

St Joseph's School Chiltern

2021 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 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.

10/03/2022

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

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

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.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

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 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 2021, we had 36 learners across three classes- Foundation & Year One, Year 2 & 3 and Year 4/5/6. We have a staff of 8, consisting of Principal, three classroom teachers, two learning support staff, one administration officer and one specialist teachers for Visual Art and French.

This year again 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 advisory 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

On the completion of the 2020 year, our thinking was that 2021 would be a year of fewer lockdowns and interruptions, well it couldn't have been further from the truth.

It has again tested our ability and resilience in the face of a worldwide pandemic. One thing is for sure we have all learnt a lot, especially how to adjust quickly in the face of change. Our staff and parents need to be congratulated on the way we have all responded to a situation completely out of our control and have succeeded. Our staff have been outstanding, in their commitment to our students continued learning both remotely and face to face. Again, our calendar of community events has been limited however we have been as creative as we can. Making sure we offered every possibility to connect whether it be online or sharing events such as our Welcome Picnic, Parent Conversations, Learning Walk, and our Art Show.

As I complete my fourth 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 the Parish and wider community.

As part of the appraisal process for Principals in the Sandhurst diocese there is a requirement to complete an extensive appraisal process. This year I completed my Summative Appraisal, this process requires an external panel and survey data is collected, and a report sent to the director Paul Desmond. The data collected included Staff, Students, and Parents. The report given by the panel after much discussion and conversations with the different stakeholders and analysing the survey data, I was pleased to receive a very positive and complimentary report on of my leadership as principal at St Joseph's.

The Staff at St Joseph's do a wonderful job of providing many learning opportunities for our students with a focus on getting the best out of each child. With a small staff the need to plan together and work together is very important and this was highlighted during remote learning, where teachers provided online and face to face activities for our students. The teachers checked in with both students and parents, connecting them with each other as much as they could.

The student survey data highlighted the importance of connection and friendships which we have always known but again with these unprecedented times and the need to learn from home it has only made it more of a need of an area to focus on when things return to some normality.

I again would like to express my sincere appreciation to the Staff, especially after the year we have had, for their continued hard work towards making great things happen for our students and our school. This is also complemented by a supportive School Advisory Council, Parish Priest and dedicated Parents and Friends Group.

Jenny Hogan

School Advisory Council Report

In reflecting on 2021 it has been another year of disruptions to all facades of life as we knew it pre COVID. 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 and community events.

Students were again required to work from home at the request of the State Government due to COVID 19 Guidelines, this started with students / staff/ and parents having to home-school. This was a repeat from the previous year, but we got better at it. 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 for a second time, there were definitely more disruptions to the year. 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 year 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 2021 nearing we can only hope that 2022 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 learning 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 continued with Jenny Griffiths from Catholic Education Sandhurst promoting Parent Partnerships. We are yet to see the start of the building project but look forward it's beginning soon.

On behalf of the Board I would like to acknowledge the contribution of Alice McPhee and wish her well as she pursues her love of art. We welcome Gina Nero back to take on Visual Arts and Italian. We would like to wish our year 6 students 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

- To develop a re-contextualised faith community
- Expand and enrich existing links with the Parish and wider community
- Enrich Staff Spirituality and professional learning opportunities
- Enrich an understanding of FIRE - Friends Igniting Reconciliation Education
- Strengthen an understanding of the indigenous Perspective

Achievements

Miss Kerrie Hill our Senior Leader of Catholic Identity/Religious Education led our Sacramental Program this year in collaboration with the parents of the three candidates. The students received the sacrament of Reconciliation, Eucharist and Confirmation.

Our weekly assemblies continued with a focus on prayer and an opportunity to acknowledge students who have followed our PBIS expectations. Our parents were always encouraged to attend to be part of this gathering, whether this was online or face to face.

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.

Mini Vinnies have had an active presence in our school, and this is facilitated by Kerrie with our Social Justice leaders. This year we raised money for Caritas and St Vincent de Paul as well as East Timour through our Youth Ambassador program.

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 been instrumental in finding ways to present the information through books and displays. We acknowledged Reconciliation Week with prayers and activities.

VALUE ADDED

- Teachers plan Faith based Inquiry units of work with confidence.
- All students, staff and parents have a greater awareness of our indigenous culture. To have an indigenous perspective running through our curriculum.
- Parents will be confident to accompany their child on their faith journey.

Learning & Teaching

Goals & Intended Outcomes

- Use data analysis to inform focus learning and differentiation
- Use Science of Reading and Language as a catalyst for change- particularly in the area of writing
- Agenda professional reading to depth understandings and implementation of evidence based practice through PLT
- Provide staff with Professional Learning in areas of need e.g. Screener
- Engage CEO staff to support the classroom teachers

Achievements

- There is clear vision of the future direction for Learning and Teaching
- The whole staff plan together and have a clear framework and understanding of all learning areas.
- All teachers are confident in writing and evaluating PLP's and use them with the LSO's to enable all students to access the curriculum.
- All staff are responsible for all students.

STUDENT LEARNING OUTCOMES

Unfortunately the comparative Naplan data cannot be reported on in the years between 2019 and 2021 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. However, the Numeracy data showed that Year 3 in 2021 were at 100 percentile in the state, which is very positive.

We have identified the areas of spelling and writing as an area to focus on in 2022. This will be a whole school focus with a Scope and Sequence in place.

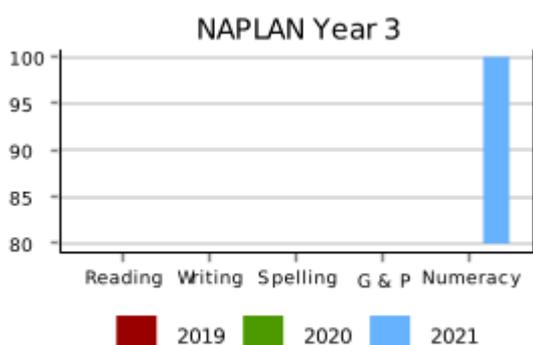
The students at St Joseph's set learning goals to allow for ownership of their learning and with the support of teachers to guide the students in ways to improve their identified areas. This is presented to parents. As well as these goals students who require more support have a Personalised Learning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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 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.



Pastoral Wellbeing

Goals & Intended Outcomes

- Build capacity of parents and increase parent engagement
- Incorporate Behaviour management/education processes within the school
- Embed the SEL program through RR and PBIS

Achievements

- We have had the KEAPS (Kids Early Action Program in Schools) team come to work with us over the course of the year. It was a very valuable program which offered consults to parents and teachers and a program which allowed them to work with teachers in the classroom.
- In addition to the KEAPS we also had 'Gateway Health' working with our Year 4,5,6 in building confidence and teamwork. We had a drumming program called 'In the Groove'.
- Through a whole school approach to PBIS(Positive Behaviour Intervention in Schools), which included all staff attending professional learning, parents were included in communication, and we have an agreed approach to expectations.

VALUE ADDED

- Cross Country
- Swimming Program
- Learning Walk
- Team Colours Day
- Pirate Day
- RUOK day
- Year 3-6 Camp to 'The Priory Beechworth',
- ASPA dance program, Bike Education,
- 'In the Groove' drumming program dance program,
- Art show
- Family Community Partnerships

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. All students indicate community resources could be used to improve school programs.
- Students agree that the school does not work well with groups outside the school.
- Students can see a need to improve areas of students' well-being, 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 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/carer 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	97.5%
Y02	92.9%
Y03	92.0%
Y04	89.1%
Y05	89.1%
Y06	92.9%
Overall average attendance	92.3%

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.
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- Embed the SEL program through RR & PBIS
-
- Timetable whole school meetings - to allow for student voice and solution based thinking

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.
- All Child Safety Documentation through the new governance has been shared on our Website
- 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.
- Include a consistent approach of RR with consistent timetabling

Leadership & Management

Goals & Intended Outcomes

- Explore opportunities for students as FIRE carriers
- Audit student Leadership process and practice
- Reengage in the Parent Engagement Strategy
- Parent Education nights to assist parents in supporting their child
- Learning Walks

Achievements

Parents will feel more confident in helping their children at home with their learning and be more aware of the benefits.

The students have ownership and understanding of their role as FIRE carriers and opportunities to lead in assemblies and other gatherings.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

With limited travel and restrictions on going into place a lot of the professional Learning for 2021 was in-house. We managed to have the following professional learning over the course of the year.

- RR- Review of Baseline
- Whole Staff Meeting- Positive Parenting
- KEAPS- Whole Staff
- La Trobe University introduction to SOLAR (Science of Reading)
- Work on Writing
- PBIS-Whole Staff
- Cyber Safety
- First Aid- whole staff CPR & Full update
- SWPBIS- Function Based Intervention

There was an average of \$227.50 spend on 8 staff members

TEACHER SATISFACTION

Through Survey data collected independently in 2021:

- 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	96.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	60.0%
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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)	3.3
Non-Teaching Staff (Headcount)	3.0
Non-Teaching Staff (FTE)	2.1
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

- Engage families in the activities in and around the school
- That we have a child safe and respectful community

Achievements

- To have regular communication to Chiltern Community about what is happening at St Joseph's
- Having a welcoming environment
- Our Class Reps continued this year albeit a different year.

PARENT SATISFACTION

Through Survey data collected independently in 2021:

- 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 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 agree that students do not have enough say in the way their learning is conducted.

Future Directions

- Greater opportunities for parents, to come into the school to share the learning of our students
- Commence and manage the Major building works at St Joseph's
- Use the new learning spaces to benefit student learning
- Continue the CES Parent Partnership program
- Scope and Sequence for Spelling and Reading enacted in all classrooms
- Embed the Science of Reading through further study
- Use data to track results of PBIS