

St Joseph's School Chiltern

2020

Annual Report to the School Community



Table of Contents

- Contact Details2
- Minimum Standards Attestation2
- Our School Identity and Vision Statements.....3
- School Overview.....4
- Principal’s Report5
- School Education Board Report7
- Catholic Mission and Identity and Education in Faith.....8
- Learning & Teaching10
- Pastoral Wellbeing.....13
- Child Safe Standards.....15
- Leadership & Management16
- School Community19
- Future Directions20

Contact Details

ADDRESS	142 North Road Chiltern VIC 3683
PRINCIPAL	Jenny Hogan
PARISH PRIEST	Fr Carey
SCHOOL BOARD CHAIR	Matt Williams
TELEPHONE	03 5726 1388
EMAIL	principal@sjchiltern.catholic.edu.au
WEBSITE	www.sjchiltern.catholic.edu.au
E NUMBER	E3008

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 2020 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 School.

19/05/2021

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

Our School Identity and Vision Statements

IDENTITY STATEMENT

At St Joseph's we are a welcoming Catholic community, where every child is safe and is nurtured and empowered to realize 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 2020, we had 36 learners across three classes- Foundation & Year One, Year 2 & 3 and Year 4/5/6. We have a staff of 9, consisting of Principal, three classroom teachers, two learning support staff, one administration officer and two specialist teachers for Music/ Drama and Italian.

This year our focus was on maintaining high expectations and consistency through whole school initiatives. Despite the limitations of COVID restrictions and remote learning, we consolidated our focus on Positive Behaviour Interventions and Strategies (PBIS) to support social emotional learning and positive behaviours. This focus played an important role in the transition between home learning and return to school.

A set of iPads for each learner in the school proved to be not only successful but essential in 2020. All learners and their families experienced valuable connection through interactive virtual meetings, assemblies and online portfolios to continue their progress throughout the year.

St Joseph's School Board continued to be an incredible support network for all stakeholders within the school. The Board provided critical feedback, reflection and problem-solving around school improvement and community building.

Principal's Report

The Annual Report is a great opportunity to reflect on the year that has passed and 2020 will be one we will never forget. It has tested our ability and resilience in the face of a worldwide pandemic. We have learnt how to adjust to restrictions which changed the way we operated as educators and as a school community. Our staff have been outstanding, in their commitment to our students continued learning both remotely and face to face. Most of our calendar community events have been limited this year due to the restrictions of COVID 19, however we have been as creative as we can in bringing students and families together online.

I am immensely proud to say that both our Staff and Education Board members, have continued to achieve goals that were set out at the beginning of the year. As I complete my third year at St Joseph's I feel very much supported by the community and staff in my role as Principal. I recognise that St Joseph's is a part of a unique community supported by Father Carey, the Parish and wider community.

We recognise that our motto LIVING, LOVING, LEARNING is continually witnessed in our everyday activities alongside our PBIS school expectations. We consistently work towards ensuring that this continues to be clear and visible in all we do. We continue to enjoy the strong sense of community and endeavour to provide the best possible learning and social and emotional environment, for all our students.

Our students have been prominent in their Social Justice responsibilities including Caritas where they have raised money and awareness through actions across the school and Mini Vinnies. I thank Miss Hill for keeping our Social Justice as an important focus at St Joseph's.

We have also had the KEAPS (Kids Early Action Program in Schools) team come to work with us in Term 3. It was a valuable discussion focused on the Social and Emotional aspect of our roles. Each class teacher has had an individual consult with them discussing ways to support students.

Although events have been limited, we have still managed to have lots of things for the students to look forward to which has helped them to look forward and appreciate the times they share together. Some of these events include Team Colours Day, Whole school excursion to Mt Pilot, Movie afternoon and lots of sporting games.

One of the main highlights of the year has been our success in securing a 1.44-million-dollar grant to refurbish our school and grounds. It will be a fantastic addition to our school and the town of Chiltern

This year we introduced one to one iPads, Year 3-6 have keyboards with their iPads and also the use of a pen.

The Staff have worked hard to continually develop quality curriculum activities and especially in light of online learning.

We have continued with the BluEarth Program again this year, which supports our Positive Behaviour Intervention in Schools. We have Ross Hill come every fortnight to work with the students and this program has been invaluable, especially when we returned from lock down.

We focused on Writing this year with the support of Catherine Bonham from the Catholic Education Office. We have introduced PM readers which were extremely helpful during remote learning. We have also had a focus on PBIS (Positive Behaviour in Schools) working closely with Jenny Griffiths from the CES. We have noticed that the students have really responded well to this consistent approach.

We have a strong sense of community and even though parental involvement has been difficult with restrictions, we provided opportunities online to connect with whole assemblies and celebrations.

We continue to be a welcoming community and are always ready to support our families when needed. We have maintained contact with our parents with regular visits to their homes and phone calls over the course of the year. The whole staff have been visible at pickup time to have a chat with parents in their cars.

As we approach the end of this school year, I thank everyone in our community for their enthusiasm, assistance, and support in what has been a very different year, with both highlights and challenges. I look forward to a somewhat normal year ahead and wish everyone a very happy new year with peace and blessings.

Jenny Hogan

School Education Board Report

In reflecting on 2020, it is certainly a year like no other. Whether it be within the school grounds, out in the community, within our state, or even as far looking at how our country sits within the world. Our successes maybe defined by the quality of the leadership shown in all these areas. It has been a year when not only were students kept at arm's length, but also parents and our Board. I think the last time we were allowed inside the school buildings was February/March.

Students were required to work from home at the request of the State Government due to COVID 19 Guidelines, this started with students / staff/ and parents embracing home schooling. This took on a whole new look with online classes and the need for schools to be challenged on their tech abilities in order to get equipment operating to allow students and parents to engage in a virtual classroom. Like all new challenges there were hiccups, but the intention of providing a varied curriculum for all remained at the forefront of the staff's intentions. After successfully navigating home schooling in the first instance, a second COVID 19 outbreak saw students take on another round of home schooling. My personal view is that we embraced the first round of home schooling, but I would have to say we endured the second round. The second round of home schooling made the importance of physical human interaction and emotional health an important consideration for the future.

It is without doubt that the St Joseph's Schooling Community worked to keep all its members safe and secure by following the State Governments and the Diocese Guidelines. With the end of 2020 nearing we can only hope that 2021 resembles a fresh start and a return to schooling as we previously knew it.

Zoom or Google Meets were the challenge for our Board meetings, presenting new learnings and etiquettes and at times a realisation of our tech ability not being as savvy as our children. We managed to maintain a regular meeting schedule and were happy to provide information to Jenny Griffiths from Catholic Education Sandhurst about Parent Partnerships as well as gaining a better understanding of the new Governance for Sandhurst Diocese. We were also delighted to hear of Grant Funding for Building works in 2021.

On behalf of the Board I would like to acknowledge the contribution of Cassie Verbaken and wish her well with her new appointment in Corryong. We also wish Gina Nero well with her year's leave and also acknowledge Pam McDonald's retirement. Pam has made a huge contribution over the past 20 years, not only to the school but also the greater Chiltern community. It is also time to thank the families that are leaving St Joseph's and acknowledge their support during the time that their child or children have attended our little school. We would like to wish them all the best transitioning into their high school years and remain confident that St Joseph's has provided the tools they need to be successful, fulfilled, compassionate young adults who have been lucky enough to have so many positive role models during their time at St Joseph's and within the wider community.

Matthew Williams

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

- Expand and enrich existing links with the Parish and wider community
- Strengthen the understanding and development of a recontextualised faith community, to support Catholic identity within the school community
- Build an outward facing school within the community
- Build on FIRE Carriers Friends Igniting Reconciliation through Education

Achievements

We continued to work toward the development of a safe, welcoming, inclusive and recontextualised prayer space at Friday assemblies, prayer services and liturgies. An open invitation was extended to parents in both home and school settings to participate in practices of Christian Meditation, learn about social justice actions and experience different ways to pray.

Parish and school Masses were held for commencement of the school year and Ash Wednesday. During lockdown, students decorated messages of support to connect to parishioners and posted these on weekly parish bulletins.

At the beginning of the year, staff contributed to the further development of Vision and Graduate Outcomes.

In periods of remote learning at home, prayer continued through virtual assemblies, daily or weekly class meetings, School Board and staff meetings.

St Joseph's Care Group distributed hampers of fresh and non-perishable food from Chiltern's Neighbourhood House during house visits in periods of restrictions.

Mini Vinnies supported the work of our local St Vincent de Paul Conference with a can drive at the end of Term 2.

With input from staff, parents and students, we completed all requirements for the validation of our Catholic Identity Self-Review as part of the School Improvement process.

VALUE ADDED

- Connections to parish - Mass for commencement of 2020 Mass, Ash Wednesday
- Building community- online assemblies, prayer and parent involvement for feast days and special days; laying a wreath at Memorial for ANZAC day and Remembrance day.
- Social Justice - Caritas awareness raising, fundraising and solidarity actions; Mini Vinnies can drive and Christmas Giving Tree
- Continuing our connections- St Mary's Rutherglen and St Joseph's Staff Mass, Combined REL communication and planning; Chiltern Neighbourhood House; St Vincent de Paul.

Learning & Teaching

Goals & Intended Outcomes

- Develop understanding and enactment of Victorian Curriculum
- Revisit and take action from Learning and Teaching Self Review
- Build staff capacity in effective learning and teaching practice
- Develop a whole school approach to language and literacy learning
- Explore assessment process to drive planning, including Fountas and Pinnell
- Build capacity of teaching staff when working with Personalised Learning Plans
- Incorporate garden as resource to connect with school and wider community

Achievements

- Staff developed a flexible approach to learning and differentiation for continuation of learning at home with the Victorian Curriculum. One to one iPads with programs required for each group or individual supported students to achieve learning outcomes.
- Continued professional learning and dialogue around the area of writing with the support of Fountas and Pinnell Continuum as part of our Professional Learning Team. This focus improved the use of strategies to support learners during remote or in-person learning.
- Use of PM e-collection of texts to support early readers at home
- Shared accountability and support for targeted teaching and learning outcomes of students on PLP's
- In Term 2 and 4 we developed reconnection with planting and caring for garden as part of our wellbeing strategies as part of return to school.

STUDENT LEARNING OUTCOMES

In our Professional Learning Team we analysed both our Numeracy and Literacy data with a view of improvement during 2020 and beyond.

Worked together on creating a whole school data tracking tool.

Some areas for improvement include:

Literacy

- Analysed each level

- Need to address vocabulary across all areas
- A need for strategies in the area interpreting information in the middle school and Senior School
- Making inferences is an area of for our Senior school
- An area of strength was retrieving information within a text

Numeracy

- Interpreting the question in problem-solving
- Extending and supporting learners

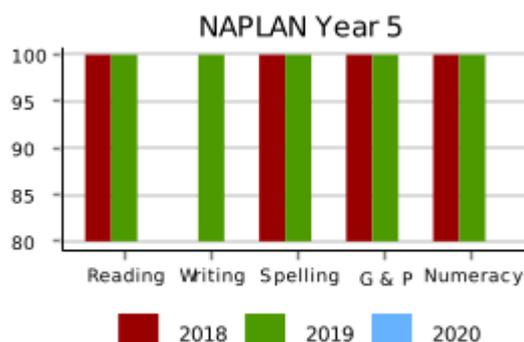
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	***	**	***		
YR 03 Numeracy	***	**	***		
YR 03 Reading	***	**	***		
YR 03 Spelling	***	**	***		
YR 03 Writing	***	**	***		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
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.

[Image.NaplanYear3]



Pastoral Wellbeing

Goals & Intended Outcomes

[SWGGoalsAndIntendedOutcomes]

Achievements

- Professional development for whole staff on PBIS
- Weekly lesson and behaviour focus - PBIS
- Professional learning on NCCD,
- Resilience curriculum ideas for return of learners after remote learning with Georgie Manning "Wellbeing with Kids"
- Year 6 Buddy program
- Implementation of Rights, Resilience and Respectful Learning (RRRR) scope and sequence
- Weekly whole school meeting for student voice and briefings
- Assemblies and prayer services
- Weekly awards with PBIS focus
- Termly Parent Support Group meetings

VALUE ADDED

- Lunchtime clubs, interest groups and extended opportunities to participate in structured play, with focus on return to school
- Gateway Health - Emotional Drama program Year 5/6
- Bluearth fortnightly visits and online programs during remote learning
- Staff briefings
- Engagement with Kids Early Action Program (KEAPS) to support student/family wellbeing and intervention - Term 3
- "St Joseph's Care Group" hamper deliveries in connection with Chiltern Neighbourhood House
- Safe home visits, phone calls and wellbeing checks

STUDENT SATISFACTION

We completed an internal survey (DISA) which highlighted some areas of strengths and areas for improvement.

- Students indicate that there are enough resources to support effective teaching and learning
- Students agree often think how well they are teaching students and try to improve
- Students can see a need to improve areas of student's wellbeing particularly relationships, student and respect for others and student pride in the school
- Students see a need to improve student attitude to learning and the image of the school as an important centre for learning

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/carers to get the child to school. If it continues the Catholic Education Office Sandhurst would 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 absence after the attendance roll has been marked, the administration office is notified, and the parent/carers is called on the same day.

During COVID-19 these protocols were followed as much as practically possible with students attending through online learning and were followed if they were not present for the day. We monitored student attendance once a day. The care, safety and welfare was followed up each day by the class teacher.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	96.3%
Y02	91.7%
Y03	87.4%
Y04	87.3%
Y05	87.0%
Y06	84.4%
Overall average attendance	89.0%

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.

Achievements

Regular agenda item on Child Safe in all Education Advisory Board meetings and PROTECT Training as well as risk management with all staff during the year.

The principal, staff and school leaders at St Joseph's Primary School recognise their particular responsibility to ensure the development of preventative and proactive strategies that promote a culture of openness, awareness of and shared responsibility for child safety.

Leadership & Management

Goals & Intended Outcomes

Develop clarity and definition around governance structures, leadership roles and responsibilities in order to have shared vision

- Student leadership development
- Enhance leadership capacity of staff
- Engage in Parent Engagement Strategy

Achievements

- Student leadership event coordination to promote wellbeing on return to school (Mini Vinnies can drive, special food afternoons)
- Gateway Health - Emotional Drama for student leaders
- Goal Setting and Annual Review Meeting (ARM) for all staff
- Online Board meetings to share parent voice, progress and support
- Learning for School Board - Parent Partnerships sessions with Jenny Griffith
- Parent survey was completed with DISA

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- GROWTH Coaching Course
- NCCD Training
- PBIS Training for whole school - Jenny Griffith
- Wellbeing for Kids- Resilience after lockdown- Georgie Manning
- F-2 Early Literacy Assessments Training
- Improving Outcomes in Writing - Catherine Bonham
- Autism Webinar - Sue Larkey
- Disability Modules
- CPR update

Number of staff who attended professional learning — 9

Average expenditure per staff member - \$132.93

TEACHER SATISFACTION

Feedback that was received from the DISA staff survey include the following:

- Staff and parents acknowledge teachers are involved in making educational decisions that affect the school. They believe the school is viewed in the local community as an important centre for learning and has an image of a caring and respectful environment for all.
- Staff indicate that the school has a clear process for ongoing improvement and the principal creates a culture of shared power.
- 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.
- Staff and parents agree that technology is used effectively to make learning more interesting.
- Staff, parents and students agree that students do not hold high expectations for their achievement.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	99.1%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	100.0%
----------------------	--------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	66.7%
Graduate	33.3%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	5.0
Teaching Staff (FTE)	3.2
Non-Teaching Staff (Headcount)	4.0
Non-Teaching Staff (FTE)	2.1
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

Broaden connections with wider community and explore Opportunities for shared resources

Achievements

- Although difficult this year, we have been a visible presence in the community with walks around the town, Laying a wreath at the Chiltern shrine on ANZAC day and REMEMBRANCE DAY.
- We joined together as a staff at the beginning of the year with St Mary's staff for a beginning school Mass.

PARENT SATISFACTION

Through our Survey data we received the following feedback:

- 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
- 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 also agree that the school encourages community participation through student participation in community service and school resources are made available to the community.
- Parents also indicate that teachers make classrooms interesting to improve learning and what students learn is changed and updated to suit student needs.
- Parents believe that teachers at the school do not agree on what makes an excellent teacher.

Future Directions

FOCUS FOR 2021

- Successful completion of Major building works
- Introduce the CES Parent Partnership program
- Introduction of new Governance for Sandhurst Diocese
- Scope and Sequence for all areas of English- including reading, writing, speaking & Listening and spelling.
- Complete our writing focus
- Consolidate practices in PBIS
- Introduce Visual Arts to our specialist program and integrate LOTE within our planning