strong focus on improvement in practice. To ensure a whole school delivery and that learning is explicit for every student, the school has sought evidence based programs and has been involved in strategic initiatives and targeted teaching and this has helped to achieve and exceed stretch targets.

Administrative processes have further supported the shift to an environment where there is a strong emphasis on personalised learning initiatives. Timetabling allows shared and facilitated planning and team teaching, leaders as classroom teachers model and share practice and the allocation of teaching and non-teaching staff allows flexibility of learning groups and shared ownership. Leadership in literacy, numeracy and ICT is prioritised and resources have been designed to support learning and build teacher capacity.

Within the school there is a commitment to translating the learning undertaken into practice. Professional learning has been crucial in building teacher capacity. The accessibility of coaching, facilitated planning, involvement in learning clusters, ongoing evaluation and common understanding of effective practice have been agencies for change. Improving the knowledge and skills of the leaders has been a constant focus. This is evident by collaborative planning, shared practice, participation in learning walks, greater levels of accountability, the embedding of learning intentions and success criteria in planning documentation and the understanding of shared responsibility for student learning.

The school's approach to relevant, timely and rigorous assessment is being transformed to better inform teaching and to improve both literacy and numeracy outcomes. A shift in understanding the need to personalise learning for students, by ensuring targeted teaching is planned and by engaging in reflective dialogue about student performance, is evident. The school has trialled a range of summative and formative assessment methods and data collection as part of its assessment schedule.

There is a heightened awareness of the importance of goal setting and feedback to students in improving students' level of confidence in their ability to take more responsibility for their learning, to monitor their progress and, as a result, improve their levels of intrinsic motivation. Teachers are beginning to implement tools that enable feedback between teachers and students that support students to better reflect on their learning. There has also been a focus on using technology to make learning content engaging, collaborative and accessible. Staff and students have been upskilled in G-Suite applications and Chromebooks have been implemented to complement the school's strong technology resources.

The practices of St Joseph's overwhelmingly reflect the school vision. In the school setting staff and students experience a *collaborative learning and teaching community*. Discussion and observation highlighted demonstration of the vision that learning and teaching intersect with faith and student wellbeing. The transformation to a more contemporary learning environment, accompanied by the

changes in professional culture, have provided staff with opportunities to both *challenge and inspire students to pursue excellence in a personalised and inclusive curriculum*. With frequent and purposeful assessment, more opportunities are being created for students to appreciate the challenges they face and celebrate their achievement when they can identify progress.

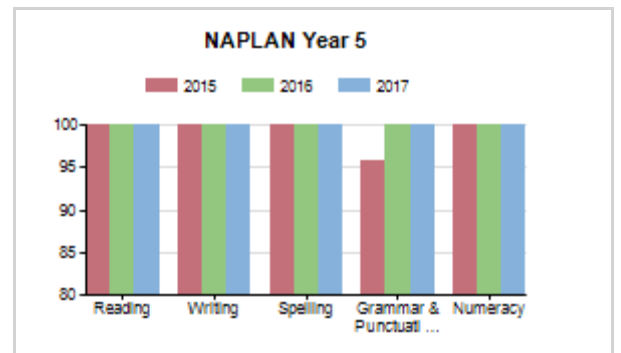
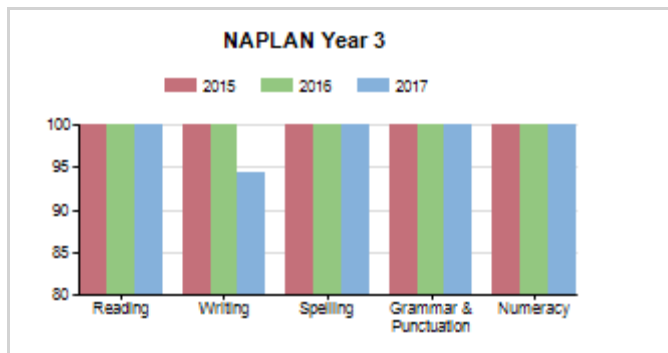
STUDENT LEARNING OUTCOMES

It is evident from the NAPLAN data over the 3 years of 2015, 2016 and 2017 that all students in years 3 achieved the minimum standard of 100% in all areas of the NAPLAN test with exception to 2017 data showing a drop to 94.4% in writing. All students in years 5 over the 3 years achieved the minimum standard of 100% in all areas of the NAPLAN tests with the exception of 2015 with 95.8% in Grammar and Punctuation. With the school and teachers focused on growth of the students by 1.2 times that of the state mean to achieve continual success and growth from our students. Improvements have been made in literacy and numeracy as measured by learning growth. Positive growth trends are evident in NAPLAN reading, writing and numeracy.

The proportion of students achieving high growth is on the rise while the proportion of students experiencing low growth is diminishing. NAPLAN results are reliably above state and within similar school means. To ensure continued positive learning growth for every student, it will be important to further build teacher capacity in the use of data to identify student learning needs and then finding the right strategies for their needs.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 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	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	94.4	-5.6
YR 05 Grammar & Punctuation	95.8	100.0	4.2	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



Student Wellbeing

Intended Outcomes:

- That students will be engaged and purposeful learners through increased intrinsic motivation to achieve and learn.

The school has a clear focus on building understandings and practices that reinforced the close relationship between student learning and student wellbeing. St Joseph's provides a safe and supportive learning environment for all students in the school. The social and emotional wellbeing of students is considered to be of importance to the staff and parents of the school. Students are confident and motivated to learn and have positive relationships with their peers.

A consistent strength of the Wellbeing sphere was that *we are all on the same page when it comes to student management*. Students indicated that they do feel safe and secure and could talk about how any issues that may occur are dealt with. Since the introduction of SWPBS in 2016, the school has in place behaviour management processes that are clear and understood by all stakeholders. St Joseph's has a clear understanding that student wellbeing is central to improved student learning outcomes and student engagement. The school environment is welcoming and inclusive and relationships at all levels are respectful and positive.

Anecdotal evidence and survey responses indicate that there is a positive tone in the school. Staff commented that it was an important element in the culture of the school and that teachers would always speak respectfully to students and that this would be reciprocated.

Classrooms are orderly and attractive learning environments.

Learning and teaching is a key feature of student wellbeing. A range of strategies including Circle Time, meditation, positive mindsets, Senior Learning Community, leadership opportunities and extra curricula opportunities complement wellbeing and enhance students' sense of connection. ICT is effectively used to engage students and encourage their voice in processing social/emotional learning. The school regularly participates in events and activities that are aimed to engage and stimulate purposeful learners. Professional learning in the area of behaviour management with a specific focus on School Wide Positive Behaviour Support has had a positive impact on practice and behaviour and provided a consistent whole school approach. The school can be justifiably proud of its MJR program. There was a consensus that this program assists students to identify positive behaviours in themselves and their peers. The program supports student wellbeing and Religious Education in the school.

The School's Responsibility:

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, the school must:

Record every child's attendance twice per day via Student Tracking And Reporting (STAR). This will be completed by the classroom teacher before 9.45 am & 12:00pm;

Record reasons for absence, and record the absence as "unexplained" if no reason has been provided (update the records once a reason is established);

Determine if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;

Determine if the reason for the student's absence is acceptable and any follow up is needed to support the child's education and wellbeing;

Notify the parent/guardian if the absence has not been approved;

Keep records of all attempts to contact parents/ guardians in relation to attendance;

Record attendance of any student who only attends half a day (two hours or more);

Monitor attendance and develop improvement strategies for attendance where necessary;

Take further action (at their discretion) if a student reaches five days of unapproved or unexplained absences within a school year;

Report the annual rates of school attendance.

Unexplained Absences:

Parents are responsible for contacting the school when their child is unable to attend the school on any given day. This can be done by calling the office from 8:30am on (03) 95894685 or by leaving a message on the school answering machine.

In the event that contact is not made with the school on the morning of the absence and the absence is reflected in the daily attendance records, the school will make immediate contact with the parents to inform them of this occurrence. Contact will be made with parents via a direct phone call and a request made for an immediate response to explain their absence. This will be sent to parents prior to 9:45am. Where a parent fails to respond to the initial contact by the school within 1 hour, a second attempt to contact them will be made via direct contact. In the event that this communication remains unsuccessful, a subsequent attempt to contact individuals identified as the student's emergency contact will be made. The school will make all reasonable attempts to determine the location and wellbeing of the student.

Where an explanation is received, the accurate cause of the absence must be recorded.

If, following contact, the student's safety has been established, but no explanation has been provided within 10 school days, the absence will be recorded as an unexplained absence and will also be noted in the student's file.

VALUE ADDED

Book Week activities

Numeracy week activities

Author's study

Nazareth Feast Day

Goal Setting Night Foundation to Grade 6.

Colour Run

.Chromebook information Nights.

Student Attendance. non attendance policy updated

NCCD staff meetings

Set target of 0.8 effect size of formative assessment

Scope & sequence for applied maths areas

Learning Walks- peer to peer

Lord Major Junior competition

More frequent use of ZPD for sharing pre/post assessment for assessing growth size

Fontas & Pinnell process of bench marking all SLC

Assessment and schedule Benchmarking for 3 tiers

STUDENT SATISFACTION

Student SRC survey was not done in 2017

Child Safe Standards

Goals and Intended Outcomes

St Joseph's holds the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and mission of the gospel.

Over the past 12 months St Joseph's has furthered its commitment to providing a safe environment for all students by actively implementing processes that establish expectations and accountabilities for people working with our students. The continued application of student well-being programs such as (MPower, Revved Up & PBL) have encouraged the students to engage in conversations about their welfare and safety. These Child Safety initiatives have formed the foundation for a student's 'Code of Conduct'.

Achievements

All St Joseph's staff members participate in regular briefings and training to ensure the school's legislative obligations and the school's Child Safety Strategy remains front of mind. Staff members have participated in a variety of training initiatives including:

- On-line Mandatory Reporting Modules (Annually);
- Protect – Responding to Suspected Student Sexual Offending;
- The School's Child Safety Policy & Code of Conduct (Annually);
- Reportable Conduct Scheme Requirements;
- Organisational Duty of Care;
- Risk Management – Excursions & Camps;
- School Attendance Requirements.
- » Consultation with the community

St Joseph's has continued to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via the school newsletter and website.

A review of all Child Safety Standard documents will take place later this year in consultation with the school board to ensure that they remain relevant.

- » Human Resources Practices

St Joseph's continues to implement Human Administrative & Human Resource practices to ensure its recruitment & performance management processes not only identify the most suitable candidates to undertake 'Child Connected Work', but fosters continual improvement in Child Safety practices.

To achieve this the school ensures that the following Human Resource processes have a child safety focus:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

St Joseph's maintains detailed records to support the screening and ongoing supervision of any individual required to undertake 'Child Connected Work'.

Leadership & Management

Intended Outcomes:

- That staff engagement is enhanced through high levels of teamwork that take responsibility for collectively improving instructional practices to achieve gains in learning for all students.
- That all staff see themselves as leaders of learning.

There has been a clear focus on professional learning; the establishment of effective processes and structures to support teachers in building collaborative teamwork and other practices that have been specifically designed to engage staff in a culture of continuous improvement. There is a positive workplace culture at St Joseph's and a high level of organisational health exists. A healthy team spirit and strong staff engagement are evident. Staff members view leadership as supportive and believe that there is clarity around staff practice.

The culture of continuous improvement is modelled by a cohesive team of leaders who are supporting teachers with planning and pedagogy and the school has been successful in its intention that all staff see themselves as leaders with all staff having a clear understanding of their professional responsibilities. The school practices a distributed model of leadership with all staff encouraged to exercise leadership in different areas. All leaders, including the principal have class teaching roles, remaining current in their teaching practice.

The teaching staff have continued to undertake whole school and individual professional learning throughout the year, including work in literacy and numeracy, inquiry, RE, ICT, wellbeing and data literacy.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

Seven Steps to Successful Writing
Respectful Relationships (RRRR)
National Consistent Collection of Data (NCCD)
Cue Articulation
Phonic In Colour
STEM
Framework in Number
School Wide Positive Behaviour Support
SPA/ Markbook
Chromebook PL
First Aid

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	16
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$250

TEACHER SATISFACTION

SRC survey was not done in 2017

School Community

Intended Outcomes:

- That student learning is connected to parish, local and broader communities and community practices.
- That parents are better empowered to be active participants in their child's education.

The school has endeavoured to strengthen parental engagement and connections between the school, the local and the wider community. The school is a close community, a place where families are valued and feel a sense of belonging to the school and parish. The school motto, 'God is our strength' is lived out in the many ways the school reaches out and connects with families.

The school's success in the School Community sphere is based on its willingness to develop and sustain positive, respectful partnerships with parents, the approachability of staff and the size of the school enabling staff to know and support students and their families well.

The increasing access to digital technologies is also providing greater opportunity for students to connect, communicate and collaborate with communities beyond the school. The use of digital technologies to improve communication with parents and connect them with their child's learning has been harnessed. Not only is it a tool to keep parents informed about school updates, reminders and events, also a valuable tool in engaging the parent community although its full potential is still to be realised.

The school places a high value on the importance of providing a welcoming environment in which there are many opportunities for active parent involvement. There is a shared belief that staff members at St Joseph's School understand the importance of partnering with parents to help students achieve their full potential and have worked throughout this period to further strengthen this partnership. Parent engagement is encouraged and the school provides opportunities for parents to be involved in the life of the school and in their child's education.

A clear illustration of the promotion of a community where students are actively engaged is seen in the garden and sustainability projects. These projects have been successful in developing interpersonal skills, encouraging entrepreneurship and responsibility, taking learning beyond classroom walls, creating a science focus and promoting community engagement.



Future Directions

Education in Faith

Our goal is to further engage in RE curriculum learning and planning and to embed it as a whole school approach.

The transition to the new framework should provide the school opportunity to clearly articulate the learning and teaching of RE at St Joseph's. The professional learning will include a focus on deepening teacher knowledge and understanding of Scripture and how to engage students in exploration of the correlation between Catholic tradition and that of other religious traditions.

Student Wellbeing

We have identified our communication with our community. Opportunities for improvement will be accessible through a more strategic approach to the introduction of curriculum initiatives and whole school pedagogy. This is particularly relevant for the initiation of Positive Behaviour Support for both parent and student populations as teachers refine their use of a common philosophy, language and practise. Similarly the use of feedback protocols for staff and students will necessarily provide clarity around the expectations and benefits of this process.

Learning and Teaching

A focus is the continued personalisation of learning, leading to success in learning for all students. Data use is key to this and the school uses an array of assessment tools in a targeted and systematic way. The next step is to continue to build teacher capacity in using data to form specific understanding of student needs so that maximum benefit is derived from teaching strategies used in the school.

Another element in personalisation of learning is the development of student voice in their learning. The school is already moving in this direction and there needs to be a strengthening of learning intentions, success criteria and feedback on the part of teachers and the use of goal setting, self-reflection, Work In Progress Portal (WIPPS) and student led conversations about their learning journey on the part of students. An important element in this is the involvement of parents in such activities and the school will need to continue to support them in that by building their understanding of contemporary approaches to learning and providing opportunities for engagement with their children, including recognition and celebration of their children's achievements.

Leadership and Management

The focus is to further refine and document the practices established over the last year to sustain us over time.

Effective two way communication between leaders and staff needs to be maintained to ensure cooperation, cohesion and collaboration. The school's embracing of ICT applications and the use of back to back planning are forming a sound basis on which to take teamwork to the next level. Communication with the community too will be a key to ensuring transparency and building confidence that effective leadership and management is in place.

A more strategic approach to the use of quality feedback will also be a focus of school improvement including the development of staff capacity to understand the sources and use of feedback reflecting this in their professional growth.

School Community

Exploring and embracing community links to more fully engage students in authentic learning experiences will be an ongoing priority. Assisting parents to be involved in learning conversations with children at home about their learning, helping their children with good habits for learning and developing a growth mindset.

Refine the range of community activities and resources to enhance learning and teaching and wellbeing as part of further development of whole school understandings about personalised learning and best practice contemporary pedagogy.

It is important to continue to develop a strategic approach that fosters community voice, input and feedback including the communication of the school improvement focus, action from feedback and significance of school surveys in this process.

School Data

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	86.40
Y2	95.00
Y3	91.87
Y4	92.54
Y5	92.68
Y6	89.64
Overall average attendance	91.36

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.52%

STAFF RETENTION RATE	
Staff Retention Rate	78.95%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	37.50%
Graduate	25.00%
Certificate Graduate	0.00%
Degree Bachelor	75.00%
Diploma Advanced	62.50%
No Qualifications Listed	12.50%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	20
FTE Teaching Staff	10.983
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	3.130
Indigenous Teaching Staff	0

