

# St Joseph's School Kerang

2020

## Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Identity and Vision Statements.....3

School Overview.....4

Principal’s Report .....5

School Education Board Report .....6

Catholic Mission and Identity and Education in Faith.....7

Learning & Teaching .....8

Pastoral Wellbeing.....10

Child Safe Standards.....12

Leadership & Management .....13

School Community .....15

Future Directions .....16

## Contact Details

ADDRESS	Nolan Street Kerang VIC 3579
PRINCIPAL	Christopher Mitchell
PARISH PRIEST	Fr Novelito Lim
SCHOOL BOARD CHAIR	Mrs Pam Williamson
TELEPHONE	03 5452 1426
EMAIL	principal@sjkerang.catholic.edu.au
WEBSITE	www.sjkerang.catholic.edu.au
E NUMBER	E3026

## Minimum Standards Attestation

I, Christopher Mitchell, 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.

30/04/2021

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

## Our School Identity and Vision Statements

### Identity Statement

St. Joseph's school community provides Catholic Education through which God is glorified in all things.

### Vision Statement

At St. Joseph's we believe we are:

- A school community who celebrates our Catholic Traditions, names Jesus Christ and promotes Gospel values as a framework for participation in society.
- A school community where respect for self, others and environment is nurtured in partnership with all community members.
- A school community that strives to educate and challenge the whole child to reach their full potential and become lifelong learners.
- A school community that challenges all children by planning and facilitating enriching curriculum experiences to prepare them to be responsible local and global citizens.
- A school community committed to social justice including learning about Aboriginal Australia and actively working for Reconciliation.

## School Overview

The Good Samaritan Sisters began teaching in Kerang in 1912. The Most Rev. Stephen Reville D.D.O.S.A. Bishop of Bendigo laid the foundation stone of St. Joseph's School Kerang on March 3rd 1912. Local reports say that approximately 60 scholars started at the school on Wednesday 2nd October 1912. The Sisters remained in charge of the school until the first lay Principal was appointed in 1980.

The school has a strong history of proactive involvement of parents and parishioners from attending to ongoing maintenance through to school governance. The St. Joseph's School Board was one of the first School Board's to be formed and today the School Advisory Council is heavily involved in all areas of School Improvement.

We are proud of the origins of the school and strive to maintain the traditions of old and remain a progressive and proactive educational community. We enjoy a high level of parental involvement in the school and continually seek new ways to engage our community.

## Principal's Report

The school year commenced as normal at the end of January, and as is always the case the first few days of school for the Foundation students was a joy to witness. Obviously, the impact of COVID19 on a school community really kicked in just prior to the end of Term 1 and has continued to create challenges for us in an ongoing way since that first lock down experience.

Our parents, carers, staff and students faced a unique challenge throughout 2020 as we tried to continue to meet the challenge of our staff mantra, 'ensuring learning for all' whilst the majority of our students were offsite. The focus of improving outcomes for all children was truly a shared focus throughout 2020, as everyone in our community worked together to improve the learning of our students.

Our staff have continued to grow in their understanding of what it means to be a Professional Learning Community and the implementation of the 3 big ideas:

1. A focus on learning
2. A collaborative culture and collective responsibility
3. A results orientation

Staff are now far more aware of how these big ideas are applied to their day-to-day work as teachers, whether it is via face to face teaching or at the other end of a communication device.

The staff at St Joseph's are a credit to the school and worked tirelessly for students, families and each other through 2020, and I am proud of their achievements, and extremely grateful for the support they have provided me in 2020 as Principal at St Joseph's.

The year was a quiet one for both the school advisory board and P&F due to the presence of COVID-19 which made many of the traditional events that are organised during the school year impossible to host, but in the words of Benjamin Franklin 'out of adversity comes opportunity' and the opportunity exists to consider how things have been done previously and consider how they could be done in the future.

As a collective we managed to keep the ball rolling and ticked a huge box with the installation of the new heating and cooling systems in each of the classrooms. The employment of Stacey Turner as Canteen Manager was also significant and has provided much stability to the running of the canteen, particularly with an increase in food handling expectations.

Finally, I thank you all for your support of the students, families and staff at St. Joseph's throughout 2020 and at some stage in the future we can use our new St Jo's apron and tea towel and reflect on the year that was 2020.

Chris Mitchell

Principal

## School Education Board Report

The 2020 Annual General Meeting saw all Office Bearers reappointed and that was just about the last routine, predictable thing that happened this year.

With a clean slate and a Master Plan to create and sink our teeth into — COVID19 stopped us all in our tracks — the school Board included, with a huge portion of the year spent learning remotely and in various stages of lock down.

Having come to the school board five years ago with a key interest in Parent Engagement, though, 2020 for me was utterly mind-blowing.

The very definition of Parent Engagement is "Meaningful involvement with learning, whereby schools and families are partners in learning." This requires the home and the school to be on the same page and demonstrates a shared responsibility among families, the school and the wider community to support children's learning.

Our teachers worked tirelessly with many balancing remote learning challenges within their own families. I remain extremely grateful for all that they gave our kids, the data collected in October 2020 upon the kids return to school a testament to all that was achieved.

A school alone does not have control over many of the factors that make a difference in kids learning. It is only when schools, students, families and communities share the burden equally that children thrive in education. We will all have seen this in action at the Parent Teacher Interviews where our kids set their own learning goals with support from teachers and home, but are also accountable themselves.

The last twelve months therefore saw new connections formed between teachers and parents. New technologies were employed to connect to online learning spaces. New formats were utilised to deliver remote learning. New insights were gained by parents as they were more tangibly and more consistently involved in kids learning. New appreciations were gained by families — a small peek into what goes on at school, what our kids are like when they're at school and how much each and every teacher at St Joseph's contributes.

I hope that this understanding and appreciation lasts and that these strong connections between parents, school and our community, strengthened under COVID19 may continue to flourish.

Looking at the opposite side of the coin, the buzz words of the last 12 months are all a threat to the very fibre of our school community — isolation, social distancing, restrictions to numbers and the fact that our community was unable to gather and connect in person in the ways we are accustomed to. As we emerge, changed, I hope that values such as connection and belonging remain at the forefront of our minds whilst embracing both necessary and positive change.

Progress was made on a number of fronts, but COVID19 restrictions have meant that the Master Plan still remains to be completed to allow for community input. Scheduled for June this year, the incoming board has a clean slate, an opportunity to define their goals, values and priorities to see them through the coming years.

In conclusion, I wish to thank each member of our wonderful school board for their support over not just the last year but the last five years — it has been my privilege to contribute.

Pam Williamson

Board Chair

## Catholic Mission and Identity and Education in Faith

### Goals & Intended Outcomes

Plan, implement and assess engaging curriculum that uses the 'Source of Life' as the core document.

### Achievements

1. Staff has worked collaboratively to incorporate the Religious Education curriculum 'Source of Life' into their planning.
2. Religious Education is linked to all curriculum areas to ensure that it is seen to be integral part of our lives in all that we do.
3. Our Religious Education Leader provides ongoing professional development to our staff regarding our Catholic traditions and the development of masses and liturgies.
4. Sacred prayer resources are in place in each classroom, to provide learners with the opportunity to engage in prayer.

### VALUE ADDED

1. Collaboratively planned Religious Education units, incorporating the REL and classroom teachers, as a team.
2. Professional Learning Team Meeting focus on RE professional learning.
3. Opening and Closing of the year School Masses, at a capacity that reflected current COVID19 restrictions.
4. Church visits by each class for the Parish Mass, when allowed.
5. Connection to Parish: celebrated St. Patrick's & St. Joseph's Feast Days.

## Learning & Teaching

### Goals & Intended Outcomes

1. To teach and learn collaboratively as a Professional Learning Community.
2. To improve student outcomes in the curriculum areas of Reading, Writing and Mathematics.

### Achievements

1. Developed collective knowledge and understanding of what it means to be a Professional Learning Community.
2. Established a whole school focus on Writing. Collaborated to develop a Collective Commitment for the teaching of Writing.
3. Used the Victorian Curriculum to identify the essential components of our school writing curriculum.
4. Teams collaborated to develop learning cycles based on the identified essential learnings for writing.
5. Taught essential learnings for writing within the context of a learning cycle. Collaboratively reviewed the effectiveness of each learning cycle.
6. Embedded our current teaching practise in the areas of Reading and Mathematics to ensure continued use of the best practise within our classrooms.

### STUDENT LEARNING OUTCOMES

The ACER Progressive Achievement Tests for Reading Comprehension and Mathematics are conducted in October every year. The data from 2020 reflects a positive picture in regard to the proportion of students reaching minimum standards in Reading Comprehension and Mathematics.

Over the previous two years the school has worked diligently to improve student outcomes in reading. The improvement is evident in the fact that 84% of students have reached the 'average' standard in 2020.

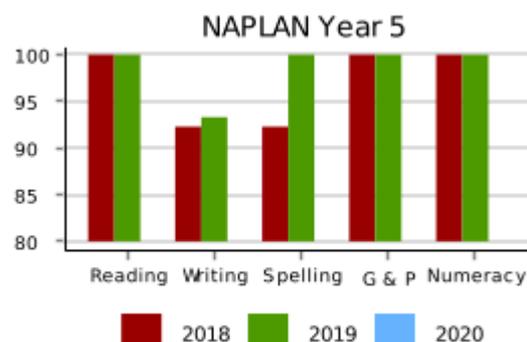
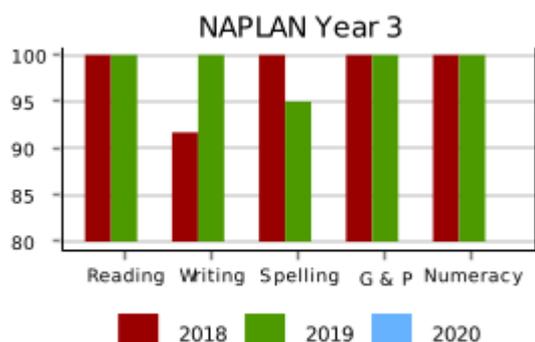
The school has also been focusing on improving standards in Mathematics and there is an obvious improvement with 87% of students reaching the 'average' standard in 2020. This data reflects the tremendous amount of time and effort that has gone into improving learning outcomes for students at St. Joseph's.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	95.0	0.0		
YR 03 Writing	91.7	100.0	8.3		
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	92.3	100.0	7.7		
YR 05 Writing	92.3	93.3	1.0		

\* 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

Review, revitalise and develop St Joseph's School Wide Positive Behaviour Support framework.

### Achievements

1. Renewed our Positive Behaviour in Schools framework based on three school pillars: Respect for Self, Others and the Environment.
2. Provided alternative play options during classroom breaks, including shed time, gardening, sporting activities and technology activities.
3. Implemented a Foundation/Yr. 5/6 Buddies program.
4. Held fortnightly whole school assemblies to celebrate Positive Behaviour In Schools achievements.
5. Continued Behavioural Tracking via SIMON.

### VALUE ADDED

1. Establishment of a Positive Behaviour In Schools team, including staff members from a variety of positions; i.e. senior leader, classroom teacher, education support officers.
2. Term meetings with student representatives, i.e. Just Leaders, to identify potential areas of concern in relation to behaviour in the playground.
3. Used SIMON to provide a consistent means of record keeping and to identify patterns of student behaviour, i.e. identification of potential 'hot spots' in the playground.

### STUDENT SATISFACTION

Through our once a term meeting with our student leaders we are able to gauge the climate of student behaviour within the school. These meetings have reinforced our commitment to Positive Behaviours In School and the students have expressed that they like the clarity it provides and the way that we celebrate the 'good' behaviour of our students.

**STUDENT ATTENDANCE**

St Joseph's attendance is monitored twice daily using SIMON. ( During COVID-19 the monitoring of attendance for students learning remotely was varied to once a day. Whilst students were offsite attendance was still managed through SIMON, but was collected either through attendance at a video conference or by logging into Google Classroom and accessing the learning experiences that had been scheduled for that day. ) Unexplained absenteeism of three consecutive days is followed up by a phone call. Throughout the year the school used posters and notices within the school newsletter to highlight the importance of attendance and that everyday counts in a child's education. Attendance counts are documented in school reports.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	97.7%
Y02	92.0%
Y03	95.6%
Y04	96.4%
Y05	95.6%
Y06	97.7%
Overall average attendance	95.9%

## Child Safe Standards

### Goals & Intended Outcomes

To implement Child Safe policy, process and curriculum in line with legislation.

### Achievements

1. Human resource practices, in accordance with CECV guidelines, were implemented when employing staff.
2. Parent and School Board education around child safe policies and standards.
3. St Joseph's Volunteers Code of Conduct, WWC processes and procedure continue to be implemented.
4. Education of child safety through school publications; (e.g. Newsletter, Skool Bag app, website), open day and induction meetings.
5. Staff professional learning of Child Safe practices and procedures.
6. Staff completed the Protecting Children — Mandatory Reporting eLearning modules.
7. Student participation and empowerment strategies — Resilience, Rights & Respectful Relationships.
8. The ongoing embedding of policies and commitments into every day practice.
9. Ongoing implementation of 'PROTECT — Identifying and Responding to all Forms of Abuse in Victorian Schools'.
10. Child safety — Risk Management practices.

# Leadership & Management

## Goals & Intended Outcomes

To continue to develop a Professional Learning Community to ensure collaboration between staff about the identified essential learnings from the Victorian Curriculum.

## Achievements

1. Implemented a timetable that provides teachers with collaborative time that is part of the working day.
2. All meetings are conducted in accordance with established team norms and meeting agendas.
3. Participants share the role of meeting chair or facilitator.

**PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

- Global PD Mini Course — Learning by Doing
- Professional Learning Community — Writing Essential Learning
- Webex: An Interactive Teaching Tool
- Professional Learning Community — Building a Commitment
- Accreditation to teach Religious Education
- Masters of Theological Studies

Number of Teachers who participated in PL in 2020: 11

Average expenditure per teacher for PL: \$804

**TEACHER SATISFACTION**

The overwhelming response from the once a term goal reflections that take place between each staff member and the principal is that they enjoy the current level of challenge associated with their roles, believe they are in a position where they are learning a lot as teachers and really value the time they are afforded to collaborate as a staff. The level of collaboration within the staff that has been built up over the last 3 years has been embraced and is now viewed as an essential part of how our school functions.

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	91.2%

<b>ALL STAFF RETENTION RATE</b>	
Staff Retention Rate	94.1%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	22.2%
Advanced Diploma	11.1%
No Qualifications Listed	77.8%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	11.0
Teaching Staff (FTE)	8.3
Non-Teaching Staff (Headcount)	6.0
Non-Teaching Staff (FTE)	6.5
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

Provide opportunities for families to engage in the life of the school in a positive manner.

### Achievements

The major achievement in this space was the introduction of parent/teacher learning conversations via video conferencing. The use of video conferencing gave parents an opportunity to engage with the classroom teachers at a different level, whether it was during a formal meeting time or as part of a question and answer time that teachers had set up as they encouraged students and parents to clarify learning expectations and what needed to be achieved by students at home in the short term.

#### PARENT SATISFACTION

The vast majority of feedback collected from parents during 2020 related to remote learning and how we as a school were catering for the learning needs of our students.

When surveyed throughout the periods of remote learning parent feedback indicated:

- 100% of parents were either satisfied or very satisfied with our remote learning program.

Feedback from the parents included comments such as:

- Working together and getting a better understanding of where the kids are at in their students.
- It's lovely to see how passionate you all are about learning and making a difference.
- A big pat on the back for teachers, well done!

## Future Directions

With the support of the school board and the completion of the current facilities future master plan that was established in 2014 and reviewed in 2018, it has been established that our school needs to reach out to our current community members and identify what the future needs of the school could be from 2022 and beyond. This will begin with a process of community consultation during 2021.