



St Joseph's School Mernda

2021 Annual Report to the School Community



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Contact Details

ADDRESS	44 Mernda Village Drive Mernda VIC 3754
PRINCIPAL	Marita Richardson
GOVERNING AUTHORITY	Melbourne Archdiocese Catholic Schools Ltd
TELEPHONE	03 9717 6480
EMAIL	principal@stjmern.catholic.edu.au
WEBSITE	www.stjosephsschoolmernda.org
E NUMBER	E1394

Minimum Standards Attestation

I, Marita Richardson, 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.

18/03/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

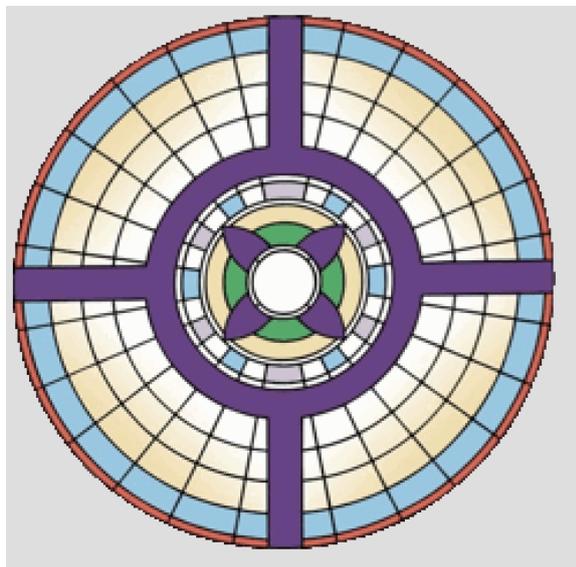
Marita Richardson

Marita Richardson

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

St Joseph's Catholic Primary School values a Catholic environment of educational excellence that ignites the imagination, develops good citizenship and creates a lifelong search for knowledge.



INQUIRE IGNITE INSPIRE ...
in God's presence

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 2021 currently has 389.

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 lifelong 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 based on evidence 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 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 cognitive 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 2019 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. Coming from our Review process, and in consultation with leadership, staff and our community, we designed three priorities for the next four years.

Priority one: That the school continues to embed the Catholic identity.

Priority two: Build the capacity of staff to lead evidence informed growth for students.

Priority three: Strengthen student and parent engagement in life at St Joseph's

Principal's Report

We began our year of 2021 with the theme of "We all stand on Sacred Ground". The theme is an opportunity to pay our respects as a school community to our country, honour those who work tirelessly and to share the stories of our community, especially with the knowledge of what came before in 2020.

This year has been another year of uncertainty, from a deadly pandemic that is still with us, to a global movement for racial justice to a shift in the world environment with global warming on every countries agenda.

All of these events has changed our thinking and our attitude to our lifestyle. So, throughout this year as was last year, we have experienced world shifting and major changing events. Throughout it all we have risen to the challenges and shown that we have worked together building a community of resilience and perseverance.

I am really proud to see the development of each and everyone and I am overwhelmed from the achievements and successes that everyone has created over this year whether it was through remote learning, lockdowns, back to onsite learning back to remote learning. Feeling like groundhog day over and over.

I am really proud to see the continuing development of our community, and I am overwhelmed from the achievements and successes that everyone has created over this unique year. I would like to take this opportunity to sincerely thank Father Martin and Father Jude for their continued support to our school community. In a year that was, Father Martin who was ordained as Bishop Martin Ashe continued to make us feel connected to our beliefs and faith. Throughout this year we have further cemented 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 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 COVID school year of 2021 with a continued focus on building relationships and improving student outcomes and agency through onsite and remote learning. 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 2021.

Learning is celebrated at St. Joseph's. The data and evidence clearly shows that students are engaged, have ownership and have an voice, choice and agency in their learning.

Thank you to all our parents, our carers, our extended families, the 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 the staff, who continually place the children at the centre of all that we do. I would especially like to thank our students, who surprise and delight us every day with their thirst for learning and the resilience and determination they bring to the school. They are inspirational as they enthusiastically join in our school life.

I look forward to working in partnership on your child's learning journey,

Marita

Education in Faith

Goals & Intended Outcomes

Goal: To promote a recontextualised and dialogical school

Intended Outcomes:

- That the school strengthens evidenced-based learning as a consistent whole school approach to learning and wellbeing that is clear in its non-negotiables, use of robust evidence and data analysis, expectations, monitoring and review to take the approach to a higher level of implementation
- That the school implements a systematic approach to staff observation and feedback and student's feedback on learning that will also contribute to building the professional learning culture of the school.
- That the school continues to enhance the Catholic identity of the school through a strategic strategy that develops faith knowledge as well as impacts on each person's spiritual and faith journey and their relationship with God.
- Develops explicit strategies that increase teacher, student and parent empowerment and participation in the life of the school.

Achievements

St Joseph's Catholic School continues to work in close partnership, to continually enhance its Catholic Identity and deepen 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, the Kinglake Community and the Parish Pastoral Associate along with the Parish & Associate Priests, 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 outgrown our small St Joseph's Catholic Church. In order to accommodate the number of parishioners, attending masses, all weekend Masses and selected weekday 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. This year has posed a challenge for our community to gather regularly to celebrate liturgical celebrations due to the Covid-19 pandemic. This has been an opportunity for our parish of Christ the Light to work and re-think creatively to keep our families and Parish community connected, during the imposed regulations of 'no gathering' for Liturgical celebrations. This has been achieved by offering mass and liturgical celebrations in an online forum through live streaming, pre-recording and reimagining how we offer these important events to our community. When the opportunity was presented to receive the Sacrament of Confirmation we were fortunate to have Father Martin confer the candidates; have a limited amount of family and live-stream it to the community.

We regularly use our St Joseph's prayer at morning INGOMA gatherings. Again, at different stages throughout this Covid-19 year, INGOMA was offered to our students and families in an online forum. When students were able to return to school and be onsite, Senior students were given an opportunity to 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 lifelong faith journey.

Our Religious Education curriculum and Pedagogy of Encounter at St Joseph's Catholic Primary School is faithful to the mission, the traditions and Catholic Identity of our school. These values are centred on relationships within the learning community. This pedagogy is applied throughout a collaborative planning process where teachers enter into dialogue as learners themselves to attend to their own religious formation and professional development. Following this our aim is to create deep learning and powerful teaching to animate learners in Religious Education. Teachers design learning experiences for students and consider possibilities for learning in a dialogical and recontextualised way that will progress student learning outcomes in line with achievement standards. Provocations, fertile and rich questions are posed as well as tapping into student questions so as to identify where to next in their learning. The 2020 year witnessed a greater reliance on technological resources, and websites such as 'Understanding Faith' and to Know Worship and Love online student books.

Throughout the year, professional learning in Religious Education was addressed on-line. As staff were planning, preparing, resourcing and delivering Religious Education for the students, they were also engaged in facilitated and collaborative dialogue with the Learning and Teaching Leader to increase student learning outcomes. In 2020 the school leadership included a Learning and Teaching Leader in Religious Education and a Leader in Sacramentality and Stewardship. This was in response to strengthening, deeping and extending our Catholic Identity with a holistic approach to Religious Education. We worked towards authentically integrating faith, life and culture with prayer life and sacramentality as well as addressing the Religious Education curriculum.

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. 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 is a thinking curriculum which extends students to higher levels of knowledge, understanding and functioning and enables teachers to develop professionally, both individually and as a staff. Following on from professional development, more work has been established on 'breaking open' scripture. We planned to introduce 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. This strategy is an approach that recognises scripture as more than simply words on a page. It allows the learner to know something about where the text has come from, the meaning of the text in its original context and how the text is used and interpreted in today's world. This strategy will continue to be ongoing and is beginning to be adopted throughout the school.

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 and is based on the Horizons of Hope - Pedagogy of Encounter.

The 2020 Sacramental Program has been quite a challenge due to the Covid-19 pandemic, however through open lines of communication within our Parish of Christ the Light and a reimagined approach, we have 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 regularly via online platforms to plan and design strategic approaches to cater for our students and their families in their Sacramental journey. While we continued to offer Registration, Information Sessions, Retreat Days and Family Formation Faith opportunities in a different format according to the restrictions and requirements placed upon us during the pandemic, Commitment and Presentation Sundays associated with the Sacraments of Eucharist, Confirmation and Reconciliation were invitational and responsibility for attendance was placed upon our families. Due to our density quotients this year and an inability to mix students and families from each setting i.e Nazareth Centre at Saint Joseph's, Anawim Centre at St Mary's and Saint Paul the Apostle at Doreen, all celebrations of the Sacraments were held at the respective setting. We are fortunate to continue to have the services of both Father Martin Ashe and our new associate priest, Father Jude Johnson to enrich our faith life in many various and relevant ways.

Each year we use a theme to connect our lives with our work. In 2020 it was "We are one, we are many!" This was a time to reflect upon the past, honour the present and plan for the future as a multicultural nation. At the start of the year we had time to engage with the theme through prayer and staff faith formation opportunities. We embraced this theme in 2020 as it also embodies our catholic traditions and catholic social teachings of justice, human dignity and hope for all . As we moved through the year we were invited to connect in a variety of different ways and draw upon the sense of community and resilience that St Joseph's thrives on.

During a non-Covid-19 year, classes are timetabled to lead our monthly Masses. Unfortunately these were unable to take place during 2020, however, links to our Parish Website where the live streaming of weekly mass and opportunity for engaging in online prayer were regularly sent out to our school community during remote learning as it was taking place. Therefore, due to Covid 19, adjustments were made to 2020 Ash Wednesday celebrations, so the students onsite were still able to engage in a Ash Wednesday prayer service and those students at home were presented with an online prayer service. Whole school celebrations, such as St Joseph's feast day, Opening School Year Mass and Stations of the Cross were severely affected during the Covid Year. When the students were able to engage in onsite learning throughout 2020, Social Justice Leaders and School leaders were continually given the chance to represent St. Joseph's School whenever the opportunity arose. Towards the end of the year when students were back onsite, our Social Justice and Stewardship Leaders led the school in engaging with Mission October and the Socktober Project.

Some of the ongoing opportunities for students to engage in prayer during INGOMA gatherings, which again, because of the Covid Year, needed to be created online were; Holy Week, Easter, Mother's Day, Father's Day, 'Feast of Fred', All Saints Feast Day.

In 2020 we continued with our School Choir and our choir leader, Raph Wong who is a member of Opera Australia and Victoria Opera. An opportunity was offered to all the community to join in with 'one voice' and contribute to the online STJ Blessing Project. This was a compilation of voices singing The Blessing Song which was then produced by Raph and sent out to the community.

The school newsletter has continued to be an effective way to connect to families and provide updated, comprehensive information about Religious Education, Sacramentality and Prayer. This has also been an opportunity to publish reflective prayers and readings connecting to the events of the time, particularly given the restrictions placed upon us during the Covid-19 pandemic.

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

VALUE ADDED

- Education in Faith leaders attend Network meetings and Parish meetings
- Parish sacramental sessions in joint celebrations, including Faith nights and student reflection days
- Whole school community liturgical celebrations
- Days of action, awareness and fundraising
- Regular meetings with parish, parish schools, Education in Faith leaders and principals.

CEMSIS (2019) and MACSIS (2021) indicate that there has been a decline in with all stakeholders in their perception of Catholic identity. COVID has had an impact overall in the participation of attending and also sacramental attendances.

Domain	MACS Average	2019	2021
Student perceptions about the Catholic identity of the school.	64%	53%	56%
Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life.	75%	87%	81%
Families' perceptions of and engagement with the overall Catholic identity of the school.	65%	100%	53%

Learning & Teaching

Goals & Intended Outcomes

Goal: To build the capacity of staff to lead

Intended Outcomes:

- The the organisational climate of St Joseph's will be further improved
- That a consistent approach to evidence based learning be visible
- That evidence based learning is supported by robust data and levels of evidence, non-negotiables, strategic intervention and consistent monitoring and assessment to improve outcomes for students, wellbeing and safety
- That staff, student and parent empowerment and participation is strengthened
- That the learning spaces are utilised more effectively and embed the philosophy and purpose

Achievements

Learning and Teaching at St. Joseph's has become a significant focus and area in which a continued pursuit of excellence is valued. Our teaching and support staff have navigated the challenges and complexities of two Covid-19 impacted years, and have embraced the 2021 motto of "We all stand on Sacred Ground". In the context of Learning and Teaching, this has revolved around reconnecting students with aspects of school life and procedures that ensure they are ready to learn and receptive to quality teaching. Continuing on from identified wellbeing needs throughout 2021, a value has been placed on wellbeing and a Positive Behaviour for Learning approach has been adopted in readiness for the 2022 school year. Wellbeing remains a priority for Teaching and Learning, and staff will have the opportunity to engage in professional development around PBL, as well as adopting BSEM "Ready to Learn" strategies to support engagement and learning within the classroom.

St. Joseph's staff continued to embed an Evidence Based Learning Structure and Framework, with an emphasis on Literacy and Mathematics. This has continued to engage our students' with their learning. Staff have, and will continue to have opportunities to engage in professional development around high-impact teaching strategies and the implementation of these in their practice. Maintaining engagement and a positive approach to learning will be continually embedded through promotion and implementation of the school dispositional curriculum and framework.

The continued use of dispositional characters has supported our students in an understanding of what learning means to them as individuals. With the transition back to a more traditional school year, this has been valued highly. The uncertainty of students and families needing to isolate for periods of time, has come with challenges to the Learning and Teaching sphere. The dispositions remain a vital framework that we embed to assist in managing the challenges that come along with this aspect of school life. Staff and students have developed a consistent language when discussing dispositions and growth mindset, with concepts such as the Learning Pit underpinning our approach to setting high expectations for our students.

As an Evidence Based Learning school, our continued focus has been on impact by design, and utilising data and evidence of student achievement to drive our learning and teaching. We have explored concepts such as Surface to Deep to Transfer learning, and are implementing high-impact strategies at each phase of student learning to ensure that no learner is left behind, and all learners progress through a well-designed learning sequence. Planning documents have been reviewed to ensure teacher and student clarity within lessons. Learning Intentions and Success Criteria have become embedded practice over a number of years at St. Joseph's and we continue to build on how to effectively use these to set up clarity and promote assessment-capable learners. The 2021 Assessment Schedule was reviewed for 2022, with a particular focus on gathering quality data that drives teaching and learning. Continued Professional Development has been undertaken by teachers at St. Joseph's, in the form of Agile Leadership with Dr. Simon Breakspear, which is impacting our staff capacity to lead. Through our identified area of focus in Mathematics, we have been part of the Maths Intensive Partnerships, through MACS. This has assisted us in developing cohesion in our Mathematics focus as a school, and to lead teacher capacity through engagement and delivery of the Mathematics curriculum.

Facilitated Planning has been implemented on a weekly basis and remains to be a priority. This approach will promote a shared understanding of the planning process, and aim to improve collaboration and a data-driven approach to planning for quality teaching and learning.

The role of the Literacy Leader has continued with a focus on Foundation - Year Six. She has continued to attend online professional learning around classroom practice and disseminate this information to all staff members via Google Meets. The Literacy Leader has also provided online professional learning and assistance with planning and documentation for teaching teams and individual teachers. At the start of 2021, St Joseph's further broadened its use of online platforms by extending the Wushka subscription to include access to decodable reading material which complemented the existing balanced approach to literacy learning. Additionally, the subscription to Essential Assessment had been extended to include My Literacy. The new programs, together with existing online programs (Get Epic, Study Ladder, Kids News, ABC Education, Word Art, Flip Grid, and Inquisitive) provided support for students, teachers and families during remote learning. Literacy Intervention continued during remote learning for students who had been identified as needing additional support with their literacy learning. Staff used Levelled Literacy Intervention (LLI) to support the delivery of a personalised and differentiated curriculum. The Literacy Leader worked in collaboration with the Leadership Team to provide at-school support for students who attended school during lockdown.

The role of the Numeracy Leader has been to work alongside teaching staff in a collaborative, professional role. Their aim was to develop teacher capacity to both enable and extend students through targeted teaching at the Zone of Proximal Development to increase their capabilities as a learner and to improve learning outcomes. The Numeracy Leader analysed teacher data to provide professional learning in Professional Learning Teams and a Whole-School Closure Day that related to identified staff needs such as student engagement, differentiation and open-ended learning opportunities. This learning has been implemented into teacher planning documentation and practice. Outsourced professional development has also been a priority, the Numeracy Leader has transferred professional learning from the Monash - Masters of Mathematics Leadership to support development in mathematics teaching and learning in our school context. There are further professional learning opportunities for the Mathematics Team which has a

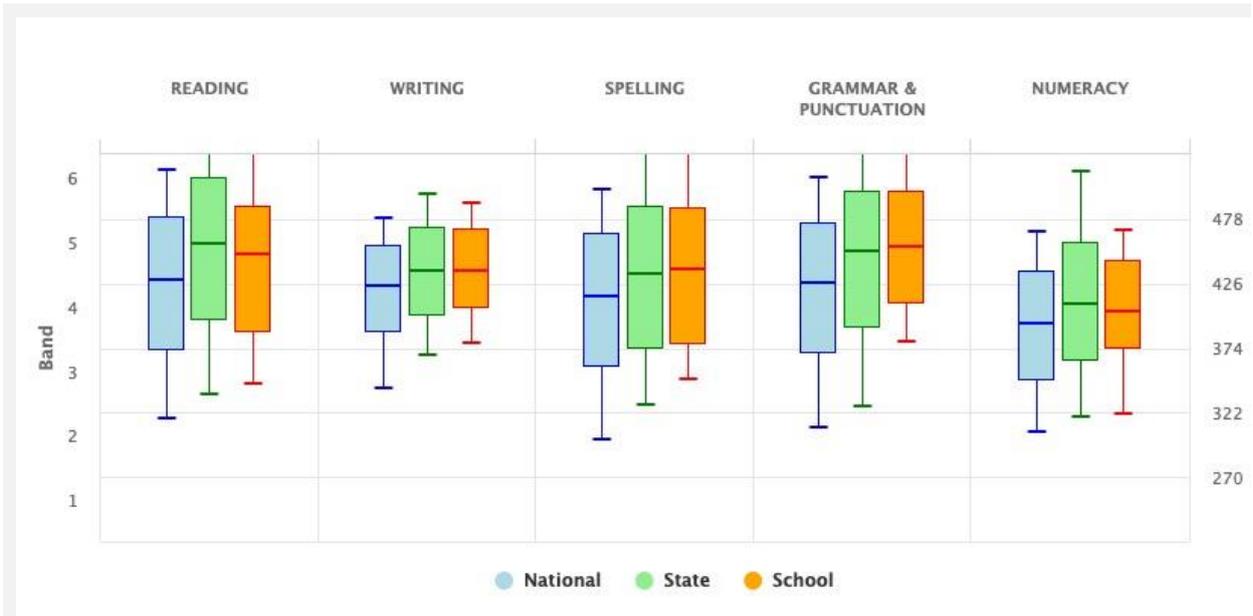
representative from each year level through MACS to increase pedagogical and specialised content knowledge. Whole school and team planning sessions focussed on analysing and using data obtained from sources such as PAT Mathematics, pre and post assessments and Early Years Numeracy Interview data to inform teaching and identify student understanding, learning goals and growth. Teachers have also been supported in their professional learning through Professional Learning Teams (PLTs), facilitated by the Learning and Teaching team, focussing on curriculum development, assessment and reporting and using digital technology to enhance student learning. These have provided an opportunity for capacity building and teacher efficacy in the learning and teaching of Mathematics.

The ongoing challenges of living with Covid-19 has presented the staff, students and families with a need to work together and reconnect in a mutually supportive way. These challenges have been met with resilience, understanding, courage and creativity. Staff continue to look for opportunities to support, engage and challenge students in their delivery of a curriculum that is designed with student learning and growth at the forefront. Through continuing to explore ways in which we can grow in our understanding of Evidence Based Learning approaches, we feel that we are setting our students up for success in not only becoming assessment-capable learners, but also lifelong learners who value challenge and growth within themselves.

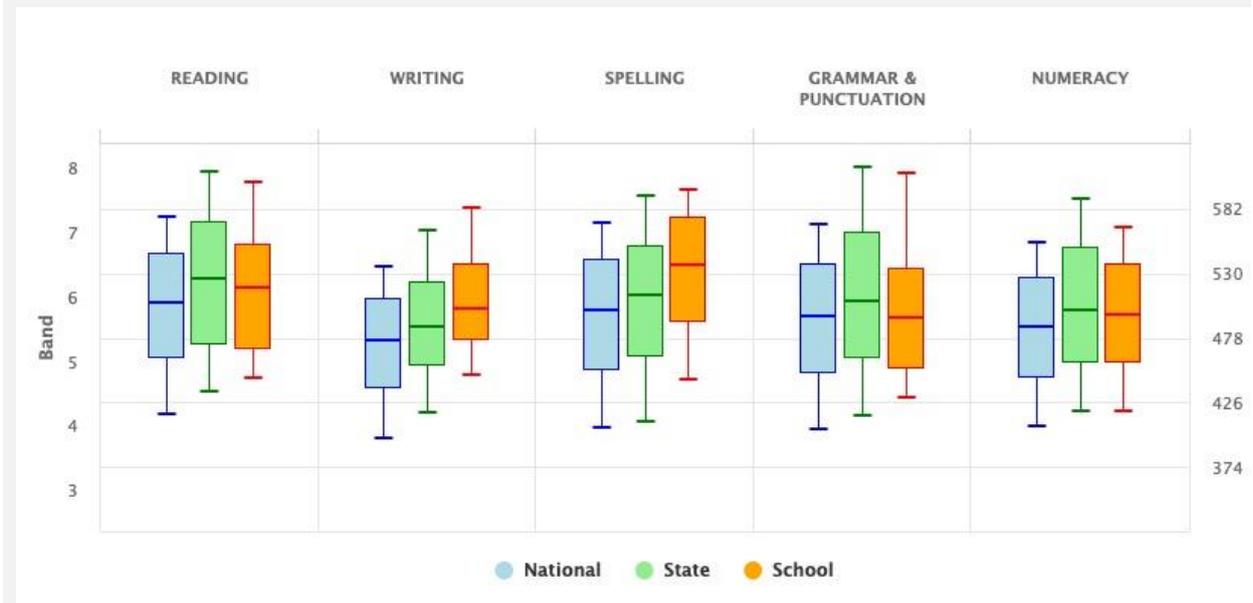
STUDENT LEARNING OUTCOMES

Throughout 2021, staff engaged in summative and formative assessment to track student progress. Assessment schedules were reviewed to ensure whole-school consistency in gathering student data that assists teachers to make ongoing judgements for learning and growth.

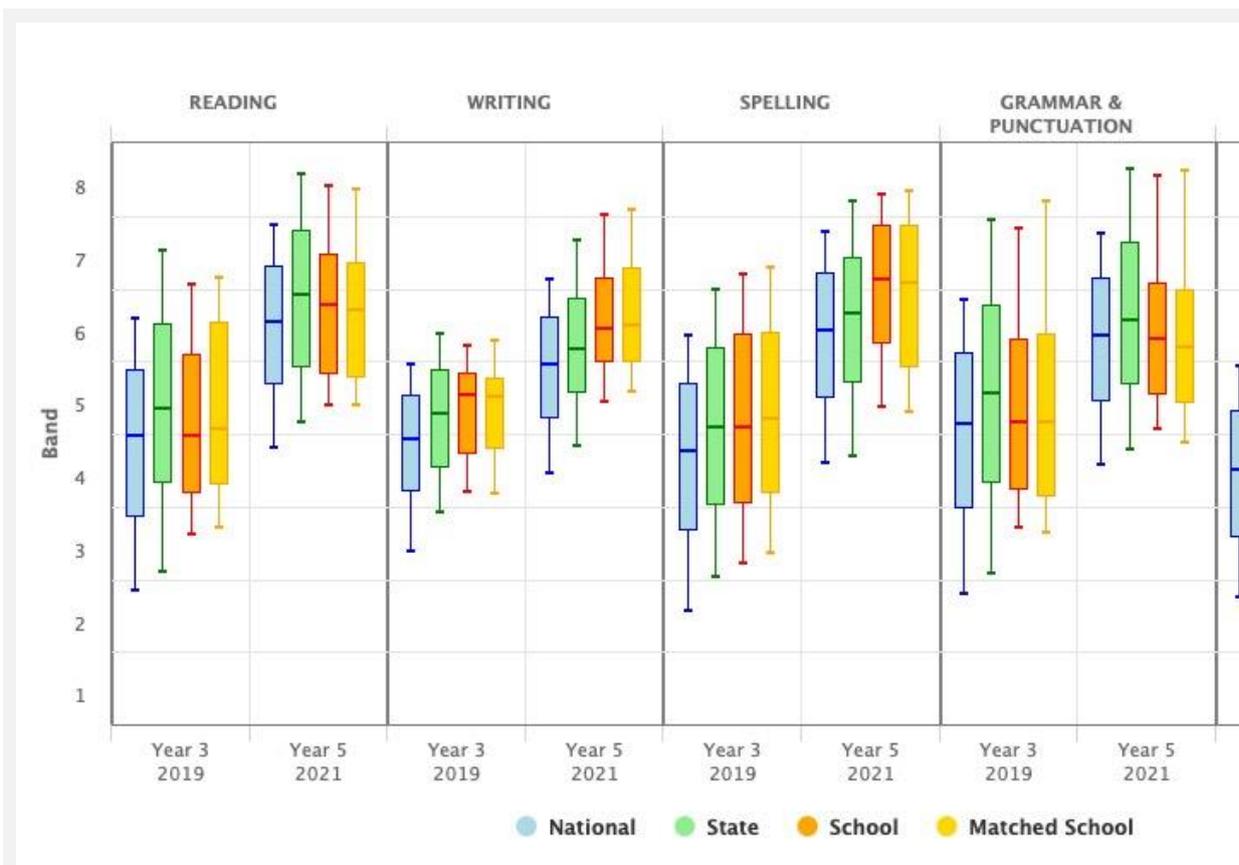
The Naplan School Summary Report 2021 for Year 3 indicates that our school is well within the range of State and National in all learning areas. Numeracy and Writing, however, although within the range, the children at the top of the Box and Whisker graph need to be extended compared to the State.



The Naplan School Summary Report 2021 for Year 5 indicates that our school is within range of State and National in all learning areas. Writing is well above both State and National.



The Naplan School Comparison Report 2021 describes the growth of students in Year 3 in 2019 and the same cohort in Year 5 in 2021 represented by the yellow box and whisker graph. Overall, the students have made gains over the two-year period. On average, we are above the State and National in the learning areas of Writing, Spelling and Numeracy.



MACSIS student survey data indicates that even though we are below MACS average we have had a decline from 2019 to 2021 and we can make a valued and informed decision from other sources that COVID has had an impact on the learning of students.

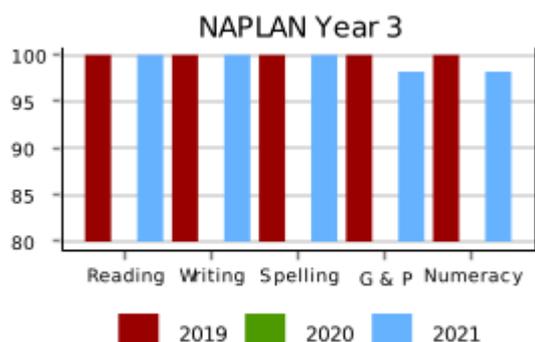
Domain	MACS Average	School 2019	School 2021
Rigorous expectations: How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	80%	73%	70%
School climate: Perceptions of the social and learning climate of the school.	67%	63%	54%
Learning disposition: Students' mindset about themselves as learners.	74%	70%	60%
Student voice: The extent to which students feel they have opportunities to have an impact on their school.	58%	54%	54%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	98.2	-
YR 03 Numeracy	100.0	-	-	98.2	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	100.0	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	97.1	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	95.7	-	-	97.1	-

* 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.



Student Wellbeing

Goals & Intended Outcomes

Goal: To strengthen student and parent engagement at St Joseph's

Intended Outcome:

- That the social and emotional wellbeing of all students will improve academic resilience in students.
- That family school partnerships will be strengthened.

Achievements

2021 was yet another COVID interrupted year. Lockdowns and numerous disruptions to the year meant the focus for the Wellbeing sphere was to be consolidating and improving on practices from 2020.

The School Wide Positive Behaviour (SWPB) framework at St Joseph's Mernda was further strengthened and embedded as part of the continued efforts to provide structure and predictability to the community. The Matrix of expected behaviour was revisited and reconstructed with the help of members of the community, school staff and student agency leaders. The Matrix was further simplified to reflect the current needs of the community. A greater emphasis was placed on data collection and the analysis of this data to help predict and understand the impact of COVID on our school students.

The Social Emotional Curriculum was also further strengthened with the participation in the Resilience Project. The Resilience Project delivers engaging programs to schools providing practical, evidence-based mental health strategies to build resilience and happiness. The Resilience Project targets students using engaging presentations, activities, and wellbeing journals to help share the benefits of Gratitude, Empathy and Mindfulness. Emotional Literacy is also addressed within the program linking in nicely with Physical Health education and activities as they are foundational contributors to positive mental health.

To support the Resilience Project, we continued to work with and embed the Zones of Regulation Program school wide and the Highway Heroes in the junior year levels. These programs help to create and teach students the importance of self-regulating their emotions, leading to calmer more emotionally adjusted students.

To support our students and the staff at St Joseph's, Julie-Anne Pinney continued her fantastic work as the school counsellor. 2021 we were able to secure Julie-Anne for an additional day each week to help cope with the increase in demand and prevalence of stress and anxiety amongst our entire St Joseph's community. Julie-Anne worked in a variety of ways including one

to one counselling, small group sessions, classroom breakout sessions and with parents from our community. Julie-Anne had also begun visiting and assisting the preps with the Little Highway Hero's programs and their transition into schooling at St Joseph's.

Following on from the previous years the National Consistent Collection of Data (NCCD) identified adjustments made for those students with disabilities. The NCCD process requires the school to collect data that identifies those students with disabilities, the adjustments the school makes for those students to access the curriculum and the frequency and intensity to which those adjustments occur. Once again, the process was severely impacted by the COVID lockdowns, and the adjustments made became even more heavily reliant on the use of technology and small focus groups.

Our pre-Prep program was unfortunately cancelled due to the lockdowns; however, we were able to complete the Little Joeys program online. This provided a unique opportunity to meet and welcome the 2022 prep students and families. Although this was very difficult in an online space it was important to make the early connections with the families.

Upon returning to face to face teaching the wellbeing and social skills of students were again prioritised to ensure that strategies and consistent approaches to reengaging students were in place. As mentioned above, Programs and strategies such as The Resilience Project, Zones of Regulation, the School Counsellor, and a whole school approach to providing social and wellbeing opportunities to resettle the students was emphasised.

VALUE ADDED

Throughout 2021 our school maintained a Feel Good Friday which focused on students emotional and social wellbeing. This came from feedback throughout the time in relation to surveys conducted.

Our counsellor, Julie- Anne, also supported the students and families throughout the year that were onsite and or in remote learning. .

Our focus strategies of High Way Heroes and Zones of Regulation etc also supported students throughout the year. This year we also engaged students in The Resilience project. Parent education was also a factor to support parents in the continuing impact of COVID through online platforms such as Cyber Safety and The Reilience Project.

Our fortnightly newsletter reflects our focus on the wellbeing of all our students with articles and tips to support parents and children with well-being

STUDENT SATISFACTION

During 2021 our school conducted a variety of surveys with students and families in relation to their experiences during remote learning. We modified our delivery of service for both children and families onsite and offsite in relation to the comments and reflections received.

Our school also used a variety of summative and formative assessment including the ACER Progressive Assessment Testing for Social-Emotional Wellbeing Survey to support students.

MACSIS Survey data indicates that we are below the average and overall have declined. When we triangulate the data The impact of COVID on the well-being of students has had a major influence on the satisfaction of students.

Domain	MACS Average	School 2019	School 2021
Teacher-student relationships: The strength of the social connection between teachers and students, within and beyond the school.	76%	72%	63%
School belonging: How much students feel they are valued members of the community.	75%	67%	60%
Student safety: Perceptions of student physical and psychological safety while at school.	62%	49%	51%
Enabling safety: Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.	56%	45%	48%

STUDENT 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.

All attendances are recorded through ICON

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.3%
Y02	93.9%
Y03	95.8%
Y04	92.2%
Y05	96.1%
Y06	95.6%
Overall average attendance	95.1%

Child Safe Standards

Goals & Intended Outcomes

Goal: To continue to develop and embed a formal and consistent approach to managing risks associated with child safety.

Intended Outcomes:

- 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

Our policies and procedures take into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in the Ministerial Order No. 870. There are seven minimum Child Safe Standards with an overarching principle of inclusion which applies to each of the standards.

After ongoing 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
- An up to date record of all parents, volunteers and contractors with a Working with Children Check, where they sign into school using VPass on the 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
- Child Safety Team
- Engagement of staff, families, Parish community in promoting child safety
- Child safety procedures is stated at every Parent or Parish session
- Student participation and empowerment strategies
- All staff applying for positions at St. Joseph's must fill in appropriate documentation as part of the application
- Strategies, policy and protocols addressing the principle of inclusion

Leadership & Management

Goals & Intended Outcomes

Goal: To build the capacity of staff to lead.

Intended Outcomes:

- That the organisational climate of St Joseph's will be further improved
- That a consistent approach to evidence based learning to be visible
- That evidence based learning is supported by robust data and levels of evidence, non-negotiables, strategic intervention and consistent monitoring and assessment to improve outcomes for students, wellbeing and safety
- That the learning spaces are utilised more effectively and embed the philosophy and purpose
- That staff, student and parent empowerment and participation is strengthened.

Achievements

Our whole school approach to the ongoing development and sustaining of a Professional Learning Community has seen a number of areas improve as part of this strategy. Throughout 2021 we continued to focus on and maintain professional learning to enhance and build teacher capacity. This was even more prevalent throughout the continued COVID issues that were raised in 2021.

We maintained the Leading the Learning Collaborative throughout 2021. This project aims to build teacher capacity through collective efficacy using evidence to maximise impact on the learning of all. This project is 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. This Collective - using 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. We provided opportunities for all staff to work alongside each other and other staff from the collective to plan design and network. This had a huge impact on building staff capacity and building staff efficacy. This forum for sharing resources and staff experiencing leadership opportunities through a distributive approach has maintained and supported them, especially through COVID. We believe we maintained the status quo while being creative in the ways and means of delivery and enabling staff to build capacity to lead. We also engaged Helen Butler, to support us as a critical friend and to lead professional learning. Our focus all year was to enrich learning opportunities for all through the learning model through the lens of feedback though a variety of avenues such as facilitated planning and learning walks.

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 developed. Committees and teams were formed and organised to create and promote various activities throughout our school year, especially in maintaining and maximising connections throughout remote learning.

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 through a lens of goal setting and action research. Each term staff sit with the Principal and another leadership personnel to discuss and formulate learning goals 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 staff are also provided with a relational trust mentor that will support them throughout the year and provide feedback based on their goal. Staff recognise that they are supported by school leadership through the implementation of planning days each term, a meeting free week once a term, facilitated planning and learning conversations.

The leadership team aspire to a model of distributive and instructional leadership and there is an evidence of leaders and staff collaborating. St. Joseph's also has a procedure of staff shadowing leaders to gain capacity and in turn a succession model of leadership.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional Learning Activities via various platforms including webinars etc, that staff has undertaken in 2021 are:

- Interactive Catholic Online Network (ICON)
- Maintaing and developing a School Emergency Management Plan
- Mathematics - Expert Teaching
- Evidence Based Learning Collective
- Religious Education Network
- 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
- Wellbeing Networks
- Early Childhood Networks
- Learning Diversity Networks
- Mernda Community Networks
- First Training Aid
- Literacy and Numeracy Networks
- Deputy Principal Networks
- Principal Networks
- Principal and Parish Priest Networks
- Family School Partnerships Collective
- Curriculum planning
- NCCD professional development
- Creating a Culture of Thinking - Ron Richart
- Understanding the Achievement Standards in the RE curriculum
- NAPLAN online professional learning and analysis workshop
- Cert3-LSO
- Dan Pietro for behavioural management
- HALT assessor training
- Cyber Safety
- Duty of Care
- Mandatory Reporting
- Reportable Conduct

Number of teachers who participated in PL in 2021	48
Average expenditure per teacher for PL	\$114

TEACHER SATISFACTION

MACSIS data indicates that overall teachers are satisfied as we are well above MACS average.

Domain	MACS Average	School 2019	School 2021
School climate: Perceptions of the overall social and learning climate of the school.	80%	84%	86%
Staff-leadership relationships: Perceptions of the quality of relationships between staff and members of the leadership team.	81%	85%	89%
Psychological safety: How safe it feels to take risks and make mistakes in this school.	65%	75%	77%
Professional learning: Perceptions of the quality and coherence of professional learning opportunities.	55%	57%	63%
Collaboration around an improvement strategy: Perceptions of the coherence of the school's improvement strategy.	65%	53%	75%
Collaboration in teams: How well teachers work together in teams to improve teaching and learning.	70%	63%	82%
Support for teams: Teachers' perceptions of how well school leadership sets the conditions for teams to collaborate effectively.	68%	70%	78%

Collective efficacy: Teachers' perceptions that staff at the school have what it takes to improve instruction	80%	88%	85%
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	92.7%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.5%
Graduate	15.8%
Graduate Certificate	10.5%
Bachelor Degree	73.7%
Advanced Diploma	31.6%
No Qualifications Listed	5.3%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	32.0
Teaching Staff (FTE)	27.6
Non-Teaching Staff (Headcount)	18.0
Non-Teaching Staff (FTE)	19.1
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

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

Intended Outcomes

- 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 2021 St Joseph's Catholic Primary School has continued to strive for connectedness to the wider community, increasing the inclusivity with students, parents, grandparents and the Parish and 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.

In 2021, instead of a whole school Welcome Barbecue, we hosted Year Level Welcome Barbecues, as a way to gather the community in a COVID-19 safe manner. Each year level prepared a performance or activity to share with their families on picnic rugs on the Village Green. These events were a huge success with lots of parent turnout on each day. This was particularly evident in the younger year levels where parents missed out on attending school events in Prep and Year One due to lockdowns and restrictions.

Due to COVID-19 we continued to have restructured communication platforms for our community as we once again entered into the online learning environment. The leadership team reinstated the online platforms for our community, which consisted of Google Classroom, Google Docs and Google meets. These platforms were both available for online learning, parent meetings as well as further community events. There were also a variety of apps made available such as the Skool bag app and Class Dojo Blog that kept our parents well informed throughout the year.

To enhance parent engagement and allow parents to be informed about their child's growth in learning, we implemented our parent conversations via the Google Meet platform, mid-year before reports had been sent home. Parents and teachers came together to celebrate successes and set future goals.

INGOMA continued online every morning during Remote Learning of which further improved student attendance and input while they were learning from home. Towards the second half of the year we organised some social gatherings online such as Footy Day activities per year level and a staff and parent trivia night. The purpose of each was to maintain a sense of community and togetherness during this time spent at home.

In Semester Two, we continued our online Little Joeys Program where parents met with school leaders and the prep teachers. The sessions were aimed at getting to know the families as well as the children that were enrolled in our school for 2022. The Little Joeys Graduation was held onsite at the end of the year to celebrate the achievements of our future prep children. Children were sent in the post a social story and a toolkit to take home to work on over the Summer break. Children were notified of their Home Group classes for 2022 at the Graduation ceremony.

A number of special days, including Wellbeing Fridays of which were a whole school initiative during remote learning, 100 days of Prep, and House Spirit day were also celebrated. These days were not only aimed at the students working from home but also engaged parents, siblings and families to join in. Other activities that involved the school community were:

- Beginning of the year picnics for each year level and their families
- Book Week Parade
- House Spirit Days
- St Joseph's Feast Day
- Athletics Day

PARENT SATISFACTION

MACSSIS data indicate that overall parents are satisfied with our school as we are above the MACS average. However, there has been a decline from 2019 and 2021 indicating from other surveys that COVID has had a huge impact on parents feeling connected to the school.

Domain	MACS Average	School 2019	School 2021
Family engagement: The degree to which families are partners with their child's school.	47%	92%	60%
Barriers to engagement: Factors that can hinder a family's interaction or involvement with their child's school.	64%	100%	63%
School fit: Families' perceptions of how well a school matches their child's developmental needs.	76%	100%	71%
School climate: Families' perceptions of the social and learning climate of the school.	85%	100%	91%
Communication: The timeliness, frequency, and quality of	74%	100%	76%

communication between the school and families.