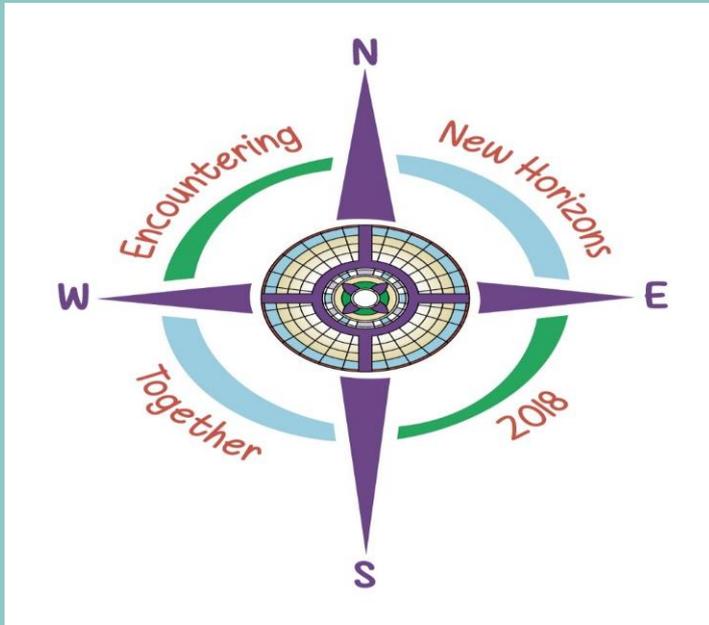


ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY



St. Joseph's
Mernda

2018

REGISTERED SCHOOL
NUMBER: 2060

Contents

Contact Details2

Minimum Standards Attestation2

Our School Vision3

School Overview4

Principal's Report6

Education in Faith7

Learning & Teaching10

Student Wellbeing15

Child Safe Standards19

Leadership & Management20

School Community23

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E NUMBER	E1394

Minimum Standards Attestation

I, Marita Richardson, attest that St. Joseph's Mernda is compliant with:

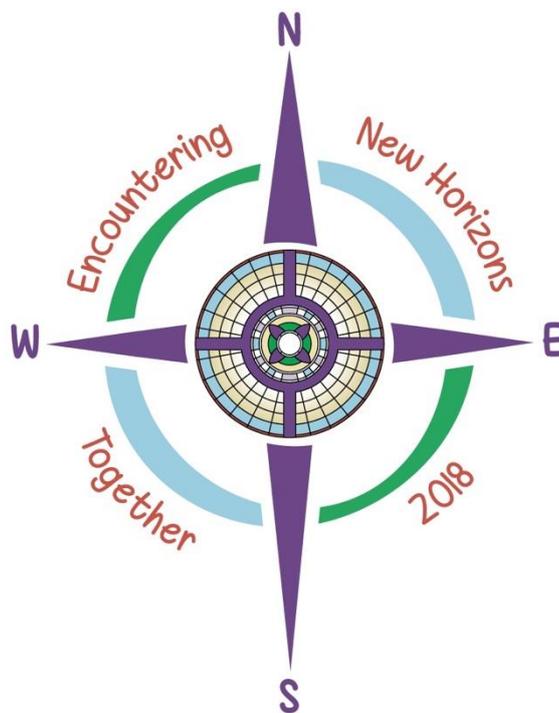
- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any 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)*

24th May, 2019

Our School Vision

St. Joseph's Catholic Primary School is a place where dreams, ideas and passions are encouraged, so that each individual has an opportunity to make a difference.

Faith, Creativity, Hope and Respect lead us in the direction that will enable our community to live, learn, laugh and work in the 21st Century.



School Overview

St. Joseph's is a co-educational Primary School situated in the northern outer suburbs of Melbourne, providing a Catholic education for children from Prep to Year Six. The school opened in February 2009, with an enrolment of 42 children and in 2018 currently has 309.

The school is committed to the faith development of all members of its community. St Joseph's provides rich learning programs and opportunities, with the long-term goal of empowering students to become life long learners. We encourage a shared responsibility to challenge learners and their families to reflect on their relationship with God and the Catholic tradition.

The design of St Joseph's is far removed from the conventional 'box-like' classrooms. Innovations in pedagogy and the physical environment have grown out of contemporary understandings about children and learning and from the school's strongly-held belief that children have a right to the highest quality social and learning experiences. The learning environment provides a diverse and flexible environment where an inseparable relationship has been created between pedagogy and design. Students and staff welcome the friendliness and purposefulness of their Learning Village and treat it with care and respect.

Differentiating the curriculum to personalising the learning is vital to the success of each child. The provision of state of the art technological resources is integral to the school's belief in accessing information from a global perspective with the belief that these are tools are for learning. Students recognize these are tools to assist in organization, timetabling, cooperative and collaborative learning. These tools are used for constant communication and collaboration with the principal, teachers and school community to share their work and learning and obtain constructive feedback for future learning both at school and from home to assist in the transformation of learning throughout the community.

At St Joseph's Primary School the staff believe that students learn through engagement in complex experiences in which they make relevant, purposeful connections. The pedagogical approach to learning and teaching embraces the philosophy of authentic learning that draws on a range of tools and strategies to develop thinking skills, collaboration, independence and ownership of learning. Each day is full of purpose, where intellectual engagement and connectedness to the real world are priorities which enables authentic learning for every member of the community.

The engaging and inclusive curriculum is designed to meet the needs and interests of all students. It focuses on developing students' depth of understanding of core concepts and interdisciplinary knowledge and skills needed to be adaptive, to transfer learning to new contexts and to prepare for learning throughout life. The school designs curriculum utilising the Victorian Curriculum, mandated for all Victorian Schools. This curriculum provides a coherent and comprehensive continuum of learning in which we construct inclusive learning plans, assess student's progress and report to parents.

We nurture an atmosphere of respect, honour, trust, justice, independence, creativity, resilience and virtue which are qualities and dispositions as taught and imparted in the Gospels' and demonstrated by our patron, St Joseph. It is an environment where every member is called by name, recognised for their achievements and appreciated for their contribution to the community of St Joseph's Catholic Primary School.

An Out of School Hours Program is offered on site in the Nazareth Centre. Before and After School Care programs are offered on both a permanent and casual basis. This program provides a needed service to our community in a welcoming, supervised and structured setting.

Our Leadership Team at St Joseph's has aimed to work collaboratively to promote a shared leadership model to empower staff to nurture a learning culture. In 2015 a School Improvement Plan was designed through our Review process. This aims to engage in reflection and dialogue that is distinctive to our Catholic school, honouring the learning entitlement of each learner.

Education in Faith

Goal: To renew and enhance the Catholic Identity of St. Joseph's School as part of an inclusive Parish Community

Learning and Teaching

Goal: To embed a culture of Visible Learning within a stimulating, challenging, purposeful, authentic, safe learning environment where students develop their full potential and are empowered to become life long learners.

Student Wellbeing

Goal: To develop students as self managing and collaborative learners who take responsibility for their learning, actions and wellbeing of themselves and others.

School Community

Goal: To build sustainable relationships within the parent community, local community and beyond in order to enhance student learning

Leadership and Management

Goal: To develop St. Joseph's as a vibrant inclusive Catholic Learning Community

Principal's Report

In 2018, St. Joseph's continued to be committed to providing quality Catholic education for all our students in partnership with our parents, parish and our wider community. Through this partnership we are continually planning, reflecting and evaluating to guide us to work towards achieving our vision and goals.

Throughout the year we continued to cement stronger partnerships and worked in the spirit of creating and designing new frontiers for our new parish of Mernda, Whittlesea, Doreen and Kinglake. Our parish, Christ the Light, was created out of a rich tradition of pioneering faith communities in this region. I would like to thank Father Martin Ashe and Father Shymon, our parish groups and with our sister schools of St. Paul the Apostle Doreen and St. Mary's Whittlesea for their continued support. Their constant presence in the school and support to all members of the school community is very much valued and appreciated. It is also evident in the many ways the parish school community come together as one when celebrating the sacraments, monthly family masses and significant seasons in the church's liturgical calendar.

There have been many developments during the 2018 school year with a continued focus on building relationships and improving student outcomes and agency. The use of data and evidence to focus on learning, goal setting and feedback, engagement of parents as partners in learning has driven the work that we have achieved throughout 2018.

Thank you to our parents, carers, extended families, parent bodies as the School Board and Parents and Friends who continually support our school in creating an essential partnership between home and school. Your continued support is greatly appreciated. I would also like to thank all staff, which continually place the children at the centre of all that we do.

Looking forward to Growing Young in Christ together as we celebrate in 2019 our ten year anniversary.

Marita Richardson

Education in Faith

Goals & Intended Outcomes

To strengthen and enhance engagement of all members of St Joseph's in an inclusive Catholic Learning Community.

- That teacher capacity is deepened to teach Religious Education.
- That we enhance engagement of all members of the community through dialogue with the Tradition in a contemporary context.
- That explicit links is made to Catholic Social Teachings.

Achievements

St Joseph's Catholic School works in close partnership to continually deepening its faith journey within the Catholic Parish of Christ Light. We work dialogically with the members of the other communities in our parish. St Paul the Apostle, St Mary's Whittlesea, and Kinglake Community come together to plan, organise and sustain an ongoing sacramental faith journey. We continually engage in a dialogical setting as a Parish and School team to ensure faith and life find a meeting place. The Nazareth Centre, which is the place of worship on Sundays and also for school liturgical celebrations, is a constant reminder of our Catholicity. As the numbers of worshippers in our community has increased we have out grown our small St Joseph's Catholic Church. In order to accommodate the number of parishioners, attending masses, all weekend Masses are now celebrated in the Nazareth Centre. We continually display and revise icons, images, prayer tables and statues to enhance our stance as a Catholic School. Our foyer is both a shared entrance to the school and Nazareth Centre. We are seen as a parish community.

We regularly use our St Joseph's prayer at morning INGOMA gathering. All families are given a copy for home use and the school prayer is included in the school diary. Senior students, plan, design and lead morning prayer. Support is given to those students to link prayer to contemporary issues of the day. We link the dispositions of our Patron Saint throughout our daily activities to inspire and support us on our life long faith journey.

Our dispositional curriculum states the particular dispositions of Respect, Creativity, Self-Managing, Resilience and Reflection. These dispositions are embedded into the Religious Education Curriculum and they are acknowledged and celebrated when used.

Our Religious Education curriculum and pedagogy at St Joseph's Catholic Primary School is faithful to the mission, the traditions and values of our school. These values are centred on relationships within the learning community.

Throughout the year staff were given the opportunity for professional learning in Religious Education. This was both spiritually academically and personally for staff and also to increase student-learning outcomes.

The curriculum reflects what is valued and important by specifying the essential knowledge, skills, dispositions and behaviours in a designed Religious Education curriculum accessible to all students. It extends students to higher levels of knowledge,

understanding and functioning and enables teachers to develop professionally, both individually and as a staff. In 2018 we have revisited and reworked the Religious Education planning tool to refine its use. Teaching staff have engaged with Margaret Carswell on a professional learning day. Following this professional development more work has been established on 'breaking open' scripture. We incorporate the three worlds of the text into our Religious Learning design. The worlds are – *behind the text, in front of the text and of the text.*

We have continued to explore and embed the Renewal of the Religious Education Curriculum throughout our planning and designing of learning experiences. Deep thinking and learning have driven our robust and rigorous Religious Education curriculum. Religious Education is integrated throughout our school life and key learning areas

The 2018 Sacramental Program continued to meet the needs of our growing demand of families with children wanting to receive the Sacraments. The Religious Education Leaders from the three Catholic Schools in the Parish along with the Parish staff, met to plan and design strategic approaches to cater for the students in their Sacramental journey. 2018 saw the departure of Sr Anne; therefore, leaving the Pastoral Associate role to be filled. Sandy Starbuck has now joined our team. We continued to offer Registration Evenings, Information Nights, Retreat Days, Family Formation Faith nights, Commitment and Presentation Sundays associated with the Sacraments of Eucharist, Confirmation and Reconciliation. These were generally well attended. Each school in the Parish accepted the responsibility of providing the venue and the shared role of meeting the collective expectations. In 2018 we decided due to numbers to hold all celebrations of the Sacraments at St Mary's Whittlesea. We are fortunate to continue to have the service of both, Father Martin Ashe and Father Shymon to enrich our faith life in many various and relevant ways. Father Martin was able to facilitate the Family Faith Nights while Father Shymon celebrated the Parish Masses, which are attended by our school students. Bishop Terry Curtin continues to celebrated the Sacrament of Confirmation.

Each year we use a theme to connect our lives with our work. In 2018 it was "Encountering New Horizons Together" This was a time to reflect on the past, honour the present and plan for the future. At the start of the year we had time to engage with the theme through prayer. We personally explored our 'true north' as a staff and linked this to Pope Francis inspiration to 'Open New Horizons for spreading the Joy. Our learning villages and staff embraced the theme and used the theme throughout prayer. At the beginning of the year the staff of the three Catholic Primary Schools in our Parish of Christ the Light came together and prayed as people of God at the Staff Commissioning Mass in service to our communities. Our theme of 'Encountering New Horizons underpinned the celebration and we were called to question what does this theme mean for Church and society.

Classes are timetabled to lead our monthly Masses. Social Justice Leaders and School leaders are continually given the chance to represent St. Joseph's School at St Patrick's Mass during Catholic Education Week and lead our students in many activities to build up an awareness of contributing to a just world. Project Compassion was a great opportunity to show our connections to the wider world. We diligently raised money for the less fortunate through the Project Compassion. Donation Boxes were displayed throughout the village and a substantial amount of money was collected. We organised, plan and participated in Religious Whole School events, particularly St

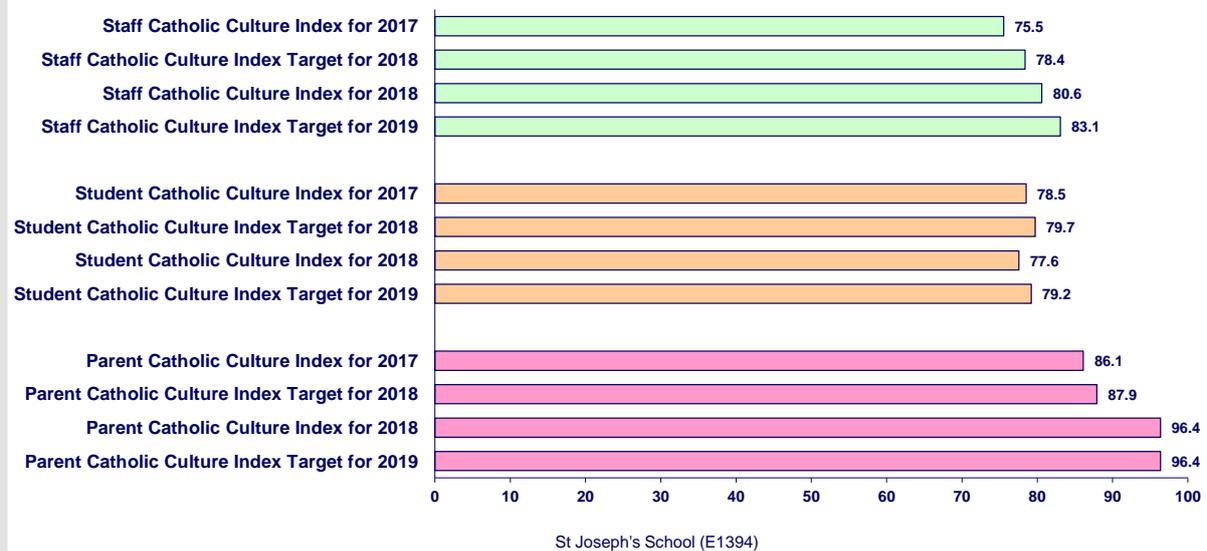
Joseph's Feast Day, and St. Patrick's Day. Holy Week and Easter Season was a time for meaningful, liturgical celebrations, such as Stations of the Cross and Palm Sunday Mass. This was an opportunity to bring our school and parish together.

There have been many ongoing opportunities for students to engage in prayer. Some of these events have been during INGOMA gathering; celebration of learning; whole school activities such as Mother's Day; morning tea; Father's Day breakfast; Grandparents day. Students have been given a 'voice' and 'agency' in planning prayer and leading others to pray. In 2018 we enhanced our School Choir by having a choir leader on staff. Raph Wong is a member of Opera Australia and Victoria Opera. Our choir led singing at Mother's Day function, Carols and Sacraments.

The school newsletter has been a way to connect to families and provide updated, informative information about Religious Education. This has also been a chance to publish a reflective prayer connecting to the events of the time

St Joseph's is a school that enables all students, Catholics as well as other believers to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story.

VALUE ADDED



Learning & Teaching

Goals & Intended Outcomes

To embed a culture of Visible Learning within a stimulating, challenging, purposeful, authentic, safe learning environment where students develop their full potential and are empowered to become lifelong learners.

- That student achievement in literacy and numeracy is improved.
- That learning will be personalised and individualised through a differentiated curriculum

Achievements

During 2018 St Joseph's staff continued to work on the Visible Learning (Evidence Based Learning) Structure and Framework with an emphasis on Literacy and Numeracy. This has continued to stimulate and engage our students' learning. Opportunities have also been given for teachers to engage in professional development on how Evidence Based Learning strategies can support improved student learning outcomes. The General Capabilities, together with our dispositional curriculum has been embedded in our school culture. The development of the dispositional characters has supported our students in understanding what learning is like for them. We have continued to use the posters created on the dispositions, adding in SOLO taxonomy anchor charts to support the Learning Pit. A key feature of the dispositional characters and the Learning Pit has been the development of the consistent use of the *language of learning*. Staff and students alike have used the same language to describe the learning at St Joseph's.

The consistent use of Evidence Based Strategies such as Learning Intentions, Success Criteria and Feedback have enhanced the role of teachers as they have become evaluators of their own teaching and have supported students to monitor their learning progress. The Learning Pit has continued to have a huge impact on the students' self efficacy and how they view themselves as learners. Evidence Based Learning strategies have been present in learning tasks and spaces that both motivate and stimulate learning. These learning opportunities have enabled engagement in a learning community where students have been able to experience success. Targeted and ongoing professional learning has resulted in improved teacher efficacy in the use of these strategies.

The learning and teaching of Science, Technology, Engineering, Art and Mathematics (STEAM) has been highlighted in our middle years' learning program. STEAM has been successfully established as a major part of the Inquiry Learning process, with a considerable focus on collaboration, self management and reflection. Professional Development opportunities were provided to staff in this area to further build capacity with STEAM education. The staff in the Year 3-4 area worked in close collaboration with consultants from Catholic Education Melbourne (CEM) to develop multidisciplinary, deep learning inquiries. The Year 3-4 staff were able to explore the progression of learning within key STEAM learning areas and engaged in action research into how assessment of student achievement of the capabilities and skills of STEAM-based inquiries might be mapped. St Joseph's became affiliated with Monash University as a result of our work on Critical and Creative Thinking. There are plans to

extend STEAM and the use of the inquiry processes used to our older years' learning and teaching program.

As an *Evidence Based Learning* school, our focus has been to ensure data and evidence of student achievement drives our learning and teaching, making sure we encompass the broad range of abilities of all our students. This has been evident in the increase in our NAPLAN data over all areas, as well as the data obtained from the PAT R and PAT M.

The role of the Literacy Leader has continued with a focus on Foundation – Year Six. She has continued to attend professional development around classroom practice and disseminate this information to all staff members. Our school's commitment to lifelong learning, building capacity in staff, and improved teacher efficacy has been reflected in our participation in CEM-led initiatives such as the *Phonics in Context* and *Words in Context* professional learning. The Literacy Leader has supported staff through mentoring and coaching. An important feature of these partnerships has been the collaborative conversations that have taken place between the mentor and mentee, to allow for a personalised delivery of professional learning.

Literacy Intervention has continued this year for students who have been identified as needing additional support with their literacy learning. A Reading Recovery-style program has supported the development of literacy skills in our most vulnerable students. Levelled Literacy Intervention (LLI) has been provided by a trained LLI teacher for identified students in Year Two. Selected staff were also engaged professional learning opportunities to support the delivery of a personalised and differentiated curriculum.

The role of the Numeracy Leader has also been extended. Programs for targeted groups of students that had been identified using data as evidence to guide these groups were continued. Additionally, planning sessions focussed around analysing data obtained from sources such as PAT Maths, pre and post assessments and Early Years Numeracy Interview data. Teachers have been supported in their professional learning through Professional Learning Teams (PLTs), when consultants from Catholic Education Melbourne visited our school to facilitate professional learning workshops, focussing on curriculum development across the Mathematics continuum. There was also Professional Development to extend teachers' knowledge of our online math program 'Matific'. These have provided an opportunity for capacity building and teacher efficacy in the learning and teaching of Mathematics. The Numeracy Leader planned and organised an interactive Maths incursion for students that culminated in a family night of fun and Mathematics.

The Literacy Leader and the Numeracy Leader have worked collaboratively to promote their respective disciplines within the school community. They have supported one another in their roles, and together have had the joint responsibility to plan and implement professional learning for staff (PLTs), information sessions for parents, write newsletter items, and the organisation and purchase of resources for English and Mathematics. The Literacy Leader supported the families of Foundation students with the implementation of the Parent Assisted Immersive Reading (PAIR) program. P.A.I.R. has been designed to help parents create an environment where their child can become "reading ready".

The students have continued to be involved in programs that have strengthened the links between home and school. Students have participated in Book Week, The Premiers Readers Challenge, St Joseph's Feast Day, ANZAC Day and Remembrance Day events. Students also had their art work submitted into the Whittlesea Show and their achievements were celebrated at school. Students also experienced and achieved a variety of awards through athletics, swimming and interschool sports.

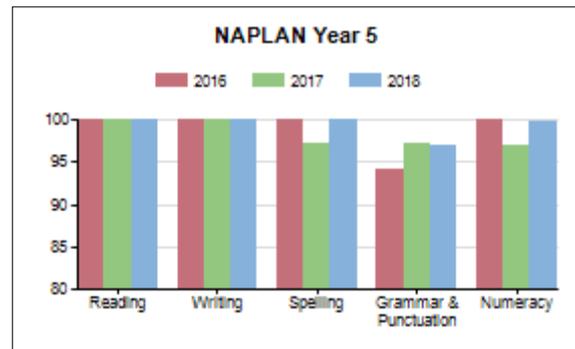
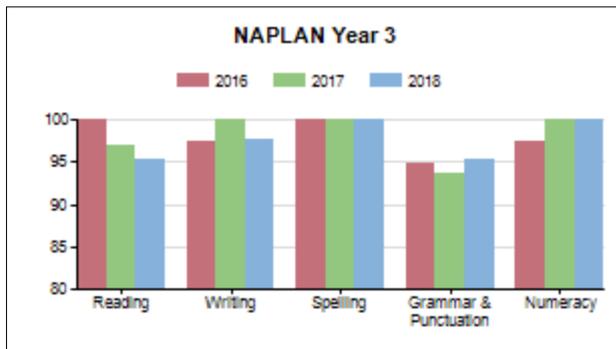
A highlight of 2018 was the biennial St Joseph's School Production: 'A Night at the Gallery'. Under the direction and guidance of the Performing Arts specialist teacher, who was supported by all staff members, the school production provided a platform for our students to showcase their sensational skills and talents in performance and dance.

Specialist programs have been interwoven into our curriculum. For example, our language program, My Chinese Teacher, is skyped in from Beijing based teachers. The use of this technology has allowed for the teacher and student to learn alongside each other as they develop the language, culture and traditions of China. This has been a priority as the community learn about, and recognise the diversity within and between the countries of the Asia region.

Various extracurricular interest-based clubs such as The Choir, sports clubs, gardening club, craft club and book club have been further established throughout the year. Participation in these clubs has been extremely popular with students, and has resulted in improved self esteem and confidence for those students who have chosen to be involved. Students also lead initiatives and projects linked with Social Justice have enabled a strong sense of student voice and ownership. Students have connected with other students throughout the school and have led passive play, fundraisers which have been extremely successful.

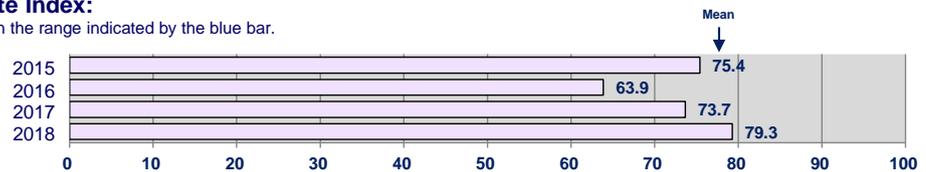
Student Learning Outcomes

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	94.9	93.8	-1.1	95.3	1.5
YR 03 Numeracy	97.5	100.0	2.5	100.0	0.0
YR 03 Reading	100.0	96.9	-3.1	95.3	-1.6
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	97.4	100.0	2.6	97.6	-2.4
YR 05					
YR 05 Grammar & Punctuation	94.1	97.1	3.0	97.0	-0.1
YR 05 Numeracy	100.0	96.9	-3.1	100.0	3.1
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	97.1	-2.9	100.0	2.9
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



Teaching Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



School Improvement Survey - Staff Data: Teaching and Learning

Indicator	2015	2016	2017	2018
Student Motivation	76.60	72.75	77.75	82.50
Respect for students	85.61	72.62	80.56	87.67
Parent Partnerships	66.00	55.31	73.75	80.94
Teacher Confidence	81.00	77.50	82.81	86.88
Engaging practice	77.33	70.63	75.42	82.50
Quality teaching	73.75	64.06	70.00	80.31

School Improvement Survey - Student Data: Engagement in Learning

<i>Indicator</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Learning Confidence	77.92	78.13	79.34	75.16
Student Motivation	87.19	90.13	90.05	78.62
Connectedness to Peers	79.27	80.59	80.23	81.25

Student Wellbeing

Goals & Intended Outcomes

To develop students as self-managing and collaborative learners who take responsibility for their learning, actions and wellbeing of themselves and others.

- That student social and emotional learning skills are strengthened.
- That engagement of students will be improved to optimise student outcomes.

Achievements

At St Joseph's our School Wide Positive Behaviour Framework provides proactive strategies designed to decrease behaviours of concern and replace them with pro-social skills that lead to positive social interactions and improved learning opportunities. St Joseph's School continues to create a climate where positive behaviour is explicitly taught and reinforced, while preventative approaches are enforced. Incidences of negative behaviour are responded to systematically and consistently.

To support the continued focus on positive prosocial behaviour at St Joseph's the school began to implement the Zones of Regulation. The Zones of Regulation is a systematic, cognitive behaviour approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The "Zones" curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

In addition to the Zones of Regulation Curriculum, Highway Heroes Social Emotional Framework was implemented to assist the teachers and Counsellors of St Joseph's in creating a whole school approach to social emotional Learning (SEL). We were very fortunate to have Helen Davidson, creator of Highway Heroes visit our school to run targeted professional development with the leaders of the school. Helen, who along with her many other qualifications has a Masters Degree in Social Science and a passion for working with children in school settings. Helen was able to provide great insight and evidence to the benefits of implementing a whole school approach to Social Emotional Learning within a school. Highway Heroes targets four main areas including Strategies 4 Managing Me, Tricks 4 Getting Things Done, Sticking Up 4 Me and Connecting 4 Friendships. These units provide the Learning Advisors with a consistent and thorough approach to Social Emotional Learning at St Joseph's.

The National Consistent Collection of Data (NCCD) was again reflected upon from 2017 ensuring clearer more rigid strategies and structures were implemented to accurately reflect our community and its learners. The NCCD has formally replaced any previous models of data collection and funding models for schools. As a result, it is even more imperative that the data was an accurate and true representation of the number of adjustments and type of interventions the school implements for our students.

Julie-Anne Pinney, who has previously completed workplace training at St Joseph's under Antonietta Bua supervision joined the staff. Julie-Anne continued to provide an enormous service, not only to the students at St Joseph's, but also the staff and parents through various methods, such as individual sessions, small group settings

and social group activities. Julie-Anne has been an integral part of the Highway Heroes roll-out in Green Village through both targeted small group and larger group sessions. Julie-Anne has been able to incorporate the Zones of Regulations within her sessions to continue the whole school approach to Social Emotional Learning at St Joseph's. Along with Julie-Anne's contribution to Social Emotional Learning staff at St Joseph's acknowledge the powerful impact the dedicated Wellbeing Hour had on the students at St Joseph's throughout 2017 and continued this initiative with even greater resources and guidance to ensure the whole school approach.

Professional Development played a significant role in the continuing education of the staff throughout 2018. Helen Davidson provided private Professional Development in regard to the Highway Heroes and Social Emotional Learning at St Joseph's, Expert staff were called upon to run sessions on Zones of Regulation, School Wide Positive Behaviour as well as Dojo Points. Both the Learning and Teaching Coordinator and Wellbeing Coordinator attended a multi-day professional development opportunity on various forms of Standardised testing. Both the Sutherland Phonological Awareness Test (SPAT) and The York Assessment of Reading for Comprehension (YARC) are standardized tests that assess student's phonological awareness and also their reading and comprehension skills.

In a new initiative, in connection with our Family School Partnerships Cluster (Me2ws), Chris Diacos a widely respected professional training and development consultant presented to the St Joseph's Community on 'How to create Resilience in our Children.' This presentation, question and answer opportunity was incredibly well received by the community with rave reviews on the practical strategies, well researched information and engaging presentation. Staff were able to embed strategies through their teaching to foster the resilience and grit within the classroom, while parents took home practical information in relation to setting expectations and goals for their children. As a result of the overwhelming success of the Chris Daicos' presentation, arrangements have already been made to invite Chris back to present to the community once again on another topic of interest.

Along with the many school wide initiatives implemented in 2018, Villages and individual Studio's continued to demonstrate the already established practices. Practices such as Celebration of Learning, Circle Time, INGOMA, Program Support Groups Meetings and Personalised Learning Plans continue to provide forums for our students, staff, parents and wider community to gather, have discussions and build on our great culture of community.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.6
Y02	93.6
Y03	92.3
Y04	93.1
Y05	94.5
Y06	93.5
Overall average attendance	93.4

NON ATTENDANCE

Parents and carers are contacted via phone “sms” and email if a child has not been at school by 10pm and no notification has been sent to the school. The classroom teacher, will follow up procedures if a child has been absent for more than two days. If no contact can be made, the Principal will follow up with phone calls and emails. Interviews may be conducted to discuss absences. The school endeavours to work with parents to minimise student absences.

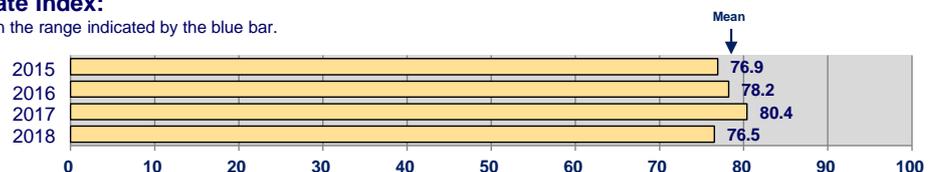
Parents are required to provide written notification after an absence and in the case of a holiday during the term, they are required to provide written information detailing date of departure, reason and date of return to school.

A process to monitor and follow up regular non-attendance forms part of the policy and involves varying degrees of intervention and response based on absences. Should attendance still be of concern despite discussions and strategies with families, and an Attendance Improvement Strategy will be implemented by the Principal. All correspondence is as per the policy.

Information through our newsletters and discussions with parents and posters about the importance of regular school attendance, ensure parents are aware of their responsibility and expectations.

Student Wellbeing Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



School Improvement Survey - Staff Data: Student Behaviour

<i>Indicator</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Student Behaviour Classroom	63.33	57.50	71.25	84.58
Student Behaviour School	63.89	56.75	66.67	79.33

School Improvement Survey - Student Data: Emotional Behaviour

<i>Indicator</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Student Morale	69.55	72.22	76.05	74.39
Student Distress	75.09	76.61	82.60	73.95
Connectedness to school	74.83	79.87	82.14	75.92

School Improvement Survey – Parent Data: Student Engagement

<i>Indicator</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Connectedness to school	75.71	87.04	88.10	95.00
Student Motivation	71.75	88.89	84.52	91.90

School Improvement Survey – Parent Data: Student Behaviour

<i>Indicator</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Student Safety	72.22	76.54	84.13	93.81
Classroom behaviour	43.93	42.59	75.89	86.90

Child Safe Standards

Goals and Intended Outcomes

- To develop and embed a formal and consistent structured approach to managing risks associated with child safety
- That a clear and consistent process is established if any child is identified as unsafe.
- That the child safety standards have active participation from all stakeholders: staff, students, families, Parish and the wider community.

Achievements

After consultation with all stakeholders we have completed and implemented:

- Child safety statement
- Code of conduct
- Child safety policy
- Risk management strategy
- Recruitment policy
- Mandatory reporting policy
- Working with children policy
- Professional development for all staff on child safety, mandatory reporting etc
- Dispositional curriculum
- Up to date record of all parents, volunteers and contractors etc with a WWC on SAS and sign in IPAD
- All contractors sign commitment statement
- Embedding of policies and protocols in everyday practice
- Human resource practices
- Student participation and empowerment and student agency strategies
- Child safety – risk management approaches
- Training of all teachers, non teaching staff, Parish staff and volunteers
- Implementation of “PROJECT – Identifying and Responding to all Forms of Abuse in Victorian Schools”
- Strategies, policy and protocols addressing the principle of inclusion
- Child Safety Team
- Engagement of staff, families, Parish community in promoting child safety
- Child safety procedures is stated at every Parent or Parish session

Leadership & Management

Goals & Intended Outcomes

To develop St. Joseph's as a vibrant inclusive Catholic Learning community.

- That staff capacity will develop in a professional learning culture with shared knowledge, skills and understandings to improve student outcomes
- That a shared understanding of St. Joseph's vision is enacted

Achievements

Our whole school approach to the ongoing development and sustaining of a Professional Learning Community has seen a number of areas as part of this strategy. Throughout 2018 the continued focus on professional learning to enhance and build teacher capacity has been maintained. The Catholic Education initiative – Visible Learning Collaborative Impact Project concluded at the end of 2017. This project aims to build teacher capacity using evidence to maximise impact on the learning of all. This project was designed to develop assessment capable students who know the learning, can describe where they are and use that information to select learning strategies to improve their work. *When students self assess regularly, track and share their progress, their confidence as learners grow. Their motivation to do well increases as does their achievement. Stiggins and Chappuis, 2010.* Students therefore, become engaged in a reflective review of their work, can set questions and create solutions and through peer assessment and self assessment can rework their learning. Our Collective - Evidence Based Learning consists of five schools. We decided as a group to continue to work together to build teacher capacity through various professional learning sessions throughout the year. Opportunities exists for all staff members to visit and work alongside other staff from other schools through this collective. It has had a huge impact on building teacher capacity, sharing resources and staff experiencing leadership opportunities through a distributive approach. We engaged Helen Butler, Principal of Keilor Views Primary to support us as a critical friend and to lead professional learning. Our focus in this area all year was to enrich learning opportunities for all through the learning model through the lens of feedback.

Weekly meetings with the Parish Priest, Leadership Team, and Professional Learning Teams promote and maintain a consistent approach that is transparent. These meetings ensure that charters, policies and structures are current and are focussed on collegial discussions and professional development. Staff committees such as Religious Education, Sustainability and other event committees were formed and organised various activities throughout our school year, such as the Parish Fete and Art Show.

We encourage, support and promote a culture that seeks evidence for action. We support and challenge colleagues to seek and critically evaluate new ideas and practices in teaching, learning and assessment. We have a shared responsibility for

monitoring and maintaining a positive school climate. Professional conversations are provided for teachers with a lens of goal setting. Each term teachers sit with the Principal and another leadership personnel discuss and formulate learning goals for teachers based on evidence that they bring with them to the conversation. The goal is based on the educational requirements of the children in their care. The teachers are also provided with a relational trust mentor that will support them throughout the year and provide feedback based on their goal.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

- Interactive Catholic Online Network (ICON)
- Developing a School Emergency Management Plan
- Mathematics – Expert Teaching
- Evidence Based Learning Collective
- Religious Education Network
- Colourful Semantics
- Social Justice and Catholic Identity
- Visible Learning – Impact Coaching, Evidence, Feedback
- Targeted Assessment
- Coaching sessions
- Intervention Framework
- Handling Difficult Conversations
- Record of Oral Language Analysis
- Discovery Based inquiry
- Pat R and Pat M Analysis
- Literacy Leader Clusters
- Wellbeing Networks
- First Aid Training
- Religious Education Networks
- Literacy and Numeracy Networks
- Deputy Principal Networks
- Principal Networks
- Principal and Parish Priest Networks
- Family School Partnerships Collective
- Curriculum planning
- NCCD professional development
- Expert teams

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

30

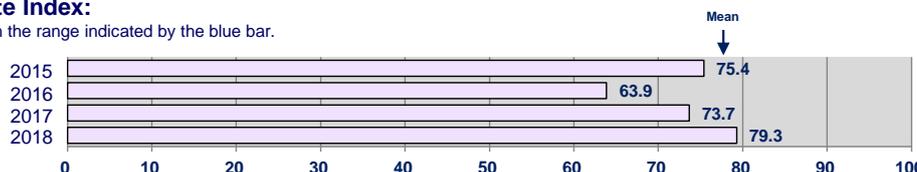
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2,347

TEACHER SATISFACTION

Teaching Climate Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.1%

STAFF RETENTION RATE	
Staff Retention Rate	80.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	10.0%
Graduate	20.0%
Graduate Certificate	5.0%
Bachelor Degree	50.0%
Advanced Diploma	30.0%
No Qualifications Listed	20.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	23.4
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	7.4
Indigenous Teaching Staff (Headcount)	0

School Community

Goals & Intended Outcomes

To build sustainable relationships within the parent community, local community and beyond in order to enhance student learning

- That we build and strengthen partnerships for learning with our school community and parish
- That we improve our connectedness to the wider community as an outward facing school to promote the St. Joseph's ethos.
- That communication with the school community is fostered and promoted to strengthen engagement.

Achievements

During 2018 St Joseph's Catholic Primary School has continued to strive for better connectedness to the wider community, increasing the inclusivity with students, parents, grandparents and the Parish and greater community. The school continues its dedication to the community with the ongoing position of a Community Leader. The Parent and Friends Association (PFA) is once again under the guidance and direction of the school leadership to ensure the PFA maintains its connectedness to the school and the School Vision.

The Welcome Barbecue was a major fund-raising event with an estimated 300 - 350 community members attending the evening and fostering the community spirit. Although fundraising was not the prime focus for the evening the inclusion of the Jumping Castle, Petting Zoo and Mini Golf all added to the great atmosphere with a sausage sizzle and fairy floss. This event always follows our Beginning of the Year Mass where our School leaders are presented to Father Martin and the community.

INGOMA continues to be reviewed and further improved to be more inclusive of parent input. The Celebration of Learning new format has also proven to be successful. Each individual year level is allocated a Celebration of Learning each term to organise. Classes are timetabled to lead Celebration of Learning and the school adopted a consistent framework for presentation. Feedback from these improvements has been positive with parents and the community feels even more connected to the school and students.

Interschool Sport continued regularly on Friday's for the Year 4, 5 and 6 students. The school ran a school-based Athletics Carnival which encourages students to represent and connect to their allocated Sport Houses. We also ran House Spirit points throughout the year which culminated at the end of the year giving Sports Carnival Cup as well as House Spirit Cup. Our swimming program has continued in Fourth Term at the King Swim Centre in Mernda, which in turn reduced the overall cost of the program but still offered the opportunity for our students to gain an understand and appreciation for water safety, while improving their swimming ability.

The ME2WS (Mernda, Epping, Epping North and Whittlesea) cluster continues to meet to discuss and refine the way schools encourage parents to not only involve themselves in school but engage themselves in their children's learning. Principals and Family School Partnership Leaders meet on a regular basis to drive learning and connectiveness to families.

We continued with PAIR reading with the Prep parents in Third and Fourth term on how to read at home with their children. The Little Joeys Pre-Prep Program has continued in Second Term with parents and pre-schoolers coming for an hour session and work with a Prep teacher. In Fourth Term, an intensive Little Joey's Program, ran for a series of eight lessons with a lens each week on a learning area. Two Orientation days are also offered along with a Graduation ceremony for the children where they are given a social story and a toolkit to take home to work on over the Summer break. Children are also allocated into their home groups for the following year.

The Helping Hands Program also continued, which targeted parents and carers which allow them to choose particular jobs and activities to assist with in studios.

2018 was the year for our Production – A Night at the Gallery. We held two nights for the Production at St. Monica's in Epping. Parents and carers came together throughout the year and formed committees for every area of the production from costumes to ticketing. Our Production Year Six Leaders supported and ran these committees, with the support of the teachers throughout the year. It was a wonderful success including a bake sale during intermission that parents donated

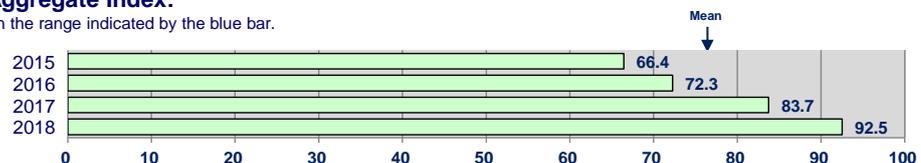
Mother's Day changed formats with a greater emphasis placed on the Mothers and Grandmothers spending quality time in the Village's with their children and grandchildren. Father's Day was celebrated with a Father's breakfast of a bacon and egg McMernda muffin served by the teachers. Father's and carers then accompanied their children back to the learning areas for Ingoma engaging with the children through prayer and activities.

Christ the Light Parish ran another Parish fete at St. Mary's Whittlesea. It was just unfortunate with the weather that postponed rides and other activities. St. Joseph's held its first Car Boot sale which raised money for more resources for the children. This also included a photo with Santa. St Joseph's Jaguars Basketball Club continues to develop and increase in size. Children are enjoying being connected to the school through sport.

PARENT SATISFACTION

Community Engagement Aggregate Index:

68% of Australian schools fall within the range indicated by the blue bar.



School Improvement Survey – Parent Data: Community Engagement

<i>Indicator</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Parent Partnerships	65.63	77.78	84.38	94.05
Approachability	74.89	80.56	88.69	94.40
Parent input	63.19	65.43	76.75	91.90
Reporting	59.28	59.88	83.93	88.73
School Improvement	66.99	77.78	84.23	93.57

School Improvement Survey – Teacher Data: Parent Partnerships

<i>Indicator</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Parent Partnerships	66.00	55.31	73.75	80.94

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