



# St Joseph's School Sorrento

## 2020 Annual Report to the School Community



# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Our School Vision .....3

School Overview .....4

Principal’s Report .....5

Education in Faith .....8

Learning & Teaching .....10

Student Wellbeing .....15

Child Safe Standards .....19

Leadership & Management .....21

School Community .....25

Future Directions .....29

## Contact Details

ADDRESS	Constitution Hill Road Sorrento VIC 3943
PRINCIPAL	Ellie McGinness
PARISH PRIEST	Fr John McGinnty
SCHOOL BOARD CHAIR	Mel McFayden
TELEPHONE	03 5984 1291
EMAIL	principal@sjsorrento.catholic.edu.au
WEBSITE	www.sjsorrento.catholic.edu.au
E NUMBER	E1134

## Minimum Standards Attestation

I, Ellie McGinness, 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.

13/05/2021

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

## Our School Vision

### Our School Vision and Mission

#### Vision

As a vibrant Catholic learning community, we will develop engaged, independent and successful learners who will contribute to the world for the good of all!

#### Mission

To provide a rigorous and contemporary Catholic education that integrates faith, life, culture and social and emotional wellbeing.

#### Values

An understanding that each person is created in the image of God and called to communion with Him, underpins our values at St. Joseph's.

**Respect   Honesty   Learning   Team Work**

**MY FAITH   MY LIFE   MY LEARNING**

## School Overview

### School Overview

St Joseph's School Sorrento is part of Catholic Education Melbourne and has St Mary's Star of the Sea as its parish.

St Joseph's School is situated in a unique setting between Port Phillip Bay and the back beaches facing Bass Strait. The surrounding beaches and stunning scenery, place the school in the most idyllic of settings. The school is set within the beautiful seaside township of Sorrento.

St Joseph's School Sorrento has served the needs of the Southern Peninsula since 1932. In the early days the school attendance was less than 50, with a staff of two nuns. Lay principals have been leading the school since 1984 after 51 years of the school being served by the Sisters of Mercy.

The school's architecture is a federation style and sits comfortably in the local environment. In recent years the school has undergone extensive renovations, including; contemporary, flexible learning spaces, a refurbished Library and Art Room as well as extensive playground upgrades. The school has its own swimming pool, sharing the facilities with Sorrento Primary. The school has a private bus service and access to before and after school care.

The school enrolment for 2020 was 180 students and thus provided a structure for eleven classes. The school structure consisted of one Prep, three 1/2 classes, three 3/4 classes and three 5/6 classes.

Specialist classes were offered in the areas of, Visual and Performing Arts, Italian, Physical Education and Sustainability.

Lunchtime and Extra Curricula activities included; Dance, Master Art Classes, Robotics, Garden Club, Dance Sustainability activities and Sports activities led by senior students, . The students have an active voice with representatives from each of the classes on the Student Action Council.

## Principal's Report

### **PRINCIPAL'S REPORT**

It is with great pride and pleasure that I present the 2020 Annual Report to the school community.

St. Joseph's enrolment for the 2020 school year was 180. We had nine learning groups which included one prep, and multiage class groups made up of two 1/2, three 3/4 and three 5/6.

The school was able to adapt to quality online learning during the COVID lockdowns. Parents, students and staff displayed, resilience, perseverance, innovation and creativity during this time.

Curriculum support in four specialist areas: LOTE (Italian); Physical Education; Visual Arts and Sustainability was provided to allow each team to plan together on a weekly basis. Targeted programs were supported in the areas of literacy intervention, student wellbeing, and student welfare.

The 2019- 2020 school year was a review year for St Joseph's. The undertook the Specific Focus Model which involved the following:

#### **THE SCHOOL FOCUS - DATA.**

Area of Focus: How will the development of a school wide approach to the collection, analysis and discussion of data inform and improve student outcomes?

Aim: How can we at St Joseph's establish and implement a systematic plan for the collection, analysis and use of data?

Rational/Why/Purpose: Every learner should be able to develop as a whole person fulfilling their potential. St Joseph's to be committed to "achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth for all.

The hard work and dedication of the staff saw a maintenance of the improved student outcomes across all curriculum areas, we experienced in the previous year. The staff again undertook professional learning in the areas of Social and Emotional Learning and contemporary curriculum, especially in the area of Numeracy. Religious Education and Literacy were also a major focus of our Professional Learning Teams. 'Mappen' was used as a faith based inquiry tool. The term concepts are linked with the Catholic Social Teachings

St Joseph's is a vibrant community and I would like to express my thanks and gratitude to all families of St. Joseph's for the valuable contribution they have made to the life of our school. The commitment and support of the Parish School Board and the Parents and Friends Association enable our school to continue to grow and improve. The staff is continually striving for 'best practice' and their professionalism and expertise is admirable.

The support and encouragement provided by our Parish Priest, Fr. John McGinty OMI, and Fr. Bill Ousley OMI, in the areas of school faith life is also greatly valued and appreciated.

### **EXECUTIVE SUMMARY**

The following is the Executive Summary written by the School Reviewer in 2020.

"St Joseph's School is an attractive school located in Sorrento on the Mornington Peninsular. It has adopted carefully considered processes for school improvement led by the principal and school leadership team who have established and maintained an effective continuous school improvement process. At the heart of the school's operation is a constant desire to do the best

for all students. Staff, parents and students take pride in their school, evidenced by the attractiveness of classrooms, buildings and grounds and the belief as expressed by parents that "this is a welcoming and caring school where the teachers really know my child".

Considerable energy and effort have been invested in the development of a stimulating, challenging and engaging learning environment. The Open Learning Spaces are clean, attractive and inviting places to be. This creates a well organised, interactive and happy atmosphere. Evidence of the students' obvious enjoyment of the spaces was the collective cheer that went up upon the announcement of a "Wet day Timetable" during the School visit! Learning resources are well organised across the school, making them easily accessible. The collaborative nature of the Open Learning teaching requires this easy access. The school's library is bright, attractive and well organised.

Conversations with the Principal, Leadership Team, teachers, students and parents confirmed that the school's vision and values are reflected in the way all school community members relate to one another and the teamwork and respect which are openly displayed. The atmosphere in the learning spaces was calm, warm, friendly and conducive to learning and good relationships. One of the students in the focus group commented: "If you need extra help, you can always get it from another student or a teacher." The teaching and learning activities were purposeful and the organisational structures ran smoothly. Teaching and learning were well supported by encouraging adults including Learning Support Officers and volunteers. One of the key features of the school is that it is well organised. Timetables are clear and well communicated.

The Principal and leaders are "hands-on" instructional leaders, who shares their knowledge and experience with staff. Staff are highly motivated and strive, in collaboration with one another, to ensure that their programs and learning activities are of high quality.

Education in Faith forms an integral part of the curriculum and everyday life at St Joseph's. The Critical Friend was impressed with the Enquiry Curriculum overview document 2020 which identified related Faith Based Enquiry topics and relevant Catholic Social Teaching principles. It represented rigorous planning to ensure that Education in Faith is included in a relevant and meaningful way that 'makes sense' to students in their life. The Critical Friend met with the Parish Priest, Fr John McGinty. Fr John has joined the Sorrento community very recently and has high hopes for the school within the parish community. The relationship between the school and the parish is developing. The Critical Friend observed strong cooperation between the two groups in the Bible Garden project. A group of parishioners have come into the school to work with the students to research plants named in the bible and subsequently to plant a bible garden containing these plants. The activity was most engaging for both students and the older parishioners.

The Sustainability program is active, and it includes a well-maintained healthy vegetable garden. There is a staff member assigned for one day per week to coordinate the Sustainability program, which incorporates Indigenous perspectives. Connections are also being made with the Education in Faith program with the aim of encouraging students to be stewards of creation and responsible citizens.

St Josephs is an 'outward looking' school. It uses a range of external expert educational consultants to complement the school's improvement program. As well as quality professional learning being offered to staff internally, the school has sent staff to numerous professional learning programs external to the school. The school is active in the Southern Region educational networks.



The school has a coherent and systematic approach to curriculum delivery. It uses several quality learning & teaching resource programs which support staff in curriculum implementation. This is also complemented with the use of 1 to 1 chrome books for students at Years 5 and 6.

St Joseph's School has much to be proud of. It is an attractive and caring school that strives to provide high quality educational experiences for its students.

The school's recent priority has been a strong focus on developing and maintaining the effective use of a range of data to improve student learning. Priority is placed on the effective use of student growth data for the planning and implementation of classroom programs and learning activities designed to meet the learning needs of all students. This led to the choice of a focus on data in the Specific Focus Review.

The guiding question for the investigation into the use of data was: How will the development of a school wide approach to the collection, analysis and discussion of data inform and improve student outcomes?

The question which formed the aim of the review was: How can we at St Joseph's establish and implement a systematic plan for the collection, analysis and use of data? The rationale underpinning the review was that...Every learner should be able to develop as a whole person fulfilling their potential. The school identified its purpose for St Joseph's to be committed to "achieving the highest standards possible based on reflective practice, using data, research and evidence to ensure progress and growth for all.



## Education in Faith

### Goals & Intended Outcomes

#### Goals & Intended Outcomes

To strengthen St. Joseph's as a visible Catholic faith community where all members are supported to develop their Catholic Identity and empowered to take action that is an example of Catholic Social Teaching.

That students and staff through Faith Based Inquiry are energised to seek meaning and explore questions about the world around them.

### Achievements

#### SCHOOL ACHIEVEMENTS and VALUE ADDED

- Use of the SIF Rubric to plot and measure school growth and set directions in the Religious Education Dimension
- The use of 'Mappen' as a tool for Faith Based Inquiry.
- Making direct links with the Catholic Social Teachings and the term concepts
- Ongoing analysis of data and implementation of strategies to improve the Catholic Identity of the School
- Embedding the whole school concept driven Inquiry of Faith Based Inquiry and pedagogy of encounter aligned with the new RE Framework
- Several staff members continued their RE Accreditation course through the Sale diocese
- Continued unpacking of Horizons of Hope and the foundation statements and embedding language throughout school. 3 new Foundation statements: Diversity, Wellbeing and Religious Education
- Professional Learning in conjunction with Catholic Education Melbourne Southern Region. Due to COVID, Professional learning moved to online forums during 2020
- All Learning spaces moved to a shared "Sacred space" area for prayer and gatherings and the dimension of Christian meditation incorporated in many spaces
- Christian meditation throughout the school.
- School prayer and values continue to be a part of our Catholic Identity
- Introduction of a new school prayer
- Provocations gradually beginning to become a shared language with staff when praying or sharing through Faith Based Inquiry
- The use of staff provocations, as well as staff prayer at weekly staff meetings

Due to COVID restrictions, the following celebrations and liturgies were cancelled, postponed or modified.

- Whole school Masses encouraged as a time to come together to pray and sing and connect with our Parish Priests and Parishioners (limited)

- Class Masses encouraged every term with teachers planning and sharing Mass with the Parish. (limited)
- Sacramental Commitment Masses at weekend Masses continue to be a way to encourage Parish/School relationships. Celebration of the Sacraments of Reconciliation and Holy Eucharist were held at the end of 2020 (cancelled)
- Altar servers from Grades 4- 6 assisted with Class and Whole School Liturgies, (limited)
- End of year Christmas Carols - whole school. (cancelled)
- Celebration of St Joseph's day with Mass and activities (cancelled)
- Food for All - Whole school participation and cans collected by Southern Peninsula Food For All representative
- Grandparents' Morning with Celebration of Mass and activities (cancelled)
- Recognition of St Eugene De Mazenod and the Oblate order on Saint's Feast day.

The following events were able to go ahead in 2020

- Opening School Mass
- Celebration of the Sacraments of Reconciliation and Holy Eucharist were held at the end of 2020
- Faith Development of students through online learning
- Continued Faith Base Inquiry with themes connecting with the Catholic Social Teachings

#### 2020 FEEDBACK

- Although many events and liturgies were cancelled due to COVID, staff, parent's and student's feedback was positive and showed an appreciation for; the online platform that they were able to use and access, the ongoing commitment to Faith Based Inquiry Learning, opportunity for prayer in class morning greetings. There was a deep appreciation for the organisation and preparation of the children in Term Four to receive the Sacraments of Reconciliation and Holy Eucharist.

CEMSIS Data Staff- Domain 14 'Catholic Identity' 14.13. Increase current score of 56% to the CEM School Average of 67%. To what extent have the school's professional learning experiences, assisted you to contribute to the Catholic ethos of the school?

#### VALUE ADDED

REFER TO ACHIEVEMENTS SECTION

## Learning & Teaching

### Goals & Intended Outcomes

#### **GOALS and INTENDED OUTCOMES**

To enable all students to experience success in learning, and to develop the skills to become independent, lifelong learners.

That a whole school approach will have an impact on growth from Grade 3 - 5 in literacy and numeracy leading to improved student outcomes

That students through an integrated, inquiry process become deep and animated learners, making purposeful connections with the world in which they live

### Achievements

#### **SCHOOL ACHIEVEMENTS and VALUE ADDED**

Due to COVID restrictions the following areas were used in a limited capacity as a base for research and development in our Specific Focus on 'Data'

- A Culture of Self Evaluation
- Data Informed Decision Making
- A Plan for the Use of Data
- Monitoring School Wide Progress
- Monitoring a Range of Data
- Staff Access to Data
- Leadership Team Reviewing Data
- Staff Professional Learning

#### **Use of the 5 D's**

- The key strategy that the school is continuing to build a culture of self-evaluation and reflection is the development of a whole school approach by using the St Joseph's "Five Ds." The Five Ds is a structured organizing framework which serves to direct school planning into a logical and productive process. It involves:
  - DATA - Small and Large Data. Informal and Formal. This is about the student's and the learning and teaching. Can be academic, social etc. What do we know? What have we observed?
  - DIALOGUE and Discussion
  - DECISIONS - designing and differentiating
  - DO - What actions? How are we going to implement the 'design and decisions'? (This could be the point where computers are opened, and staff begin to fill out the planner)
  - DIFFERENCE - Have we made a difference (reflect and begin the process again)

### Other School Achievements and Value Added

The school was able to adapt to quality online learning during the COVID lockdowns. Parents, students and staff displayed, resilience, perseverance, innovation and creativity during this time.

Many added initiatives were introduced during the lock down period. These enhanced the Teaching and Learning at the school and included;

Teachers implemented remote learning in term 2 and term 3 with an emphasis on students staying connected to their teachers and peers. Students were able to access via their Google drives and emails learning plans in all learning areas. Every child was issued with a device and

set- up for home remote learning, the use of 'Google Meets, slides and docs, 'Screen Castify', emails and other IT platforms, teachers morning greetings and overview of the day in remote learning, google meets in small groups for teaching clinics, students using a range of online resources to increase engagement, Multi Lit online and resources, extra literacy support for at risk students through Levelled Literacy and Guided Reading, Fountas and Pinnell, Essential Mathematics, iMovies, Support Staff to maintain engagement during remote learning, online planning meetings and PLT's, Konnective used as a form of communication between staff and families, teachers used Google meets for parent/student/teacher conferences, meeting with whole/groups of students and live lessons, Teachers used Screencastify (google extension) to record lessons/assemblies for students to access during remote learning, recorded lessons/assemblies for students to access during remote learning, support and daily routines for onsite students.

- Collaborative Development of the St. Joseph's Learning and Teaching Framework
- Use of the SIF Rubric to plot and measure school growth and set directions in the Learning and Teaching Dimension
- Research began for the development of a new web page to be established in 2021
- Strong literacy and numeracy focus in PLT meetings
- Use of the Spa Platform to track student achievement through standardised data
- Use of Essential Assessment in Mathematics to inform teaching and track students' progress
- Strong Inquiry focus and faith based inquiry focus in PLT and planning meetings
- Linking the key concepts in Faith Based Inquiry to the Catholic Social Teachings
- Shared curriculum planning in teams (back to back time)
- Leaders present at team planning sessions to support quality teaching and quality learning. This continued online in Term 2 and 3
- Investigations/ Play continued in the Prep area
- Learning Support Officers to support intervention programs
- Multi Lit and Sound Check used for intervention in Literacy and LSO's trained in the programme
- Pat M and Pat R scheduled testing and staff professional learning on using the Pat M data effectively
- VOICES used to structure components of writing program

- Persuasive and Narrative writing moderated tasks implemented 2 times in the year for assessment and planning purposes
- Teacher coaching and mentoring through fortnightly planning sessions
- Solid use of Learning Intentions, Success Criteria and Feedback Feed Forward - embedding this practice in 2020 and seeing this as quality practice in every learning space
- Use of the Google Apps platform to record and share assessment and data
- Continual reassessment of learning spaces and groupings according to data needs - embedded
- Building up Math's Resources and expertise led by maths leader and CEM partnership
- Once a term, the Leadership attends the SWIF Forums online
- Robotics club at lunchtime continued when students were onsite
- Fifth year of 5/6 BYO Chromebook program offered to students with an offer made to year 4 students which enables full use of the three-year warranty. This has added value to increased knowledge and use of this tool
- Flexible innovative learning spaces from Prep-6 with multifunctional furniture to support a twenty-first century model of teaching
- Initial Lit implemented in Prep - Yr 2
- Whole school curriculum mapping tools developed and embedded to staff for planning a Faith Based Inquiry Curriculum
- Curriculum maps enable a diverse content and capabilities curriculum to be delivered through a model that centres around big concepts
- Big concepts continued to be developed from P-6 which include a big question and action to inform Faith based Inquiry - 2 year cycle of mapping completed and planning for the third year in place
- Excursions and Incursions relevant to the curriculum across all levels during term 1
- Leadership Team worked and planned with Lyn Watts in the planning of a contemporary and engaging curriculum and dialogue around data continues to drive effective leadership
- 2020 saw the move to electronic reporting
- Student led conferences onsite and through Google meets beginning to emerge with 2020 having a focus for driving this alongside digital portfolio
- Development of Mental strategies developmental continuum
- Continued emphasis of using the key ideas for concept development in Mathematics
- Staff PD in Victorian Curriculum capabilities throughout the year and emphasis on teaching these through the Faith Based Inquiry

Overall the curriculum delivery continues to be enhanced with the literacy and numeracy blocks, with a strong emphasis on grouping children and visible learning with learning intentions and success criteria embedded in every learning space. This is quality practice across the school.

There has been a significant drop off in parent helpers so, increasingly, strong teacher planning of groups and utilization of LSO's is more important than it ever has been. Enhancing the way LSO's are supporting learners has been a priority with the idea of supporting students 100% of the time embraced by LSO's. The focus on small teacher focus groups for explicit teaching has been in the spotlight through QTQL and moving away from teaching with the bigger combined groups in the spaces. Making teachers aware that one teacher teaches and one watches is not quality teaching has been a priority.

There has been a large amount of time and money invested in Quality Professional Learning through our Quality Teaching equals Quality Learning Project in conjunction with CEM. This focuses on driving the teaching and learning throughout the school, improved student outcomes and improved teacher practice. Further focus on Social and Emotional learning continues to be woven into the curriculum and is crucial to developing strong resilient learners at St. Joseph's. The addition of Play is the Way social program has added another foundation to the Tier 1 of building positive relationships and this is embedded through Learning and Teaching. A commitment to continuing to set higher standards remains a focus for all our children.

## STUDENT LEARNING OUTCOMES

### **STUDENT LEARNING OUTCOMES - The following Assessment and Data was used in 2020**

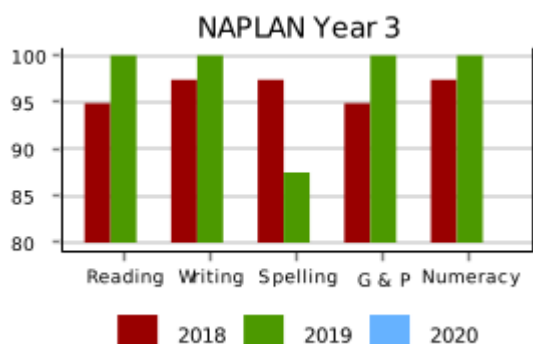
- PAT Numeracy and Reading
- Essential Assessment pre-testing and post testing
- BASS Assessment - running record
- Writing Moderation
- Record of oral language
- Full observation survey
- South Australian Spelling
- BURT Testing
- Class based assessment
- Cumulative review; Initial-Lit
- Teacher observation

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	94.9	100.0	5.1		
YR 03 Numeracy	97.4	100.0	2.6		
YR 03 Reading	94.9	100.0	5.1		
YR 03 Spelling	97.4	87.5	-9.9		
YR 03 Writing	97.4	100.0	2.6		
YR 05 Grammar & Punctuation	93.1	100.0	6.9		
YR 05 Numeracy	100.0	95.2	-4.8		
YR 05 Reading	100.0	95.2	-4.8		
YR 05 Spelling	96.6	100.0	3.4		
YR 05 Writing	100.0	100.0	0.0		

\* 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

#### **GOALS and INTENDED OUTCOMES**

To improve the social and emotional capability of students within a safe, positive and nurturing environment.

That students engage positively and confidently in their learning respecting the sacred dignity of self and others

### Achievements

#### **SCHOOL ACHIEVEMENTS and VALUE ADDED**

Many of the following achievements occurred during Term 1 and Term 4. Due to COVID these were in a modified form during Term 2 and 3.

Students were supported extensively during lock down. Support teachers were allocated to vulnerable students. Many initiatives were introduced to enhance student engagement during this time including; Morning greetings and check-ins, extra support for vulnerable or disengaged students, connecting of Buddies via Google meets and videos, staff videos for students and families, the Birthday Run (including a bag of lollies and poster) delivered to child's homes on their birthday, support and daily routines for onsite students, celebrity 'Shout Outs' to encourage students

Other School Achievements and Value added

- Introduction of the eXcel framework
- Continuation of Before and After School Care, run by Camp Australia students bussed to Rye primary for those families requiring the service
- Continuing Play Is The Way (PITW) social and emotional education program
- Startup week first week of the school year all classes
- Buddy program - Prep and senior students
- Student Action Council (SAC) Representatives from each class fortnightly meetings: social justice issues, fundraising opportunities in the local and wider community and school actions discussed
- Certificates for the values/ PITW Key Concepts each term from class teachers at weekly assemblies
- Yellow line paintings to surrounding of the schoolyard for the safety of visually impaired students/visitors
- Crossing to playground/carpark for drop off and pick-ups
- Pick up valet style with bollards for safety
- Speed hump fitted between Parish and School driveway with swing barrier gate for safety
- Student risk assessments in learning spaces conducted and amendments/adjustments made as required

- 'Bullying -No Way' - fundraiser and awareness Day (cancelled)
- Grade 5/6 outdoor camp - Camp Rumbug March 2020
- Lego robotics at Tuesday lunchtime and participation in Lego robotics schools competition
- ART master class Wednesday lunchtime
- Library open Friday lunchtime
- Choir- fortnightly (limited)
- Paired Reading program whole school twice a week
- Whole School Athletics Day (modified)
- Continuing to implement Positive Behaviours Policy devised to sit alongside Bullying Policy
- Whole school behaviour/bullying surveys P-2 - giving students a voice - All surveys moved to digital (modified)
- SAC students responsible for collecting and giving First Aid yard duty bum bags to teachers on duty
- SAC end of lunchtime environment/playground checks
- Catastrophe scale, emotional thermometers and problem-solving wheels in all learning spaces
- Project compassion
- Dolphin Research project and fundraiser (modified)
- Body Education, Health and Sexuality classes offered to students in Years 3-4 and 5-6 (cancelled)
- All students participated in sustainability projects around school
- Year 6 students leadership skill sessions throughout Term 4
- Continuing of compost bins throughout learning spaces and with no outside rubbish bins
- Continued support and encouragement of rubbish free lunches implemented
- Veggie Garden club
- Construction and implementation of Indigenous Garden in front of school
- Men's Shed projects around the school - garden beds, bug houses, seating
- Continuing to build empathy across whole school focussed in learning spaces, with lessons in PITW games and activities as well as SEL competencies
- Italian day - whole school
- Transition program for Preps 2020
- Term 4 Transition afternoon every Thursday -supporting the transition for 2020 and fostering SEL
- Transition Day (Padua) current year 6's and other secondary schools
- Year 6 big day out
- P-4 end of year movie celebration Peninsula Cinemas

- Piano students' presentation at Assemblies and at Village Glen (cancelled)
- Staff Mandatory Reporting and Child Safety training updated
- Staff PL on Child Safety and responsibilities keeping students safe
- Staff First Aid and Anaphylaxis accreditation and training updated

**VALUE ADDED**

REFER TO ACHIEVEMENTS SECTION

**STUDENT SATISFACTION**

**2020 FEEDBACK**

- Although many events were cancelled due to COVID students felt connected to their peers and staff. Staff, parent's and student's feedback was positive and showed an appreciation for; ongoing support for students by assigning teacher/staff mentors, individualised learning plans, extra support for families, Parent Support Meetings via 'Google Meet', links to the broader community through 'shout-outs' posters and birthday cards and wishes, ongoing checking-in for families that appeared to be disengaged, videoed school assemblies, suggested extra curricula activities, updates on COVID safe practices and resources to support students, families during lock down and returning to school and the immense appreciation for the staff going that 'extra mile' and the ongoing dedication and professionalism

**CEMSIS Data**

- STUDENT - Domain 8 'Student Voice'
- 8.5 Increase current score of 22% to above the CEM School Average of 30%, with a target of 50%. When the adults in your school make a major decision about the school, how often do students have a voice in it?
- 
- 8.3 Increase the current score of 49% to the CEM School Average score of 55%. How often do teachers seek your views about what matters in your school?


**STUDENT ATTENDANCE**

**STUDENT ATTENDANCE**

In Victoria, children between the ages of 6 and 16 years are required to be in full-time attendance at a registered school unless they are in receipt of approved home tuition, are enrolled with correspondence education or have an exemption.

Schedule 2 (11) of the Education and Training Reform Regulations 2007 (Vic.) requires every registered school at which children of compulsory school age attend, to keep a register of attendance.

Schedule 2 (11) of the Regulations requires the attendance at school of any child of compulsory school- aged to be noted at least twice daily along with any reasons for absences of the child from school.

- All class teachers (including specialists) are required to maintain the electronic roll on NFORMA. Rolls should be completed twice daily.
- Office staff note any absentees in NFORMA by 9.30am
- Office staff contact parents of any children with an 'unknown' absence.
- Parents are requested to notify the school of any absence prior to 9.00am.
- A record is kept in the office of families who have phoned, written or emailed.
- Parents/carers must sign their child in, if they arrive after 9am. 
- Parents/carers must sign their child out if leaving the school before 3.30pm.

If there is unsatisfactory attendance, the parents are contacted to discuss ways of assisting and supporting in order to improve the situation. Parents are asked for an explanation and invited to respond.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.3%
Y02	92.2%
Y03	95.3%
Y04	95.8%
Y05	94.6%
Y06	94.4%
Overall average attendance	94.3%

## Child Safe Standards

### Goals & Intended Outcomes

#### **GOALS and INTENDED OUTCOMES**

- To enable the 'full flourishing of every child' by providing for the care, safety and wellbeing of children and young people in our school.
- That through a moral, legal and faith based responsibility, create a nurturing school environment where children and young people are respected and their voices are heard and acted upon
- Promote child safety in the school and wider community
- Ensure the school is compliant with all child safety legislation.

Regular Professional Learning by the staff and School Board in the area of child safety

### Achievements

#### **ACHIEVEMENTS**

- Use of the SIF Rubric to plot and measure school growth and set directions in the Student Wellbeing Dimension
- A Child Safe Policy has been developed and reviewed on a regular basis
- A Code of Conduct is in place and all who have any interaction in the school are required to read and sign and be committed to Child Safe
- All staff have ongoing professional learning in the Child Safe, Reportable Conduct and Mandatory Reporting processes and protocols and as part of their contract agree to developing an sound understanding and commitment to building a child safe environment
- The Mandatory Reporting Module is completed annually by all staff
- The School's Recruitment processes are in line with the Child Safe Guidelines
- Child Safe is on every staff meeting agenda, giving staff an opportunity to continually reflect and discuss child safe issues
- Working with Children Check is required for all who are engaged in the school
- School Advisory Board has been involved in the process of developing the Child Safe Procedures and continues to be an active part of the process, with child safe on every meeting agenda
- Volunteers and external providers have clear understanding expectations and commitment to child safe processes and protocols
- Parents have been keep informed via newsletters, online correspondence & Induction Sessions
- A process is in place to ensure all teaching staff have up to date VIT Registration
- Contractors are required to adhere to Child Safe processes
- Ongoing policy development is in line with Child Safe Practices

- The Student Action Council meet on a regular basis
- Student surveys were completed to allow for student voice and highlight areas of concern
- Social Emotional Learning is incorporated in the Curriculum
- St Joseph's School is an e-Smart school and holds Cyber Safety Sessions for students and parents.
- The Introduction of the eXcel Documents - Enable, Connect, Engage, Learn
- The embedding of policies and commitments into every day practice
- Appointment of a "Leader in Wellbeing - Child Safe" role
- Wellbeing team that incorporates Child safety Team/Committee structures
- Timetabled Professional learning of teachers, non-teaching staff and volunteers.
- Student Survey and parent surveys
- Tracking and Behaviour Monitoring Tool
- Use of the eXcel Framework
- Completion of Online modules - mandatory reporting
- Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student SAC and Buddy program
- Inclusion policies and procedures throughout the school
- Through the School Board and P&F - engagement of Families and communities in promoting child safety
- Human Resources practices (recruitment, supervision, performance review)
- Extensive Child safety and Risk Management practices, policies and procedures

### **Curricular and Extra-curricular Activities**

- Startup week activities within class groups and levels to promote awareness and expectations of safety for all.
- Promoting inclusion of all and respecting the sacred dignity other themselves and others in our actions and words.
- Cybersafety lessons and activities throughout the year - Eg - Hector's world for Juniors
- Police cyber safety talk and awareness session ran through local police station
- All staff familiar with child safety policies and content and using a variety of tasks/games/activities for students to build their 'trusted' circle knowledge
- Explicit teaching of the curriculum related to child safe practices across year levels and empowering students
- Using PITW games and activities to teach and embed a culture of safety for all
- All teachers on yard duty to wear fluorescent vests to locate teachers on duty

## Leadership & Management

### Goals & Intended Outcomes

#### **GOALS and INTENDED OUTCOMES**

To increase teacher effectiveness through a collaborative environment and shared leadership where targeted professional learning transfers into best practice teaching.

That school administration, organisation, philosophy and structures are developed and improved, to support the Goals and Intended Outcome of the School Improvement Plan.

### Achievements

#### **SCHOOL ACHIEVEMENTS and VALUE ADDED**

A major focus in 2020 was the management and sustainability of COVID safe practices, as well as the ongoing support of families and staff. This included; continued updates of COVID Guidelines to staff and families (sometimes weekly and daily), establishment and maintaining of best practice in the use of ICT resources. One to one devices for each child, access to all required platforms and resources, managements of onsite and rostered staff, support for families experiencing hardship or those disconnected, correct COVID signage, hygiene and health management, ongoing updating of COVID safe plans and practices.

- Use of the SIF Rubric to plot and measure school growth and set directions in the Leadership and Management Dimension
- Strategic leadership planning time for the leadership team driven by the AAP and Yearly plan
- Appointment of a Sustainability Teacher
- Staff working closely on Review Specific Focus - Data
- Extension of Faith Based Inquiry and introduction of new big concepts
- Catholic Identity continues to be a strategic intention of the leadership team when planning
- Emphasis on Team planning and allocated time for all teams to work collaboratively and introduction of the 5 D's as a strategy to use data to drive Learning and Teaching.
- Leadership to support and be an integral part of planning extended in 2018 guiding planning.
- Leaders from each level represented on Leadership team in 2018
- Specialist timetable designed to enable team planning
- Changes in roles within the Parish School Advisory Board
- The school working closely with the very active P&F and jointly setting clear directions for school based projects.
- In 2020 the first phase of the sensory garden began outside the library which had been refurbished
- The establishment of a Bible Garden
- Professional development program for all staff aligned to the SIP and AAP
- Work continues with the AITSL Teacher and Leadership standards



- Continued work with Lynn Watts in the area of School Improvement
- Leadership Planning Day with Lynn Watts (educational consultant) to assess the year and data and plan for a new year
- Weekly Leadership Team Meetings
- Continued release for leaders (1 to 2 days per week)
- Weekly staff meetings aligned to Professional development
- Focus on how to use the data gathered in planning for Mathematics lessons for explicit teaching of concepts.
- Continued use of the SPA Platform to record and manage data around student learning

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

Due to COVID, Professional Learning Participation was limited and when it occurred was online

Network PL Network PL Days - Principals, Deputies, REL's, Digital, Student Diversity, Learning and Teaching, Student Wellbeing and Administration Networks. Principal' Briefings, Middle Leaders Course, SWIF PL for Leaders, NCCD, Moderation and modules, Students with Disabilities, Vision Impaired Support, ACPHER Sports, Enhancing Catholic School's Identity, Faith Based Inquiry, Caritas and Social Justice, The Victorian Curriculum, Horizons of Hope, Mathematics, Levelled Literacy, Literacy, Whole School Improvement, Child Safe Standards, Evacuation and Safety, Mandatory Reporting, Google Website Design, Finance Clusters, Reporting, National School Improvement Tool, Spell IT, Writing with Lynn Watts

Number of teachers who participated in PL in 2020	25
Average expenditure per teacher for PL	\$106

**TEACHER SATISFACTION**

2020 FEEDBACK

Areas of challenge included: engaging students and families that felt disconnected, the workload in planning, pre-filming, morning greetings, google meets and student assessment, balancing home life and school load (trying to supervise their own children and toddlers during remote learning at home). student reporting mid year and at the end of the year

Staff feedback highlighted the areas they felt were successful during and post lockdown.

The speed and quality that saw the transition to remote learning. The connectedness to their colleagues through 'Google meets'. The successful implementation of the following: students staying connected to their teachers and peers. Students were able to access via their Google drives and emails learning plans in all learning areas. Every child was issued with a device and set- up for home remote learning, the use of 'Google Meets, slides and docs, 'Screen Castify',

emails and other IT platforms, teachers morning greetings and overview of the day in remote learning, google meets in small groups for teaching clinics, students using a range of online resources to increase engagement, Multi Lit online and resources, extra literacy support for at risk students through Levelled Literacy and Guided Reading, Fountas and Pinnell, Essential Mathematics, iMovies, Support Staff to maintain engagement during remote learning, online planning meetings and PLT's, Konnective used as a form of communication between staff and families, teachers used Google meets for parent/student/teacher conferences, meeting with whole/groups of students and live lessons, Teachers used Screencastify (google extension) to record lessons/assemblies for students to access during remote learning, recorded lessons/assemblies for students to access during remote learning, support and daily routines for onsite students.

Teachers show an increased confidence and competence in using feedback as an integral part of the learning process.

In the HIT strategy of Feedback Teachers move through the stages of the 'Continuum of Practice'

- 1. Emerging 2. Evolving
- 3. Embedding and 4. Excelling

That there is growth within the SIF Rubric 3.5. Currently at 3.5.2 to move to 3.5.3

**CEMSIS DATA**

STAFF- Domain 11 'Collaboration in Teams' 11.6 Increase current score of 86% to 90% When you discuss assessment data, how often do you use it as a springboard for discussions about teaching

STUDENT - Domain 6 'Learning Disposition' 6.2. Increase current score of 70% to the CEM School Average of 74%. How sure are you that you can figure out a good way to get your schoolwork done well?

**TEACHING STAFF ATTENDANCE RATE**

Teaching Staff Attendance Rate	97.6%
--------------------------------	-------

**ALL STAFF RETENTION RATE**

Staff Retention Rate	83.3%
----------------------	-------

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.0%
Masters	20.0%
Graduate	20.0%
Graduate Certificate	0.0%
Bachelor Degree	86.7%
Advanced Diploma	40.0%
No Qualifications Listed	0.0%

<b>STAFF COMPOSITION</b>	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	17.0
Teaching Staff (FTE)	11.6
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	5.1
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

#### **GOALS and INTENDED OUTCOMES**

To achieve authentic and reciprocal partnerships with parents in a culture that supports and enables parent and family engagement in learning.

That the students and school community will flourish by building a culture of learning together through collaboration, partnerships and life- giving relationships

### Achievements

#### **SCHOOL ACHIEVEMENTS and VALUE ADDED**

Many of the following achievements occurred during Term 1 and Term 4. Due to COVID these were in a modified form during Term 2 and 3.

Remote learning built strong connections with students, families and staff. Families gained an insight into their children's learning and became invaluable partners in the process of learning. They supported their children with daily and weekly planners, ensured the children were on their Google meets and small group instructional sessions. They attended PSG meetings via 'google meets'.

The school and broader community were supported by the student and staff in many ways. This included; posters of thanks for Essential Workers, Celebrity Shout Outs, supporting small family businesses, posters made for Aged Care facilities, staff videos for families, recorded assemblies, contacting and supporting families in need.

#### Other School Achievements and Value Added

- Use of the SIF Rubric to plot and measure school growth and set directions in the School Community Dimension
- In all learning spaces, teaching and learning practices have evolved and take into account the need for grouping students in different ways to encourage a sense of community. The flow of learning is emphasized by the seamless spaces and strong teacher modelling builds a sense of collaboration with students and staff.
- The Senior area encourages a strong sense of leadership ability in its Year 5/6 students.
- Student Action Council continues to build leadership opportunities for all students P-6 so that many can have a go at being in a leadership role.
- The Atmosphere in the Learning spaces encourages independence, personalised learning and a shared vision of co teaching practices.
- The Outdoor Education policy reflects the need to go out into the community confidently and so includes a P-6 scope and sequence of outdoor activities, breakfasts, dinners and overnight stays according to age. In 2020 this enabled the 5/6's to go to Camp Rumbug Sadly the 3/4 one night camp at the Don Bosco Camp at Dromana was cancelled due to COVID
- Excursions outside of school, into the community are an important part of the curriculum each term small local walks are encouraged to utilize the surrounding environment.

- Due to COVID the following events were cancelled - the St. Joseph's school choir combined with the Sorrento Primary school choir to sing together at the combined school ANZAC service held at Sorrento Primary
- An excellent transition process exists for pre- preps and Year 6's to ensure and confident transition into a new community. Transition morning for Year Preps, 2's and 4's was held in 2020 to enable all students to gain experiences in their 2021 spaces.
- Introduction of Transition afternoons each Thursday, where the Prep moved up to the 1/2 Space, the Year 2's moved up to the 3 /4 Space and the Year 4/s moved up to the 5 /6
- Cancelled - Preps visit Sorrento Primary through the year for a play, Sorrento Preschool children come to St. Joseph's for a play and we go to the kinder for a play. to enable smooth transition to school 2019.
- The school captains and principal gathered at Sorrento to lay a wreath for ANZAC Day. The wreath was made by the onsite students
- Teachers encourage community through their approachability and willingness to invite parents as helpers into the learning spaces.
- Teachers provide extracurricular activities during lunchtimes to build on the children's sense of community such as Library sessions, Lunchtime netball and basketball, soccer, dance and Choir. In 2020 Lego Robotics continues to be a weekly lunchtime activity roster
- Cancelled - Welcoming parents is important at St. Joseph's all through the year but particularly at the beginning of a school year, through a Family Fun Night. This invites a sense of community. In 2018 Family Fun Night beach barbecue was held at Webster's Corner.
- Positive partnership is encouraged through our assessment and reporting process; Parents are informed of their children's progress and we work with them to ensure growth and development. In 2020 online Parent teacher interviews occurred 2 times per year
- Cancelled - Several fundraising events support relationships within the school and within the wider community through the Oaks day using local businesses and accessing local services
- Parents are informed of school happenings through several mediums such as the newsletter, class bulletins, Konnective App, school website, information evenings, workshop nights and social activities
- Curriculum information nights are always offered to provide information to our parents and prospective parents.
- The Parish of St. Mary's Star of the Sea interact to inform the community of events and information.
- Cancelled - The students attend Mass twice per Term as a class and throughout the year as a whole school. They celebrate as part of the community.
- We share facilities and equipment with Sorrento Primary and try to use as many local services together to build relationships such as Sorrento Yacht Club and Historical Society.
- Local service clubs such as Rotary offer the children the opportunity to achieve recognition of their talents.
- Local service clubs support the school through donations for the end of year awards
- The school supports the local businesses for goods and services.

- Sustainable practices continue to be supported through...
  1. Recycling of waste paper
  2. Composting and worm farm
  3. Power saving/ auto switch off on air-conditioning and heating
  4. Growing our own vegetables
  5. Waste water collected from taps
  6. Use of solar power
  7. Joined the Resource Smart Schools programme-achieved our first star in 2019
  8. Joined the SWEF programme to monitor water usage
  
- The Student Action Council runs Semester teams who meet to organise student voice issues and fundraising events. This encourages leadership and a sense of community spirit.
- Five year 6 students participated as ambassadors for the Dolphin Research Institute by participating once a term in sustainability activities with other schools
- St Joseph's conducts information sessions, interviews and school tours for prospective parents.
- School staff visit local kindergartens and child care centres.
- Weekly assemblies are conducted and run by our Grade 6 Student Leaders. Assemblies focus on values, awards and Celebrations of Learning.
- Parish School Board meets regularly and includes both school and Parish reps.
- Parents and Friends meet regularly and is made up of a cross-section of the parent community
- Active After School Care Program at Rye Primary, students catch the school bus there.
- Community Beach Days.at the Sorrento Sailing club.
- Cancelled - Inter school Sport Program Year 5 / 6 with all local Peninsula schools

## PARENT SATISFACTION

### 2020 FEEDBACK and PARENT SATISFACTION

- Although many events were cancelled due to COVID, parent's feedback was positive and showed an appreciation for; support and organisation of both remote and on-site learning, the ease of transferring to remote learning and the transitions back to onsite learning, the valet parking for ease at 'drop off and pick up times', the number of staff each morning and afternoon greeting children, the flexibility in the system for on-site children, the amusing

video clips done by staff, ongoing support for students by assigning teacher/staff mentors, individualised learning plans, extra support for families, Parent Support Meetings via 'Google Meet', links to the broader community through 'shout-outs' posters and birthday cards and wishes, the birthday 'runs' during lockdown, ongoing checking-in for families that appeared to be disengaged, videoed school assemblies, suggested extra curricula activities, regular updates on COVID safe practices and guidelines, and resources to support students and families, families during lock down and returning to school, confidential financial support, support for small family businesses, reaching out to the community eg Posters for Aged Care and Essential Workers, connection and gift bags to the local Kinder children and the immense appreciation for the staff going that 'extra mile' and the ongoing dedication and professionalism.



## Future Directions

### FUTURE DIRECTIONS

We intend to empower a faith community to work in strong and lasting partnership with one another.

Through careful and targeted planning we seek the development of a personalised learning culture where a differentiated curriculum is at the heart of every team.

Through shared leadership we intend to inform best practice teaching by working with multiple forms of evidence that strengthens and improves all learners.

In 2019 - 2020, St Joseph's was in a review year with a Specific focus on Data. The school had a strong focus on developing and maintaining the effective use of a range of data to improve student learning. Priority is placed on the effective use of student growth data for the planning and implementation of classroom programs and learning activities designed to meet the learning needs of all students.

The following directions were highlights as a result of the extensive review process. These will be the focus of our Future Directions.

- Use the SIF Rubric to assess, reflect and determine priorities.
- Align the Annual Action Plan and the School Improvement Plan with the SIF Rubric
- Continued plotting of school direction using the SIF Rubric
- Continued work in the SWIF Project to enhance school improvement, pedagogy and student growth
- Further Leadership Development and professional learning.
- Continue to use the SPA platform to measure students' growth, by evaluating and investigating trends over the past 5 years.
- Keep abreast with current research and trends to ensure that we are collecting and using relevant data to improve student outcomes. The data we collect will need to be monitored and assessed against the area of need identified in our strategic plan, to see if we have made a difference.
- Enrich communication with our community, including students and parents, more effectively. Parents are not generally part of our assessment processes and practices, except as recipients of formal communications (e.g. NAPLAN results, formal reports). We aim to partner with parents to build and develop knowledge and understanding of student strengths and positive qualities. We need to explore how to communicate with parents on a regular basis, seeking and giving feedback in multiple ways and in appropriate forms.
- Implement Assessment which focuses on all dimensions of student identity and development which is evidence based by teachers, students, their peers and parents. Support students to reflect and evaluate their own progress and set achievable yet challenging goals keeping in touch with parents on a regular basis, seeking and giving feedback in multiple ways and in appropriate forms
- To build on our data collection to make it robust and easy to use, in order to collect reliable assessment evidence from a variety of sources and in a variety of forms. We will implement

a Wellbeing platform to store data. We will aim to harness digital technologies to store and share these results with stakeholders.

- Explore ways of enriching parent information sessions to share how learning in our school is co-designed and underpinned by teachers' deep understanding of each student in relation to the formal curriculum. We will aim to communicate assessment evidence to parents and seek their input. To establish a platform that supports collection and monitoring of student behavioural and wellbeing.
- Leaders will aim to be visible and active in planning sessions. We will implement set times per year to analyse whole school data. To plan for parent involvement and input. Thoroughly investigate growth every 5 weeks.
- A thorough audit the tools used in the gathering and recording of Data. We aim to use evidence-based data that is research based. We aim to plan for ways to develop authentic partnerships with parents and students. We also aim to promote links with the community to showcase that we are an outward facing data literate school.
- We will plan for Professional Development to collaboratively analyse and interpret assessments at a whole school cohort, class and individual level. Across all dimensions of learning, we aim to analyse and interpret multiple measures of achievement.