



# St Joseph's School Chiltern

## 2022 Annual Report to the School Community



Registered School Number: 367

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## Minimum Standards Attestation

I, Jenny Hogan, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

17/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director Catholic Education Sandhurst Ltd

Catholic Education Sandhurst Ltd

## Vision and Mission

### IDENTITY STATEMENT

At St Joseph's we are a welcoming Catholic community, where every child is safe and is nurtured and empowered to realise their potential.

### VISION STATEMENT

At St Joseph's we strive to:

- Model and live the teachings of Jesus
- Encourage action for Social Justice and hope for the future
- Educate and nurture the whole child spiritually, academically, socially, emotionally and physically
- Provide an engaging and challenging learning environment that encourages excellence and lifelong learning
- Develop students who have respect and care for God's creations and the need for sustainability

## School Overview

St Joseph's Chiltern seeks to live out our motto: Living, Loving, Learning

Situated near the Chiltern-Mt Pilot National Park, our students learn in and about the natural environment and are committed to sustainability and care of Creation.

St Joseph's works consistently to ensure that there is a strong sense of community. We endeavour to provide the best possible learning environment for all children, where their individual talents, abilities and strengths are valued and respected.

In 2022, we had 33 learners across three classes - Foundation, Year One & Year 2, Year 3 & 4 and Year 5 & 6. We had a staff of 8, consisting of Principal, three classroom teachers, two learning support staff, one administration officer and one specialist teacher for Visual Art and Italian.

With passed interruptions to learning we are even more determined to bring the attention back to explicit learning with a focus on the areas of Spelling and Writing, while keeping the wellbeing of the students always at the heart of practice. As a school we have a strong focus on SWPBIS (School Wide Positive Behaviour in Schools) and coming out of the last two years we needed to make sure that this was consistent across the school and the expectations visible and taught.

## Principal's Report

### Annual Principal's Report 2022

This year 2022, we were free of lockdowns which the community were relieved about. We also completed our major building refurbishment and landscaping.

This year we were very excited to begin our major building works, which also needed extra patience and flexibility. Our staff and parents need to be congratulated on a wonderful year, in trying to get back into routines and some normality. We had to keep reminding ourselves that not everything needs to be the same. Our staff have been outstanding, in their commitment to our students continued learning.

There was great enthusiasm in getting back into the community events. It was so satisfying to have parents back in the buildings and joining in with classroom activities. Whilst the building project did make some spaces difficult, we seemed to manage very well.

We began the year with family sports night and movie night, which were both well attended. We also offered opportunities to join in with whole school assemblies, classroom activities and performances throughout the year.

I again would like to express my sincere appreciation to the staff, especially during the building project for their continued hard work towards making great things happen for our students and our school. This is also complimented by a supportive Education Advisory Council, Parish Priest and a dedicated small Parents and Friends Group.

Jenny Hogan

Principal

## School Advisory Council Report

### St. Joseph's Chair Report

After a year of disjointed stops and starts to student education it was nice to have the student cohort back in the school on a more permanent arrangement or as it would be known - the new normal. Although restrictions were over there were still Covid-19 testing processes for the students and families to adhere to. COVID test kits were a common item in students school bags, and masks on faces were still common practice.

We managed to begin the process of re-engaging families back into school situations including the annual family sports night and school assemblies. While students were back, the school was well into its rebuilding project both inside and out, concentrating on getting all students under the one roof and enhancing our appeal to future students and families.

The re-engagement of students with traditional learning practices was enhanced through the school's leadership and experienced staff, re-establishing programs and routines giving certainty to the students and indirectly to their families. Providing new learning opportunities for the students is always important and in a small school this happens in many ways whether it be through collaborative teaching arrangements or through venturing out into the community to engage with local groups, ie. The Mens Shed, Anzac Parade, Mini Vinnies and Street Party. All of which provide new learning opportunities and engagement in both community events and instilling social behavioral norms.

Re-establishing routines also extended to the Parents and Friends group offering Easter Raffles, Mother's & Father's Day stalls and Christmas Hampers as well as the very popular school disco – further proof that the school is certainly coming out of the COVID Pandemic with strength and resilience ready to take on 2023.

Matt Williams

Education Advisory Council Chair

## Catholic Identity and Mission

### Goals & Intended Outcomes

- Analysis ECSI Data Survey and develop a plan based on strengths and needs
- Staff to develop a common understanding of ECSI language related to dialogue, recontextualization
- Celebrate liturgy/ and or Mass with community
- Mini Vinnies students form a vision and take action
- Provide staff spirituality day and PL

### Achievements

Miss Kerrie Hill, our Senior Leader of Catholic Identity/Religious Education, is always thinking of opportunities for our community, staff and students to be welcomed and nourished by our Catholic Faith.

We have slowly made our way back into the church and have celebrated liturgies and Assumption Day with the parish.

Our weekly assemblies continue with a focus on prayer and an opportunity to acknowledge students who have followed our PBIS expectations. Our parents have been encouraged to attend again, to be part of this gathering and celebrating achievements together.

All the teachers have continued to work on ways to link the 'Source of Life' document and our Inquiry Units. It is something we keep refining, and time is allocated to plan and evaluate each term in scheduled meetings.

The Mini Vinnies team have had an active presence in our school, facilitated by Kerrie along with our Social Justice leaders. This year we raised awareness, through the Caritas K's as an action to raise money for others along with our Christmas contributions to St Vincent de Paul.

We have also had a continued focus on our Indigenous perspective with the acknowledgement read at all gatherings with students and parents. Debbie Wall has had great input again into resources and displays that promote our understanding for reconciliation and justice. We had the commissioning ceremony for our FIRE Carriers this year and together as a staff developed the FIRE carriers covenant.

## VALUE ADDED

- Welcoming parents back into the school through assemblies and liturgies to participate and be part of our faith community.
- Through our Social Justice platform empower students and take actions to increase an awareness and understanding of others in our world
- All staff are now FIRE (Friends Ignite Reconciliation Education) carriers
- Complete and share the FIRE carriers covenant with staff and the wider community

## Learning and Teaching

### Goals & Intended Outcomes

Develop staff capacity in Teaching and Learning in the area of Reading, Writing, Speaking and Listening to improve student outcomes

- Agenda professional reading to depth understandings and implementation of evidence based practice through PLT (Professional Learning Team)
- Keep the Spelling on the agenda for PLT's and evaluate scope and sequence
- Begin to develop a writing scope and sequence
- Use Science of Reading and Language as a catalyst for change- particularly in the area of writing-
- Investigate the next level of PL for SOLAR or other relevant PL

### Achievements

- Used 'The Writing Revolution' as a guiding text for writing across the school to achieve a consistent start
- Implemented a consistent spelling Scope and Sequence across the school for daily practice and daily review
- Analysed spelling progress with the use of PAT spelling to monitor growth
- All teaching staff were present for four sessions with Professor John Munro Professional Learning (ACU)

### STUDENT LEARNING OUTCOMES

We have identified the areas of spelling and writing as an area to focus on in 2022 in addition to this we developed a whole school Scope and Sequence for Spelling. The spelling across the school has shown growth and consistent writing has made a difference.

The students at St Joseph's set learning goals to allow for ownership of their learning and with the support of teachers to guide the students in ways to improve their identified areas and this is presented to parents. As well as these goals, students who require more support have a Personalised Learning Plan which is devised in consultation with their parents each term.

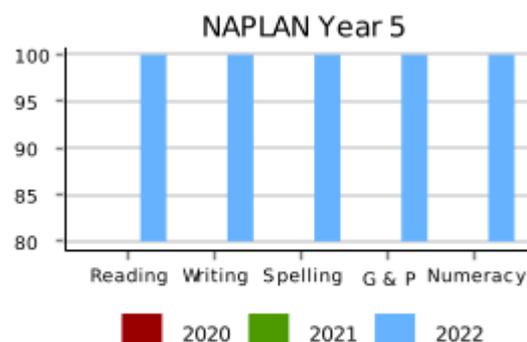
Our Naplan Data for Year 3 between 2021 and 2022 showed a slight drop in all areas, however in Year 5 between 2021 and 2022 we showed significant growth in all areas. In Spelling and Numeracy we were above the State average and at the same level as the State in Punctuation and Grammar. In reading we were above the National average and just below the State average. In Writing we made significant growth between 2021 and 2022 but were below the State average.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	**	-	**	**
YR 03 Numeracy	-	100.0	-	**	**
YR 03 Reading	-	**	-	**	**
YR 03 Spelling	-	**	-	**	**
YR 03 Writing	-	**	-	**	**
YR 05 Grammar & Punctuation	-	**	-	100.0	**
YR 05 Numeracy	-	**	-	100.0	**
YR 05 Reading	-	**	-	100.0	**
YR 05 Spelling	-	**	-	100.0	**
YR 05 Writing	-	**	-	100.0	**

\* 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

- Continue our PBIS- strategies with whole school rewards and two-part praise
- Introduce new spaces with the building grant and landscape design
- Consider through lines with RR and PBIS
- Invite Galen students back in to support units in Senior level
- Introduce Seasons kids' program to address the areas of loss and grief

## Achievements

Catholic Identity is at the core of everything we do and works alongside our Respectful Relationships and PBIS (Positive Behaviour Intervention in Schools) school expectations, which has proved to be very successful. Our Year 5/6 students were invited to be part of the Respectful Relationships voice forum at Galen College in Wangaratta, which allowed for an opportunity to work alongside a neighbouring secondary school and to present to a bigger audience.

We have also introduced 'Peaceful Kids' after having all the teachers and learning support staff trained.

As part of the wellbeing programs, we ran the Seasons Program which was offered to students that had experienced grief or loss. We were also able to offer 'In the Groove' to our Year 4–6 students, Men's Shed and Transition Night where past students were invited to be on a panel and the 'Creative Lands' Festival across the whole school

### VALUE ADDED

- Introduction of Seasons and Peaceful Kids
- Opportunities to work with neighbouring primary and secondary schools
- Modern new learning spaces inside and outside for collaborative and shared learning

### STUDENT SATISFACTION

- Students agree that teachers often think about how well they are teaching students and try to improve.
- Some parents and all students indicate literacy and numeracy outcomes could be enhanced

- Some students indicate that the way the day is organised does not let teachers try new things
- Students can see a need to improve areas of students' wellbeing, particularly: relationships; student care and respect for others; and student pride in the school.

**STUDENT ATTENDANCE**

Students are expected to attend the school in which they are enrolled, during normal school hours every day of each term, unless parents have provided an approved reason for the absence. The school will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. If a child has prolonged absences the parent or carer will be notified, and a meeting arranged with the principal to support the parent/carer to get the child to school. If it continues the Catholic Education Office Sandhurst will be notified and further action taken to support the child's learning. Student attendance rolls are marked electronically via SIMON (School web based software program). When a child is absent after the attendance roll has been marked, the administration office is notified, and the parent/carer is called on the same day.

<b>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</b>	
Y01	86.2%
Y02	91.3%
Y03	85.6%
Y04	80.2%
Y05	78.3%
Y06	82.0%
<b>Overall average attendance</b>	<b>83.9%</b>

## Child Safe Standards

### Goals & Intended Outcomes

- Ensure care, safety and welfare of students, including Child Safety and the different risks posed in an online environment.
- Embed the SWPBIS with explicit teaching in the classroom
- Timetable whole school meetings - to allow for student voice and solution based thinking

### Achievements

- Embedded new CES policies through PL
- Revisit all Child Safe Standards including Number 11
- Professional learning of teachers, non-teaching staff
- Regular agenda item on Child Safe in all School Advisory Council meetings and PROTECT Training as well as risk management with all staff during the year.
- Reviewed Child safety - Risk Management practices and complaints handling processes
- Included a consistent approach of PBIS & RR with consistent timetabling

# Leadership

## Goals & Intended Outcomes

- Provide opportunities to become familiar with new Governance structure with Staff and SAC (School Advisory Council)
- Communicate and timetable Parent Education nights to assist parents in supporting their child
- Learning Conversations & Learning Walks with a purpose
- Connect with the Kindergarten to establish a stronger relationship

## Achievements

We connected with the Kinder and Miss Kerrie Hill visited the preschool on a number of occasions reading and taking activities. It was a great way to connect and to observe some of the students.

We have continued to send out the Newsletter fortnightly and have changed from DoJo to SeeSaw this year as another way to communicate with parents. We also have a closed Facebook page which then reaches the wider community.

This year we were invited to be part of a program offered by Indigo Shire which predominately was set up to promote wellbeing in students, coming out of COVID. It was an interesting program which ran for 2 months and resulted in a performance for all the parents.

A majority of staff completed 'The Peaceful Kids' training and the Year 5/6 students have been the first cab off the rank and have put the program into practice.

Parents have been keen to be involved in any opportunity to see their children in their classrooms.

### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### Description of Professional Learning undertaken in 2022

- Catholic Identity -Scripture which was carried out on two occasions with Kevin Lawlor from CES.
- Professor John Munro Professional Learning (ACU)
- Analysing PAT Data-Spelling
- First Aid Update CPR, Asthma and anaphylaxis
- Peaceful Kids Training
- Australian Together x 4 sessions
- SWPBIS- Function Based Intervention

Number of teachers who participated in PL in 2022	7
Average expenditure per teacher for PL	\$473

### TEACHER SATISFACTION

- Staff indicate that the school has a clear process for ongoing improvement and the principal creates a culture of shared power.
- Staff and parents agree that technology is used effectively to make learning more interesting.
- Staff, parents and students agree that the school staff demonstrate highly positive working relationships. Further, staff and parents believe contributions of individuals and groups are celebrated.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	97.6%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	87.5%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	50.0%
Graduate	[staffQualifications.Graduate]%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	50.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	4.0
Teaching Staff (FTE)	3.2
Non-Teaching Staff (Headcount)	3.0
Non-Teaching Staff (FTE)	2.9
Indigenous Teaching Staff (Headcount)	1.0

## Community Engagement

### Goals & Intended Outcomes

Parent Partnership Strategy -

- Timetable Parent Education nights to assist parents in supporting their child
- Learning Conversations & Learning Walks with a purpose

### Achievements

We have had great attendance and positive feedback at all our events including Goal setting & information sessions, Grandparents day, Mother's and Father's Liturgy and Learning Walks.

#### PARENT SATISFACTION

- Parents indicate that the principal promotes the school and the school successes in the community.
- Parents believe contributions of individuals and groups are celebrated.
- Parents indicate that the school encourages examination of underlying issues rather than ascribing blame, and collective responsibility is assumed by staff, parents and students for individual student progress and needs.
- Parents agree that the school encourages community participation through student participation in community service and school resources are made available to the community.
- Parents indicate that teachers make classrooms interesting to improve learning and what students learn is changed and updated to suit student needs.
- Parents agree that students do not have enough say in the way their learning is conducted.

## Future Directions

We have recognised our focus for 2023 as follows:

- Greater partnership in the students learning through classroom learning opportunities and feedback.
- Move into and use the new building spaces effectively at St Joseph's
- Engage another like school for writing moderation to gauge next steps.
- Administer and use parent feedback to encourage participation.
- Scope and Sequence for writing – vocabulary and sentences
- Complete VRQA and review procedures
- Visible posters around the school on our Expectations