



# St Joseph's School Sorrento

## 2022 Annual Report to the School Community



Registered School Number: 1347

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## Minimum Standards Attestation

I, Monica O'Shannassy, attest that St Joseph's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

30/03/2023

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)

## Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## Vision and Mission

### St Joseph's School Sorrento

#### 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.**

## School Overview

St Joseph's School Sorrento is part of The Melbourne Archdiocese of Catholic Schools 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.

Curriculum Subjects include; English, Mathematics, Religious Education (incorporating Faith Based Inquiry), Technologies, the Humanities and the Capabilities. Specialist classes are offered in the areas of, Science, Visual and Performing Arts, Italian, Physical Education and Sustainability.

Lunchtime and Extra Curricula activities include; Dance, Master Art Classes, Robotics, Garden Club, 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.

The school has strong community partnerships with; the parish, Sorrento Men's Shed, Rotary, Sorrento/Portsea RSL, The Sorrento Community Centre, Sorrento Primary School, The Dolphin Research Institute and a host of other community groups.

The Parents at St Joseph's play an active role in the life of the school, organising fundraising, social events, as well as supporting a wide variety of school based activities.

## Principal's Report

In 2022 the St Joseph's school community welcomed me to lead and support the school throughout an exciting yet challenging year. I began my year meeting with staff, parents and students to get to know individual community members and gain a sense of what motivates them, their challenges, what they love about the school, what they would like to improve and how I could assist them. I found the community to be extremely welcoming and authentic.

A priority of the year was to re-engage the community after two interrupted years of schooling due to the COVID- 19 Pandemic. Parents and community members were once again allowed on site and a greater sense of consistency was felt. We focused on re-establishing daily routines, behaviour expectations, wellbeing of community members and community connections. Our school vision: As a vibrant learning community, we will develop engaged, independent and successful learners who will contribute to the world for the good of all, directed all our actions to continue to build a highly effective school.

With shared responsibility and accountability, we continued to develop a strong learning culture, working together with families and the wider community, to educate the whole child emotionally, academically, socially and spiritually. Ensuring a spirit of welcome and connectedness for all parents, staff and students were important. We continued to build strong relationships, based on regular communication, trust and respect.

Our whole school focus for 2022 was 'Going Above and Belong' which became even more crucial as members of the school community established regular routines. At the beginning of 2022 staff explored and committed to ways in which they could go above and beyond in learning, faith and life. As a caring and connected community, we collaborated effectively to nurture student engagement and . Our families continued to offer their time and talents in so many ways, building a strong sense of community and creating many opportunities to unite with one another.

We continued to build our connections with St Mary's Star of the Sea Parish as Fr John arrived at the beginning of the pandemic. We worked closely with Fr John as the school community began to gather again for liturgies and sacraments.

We continued to implement our Strategic Intent: *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 with an established culture in the use of data to improve learning outcomes.*

Staff committed to regular professional learning opportunities as they set goals to improve their teaching practices and aligned their goals with school improvement priorities and students' needs. We are privileged to work with such a professional and dedicated staff. Our contemporary facilities and technologies, promoted engagement in student learning, supported by strong teaching practices which motivated enquiring minds. We encouraged our students to flourish. St Joseph's Sorrento offered a place where ideas and passions were encouraged, so that every individual had an opportunity to make a difference in the world.

Monica O'Shannassy



## School Advisory Council Report

### 2022 School Advisory Council St Joseph's Primary School, Sorrento Report

What a truly busy, eventful and fantastic year 2022 has turned out to be! Our School Advisory Council started the year with great enthusiasm for what the year would bring for our school community and it did not disappoint!

Firstly, it was wonderful to finally be able to conduct our meetings in person and not through a screen! The buzz and excitement that can be felt throughout our school community with the full return to a "normal" school life is truly palpable.

We started our SAC with many new members including our new School Principal and Deputy Principal. We also welcomed new Parent Representatives. I feel that all members of the SAC brought with them a real enthusiasm and a positive mindset to represent our school community in the best way possible. Our SAC members and their positions for 2022 were as follows:

#### SCHOOL ADVISORY COUNCIL MEMBERS 2022

Parish Priest - Father John McGinty

Principal - Monica O'Shannassy

Deputy Principal – Megan Barber

Chairperson and Parent Representative– Mel McFayden

Secretary and Parent Representative– Nat de Morton

Parish Liaison and Parent Representative – Adriana Rios

Parent representative– Assunta Galbraith

Some topics and issues that were raised and discussed throughout the year included:

- The discussion and breakdown of the Marketing Report - prepared by Dr Stephen Holmes
- Ongoing building updates, including discussion around the repair of the wall outside the Prep area
- Child safety discussions, in particular around Cyber Safety. The new Child Safety Standards
- Enrolments including Prep and throughout various year levels
- The resumption of the school canteen
- Fundraising and organisation of the Grade 6 Graduation
- The addition of 2 new Flagpoles with the Aboriginal flag and the Torres Strait Islander Flag on the school grounds
- The Annual Action Plan for 2022
- The change of the school sports shorts
- Mathematics Intensive Partnership



- The return of Parent Helpers and open afternoons for Parents/Carers
- The combined School Fete with Sorrento Primary School
- Review of school policies Working Together in Mission: Possibilities discussed – continue to invite families to mass; bulletin; rosters/parts in mass; choir weekdays; morning tea for parish staff; kids getting to know Father John.

It is with sadness that I write this as my last report as chair. This will also be my last year as a member of the SAC as I will no longer be a parent of a child at St Joseph's in 2023. I wish to thank the members of the SAC for all of their support in my role and for everything that they have achieved as a team this year. I know that the SAC will continue to grow and do amazing things for our school community and I have felt incredibly honoured to have been a small part of what has been achieved so far! Looking forward to even greater things!!

Mel McFayden

Chair

## Catholic Identity and Mission

### Goals & Intended Outcomes

#### Goal:

To support and enrich the faith formation and the professional development of staff in the Religious Dimension of their lives.

#### Intended Outcome:

That teachers are given opportunities to develop their knowledge and exploration of spiritual and religious formation.

### Achievements

It was wonderful to gather as a faith community again. Our Beginning of the School Year Mass was held outside but with COVID 19 precautions in place, we were able to gather inside the school and church as a whole school community. Students enjoyed participating in the liturgies and celebrating sacraments. As some sacraments were unable to be held the previous year, there was a bit of catching up to do.

The integrating of Religious Education and other curriculum areas in planning and implementation, referred to as Faith Based Inquiry, has contributed to our common understanding of the importance of linking our Catholic faith, life and action.

Using Horizons of Hope and the Renewed Religious Education Framework as our guides, staff explored how growth, engagement and intellectual rigour appear in Faith Based Inquiry. Staff discovered that fundamental to this is a deep knowledge of the way Religious Education is taught using the Pedagogy of Encounter, and the effective use of learner data to plan teaching and learning with others.

Catholic Identity was measured in the school's MACSSIS data. Student perceptions about the Catholic identity of the school scored 50%. This was similar to 2021 result. Families' perceptions of and engagement with the overall Catholic identity of the school was 56%. This was an increase from 2021 result. Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life was 77%. This was a significant increase compared to last year's score.

### VALUE ADDED

#### Professional Learning

All staff participated in a Spirituality Retreat facilitated by Helena Goldsmith from MACS. Staff developed their knowledge and explored St Joseph as a model for faith, life and learning. We focused on St Joseph as an inspiration for our personal and communal experience. Helena developed staff's understanding and knowledge of prayer; the types of prayer and spiritual conversion as a place to listen to each other and to God.

Staff were fortunate to attend a series of Professional Learning Meetings on Imaginative Prayer facilitated by Carlie Anderson. Through exploring Imaginative Prayer, Carlie improved

confidence and competence in teaching Religious Education and provided resources to increase student engagement with Scripture.

Our Catholic Culture and Identity were enhanced in some of the following ways:

- Celebrating St Joseph's Day
- Sustainability Program - Stewards of our Common Home
- Team Spirit Days
- Project Compassion
- FIRE Carrier Program
- Masses
  - Beginning of the School Year
  - St Joseph's Day
  - Ash Wednesday
  - Grandparent/Special Friend
  - Feast of the sacred Heart
  - The Assumption
  - Thanksgiving Mass
  - Graduation Mass
- Other Liturgies
  - Lent
  - Holy Week
  - ANZAC Day
  - St Mary of the Cross
  - Remembrance Day
  - Advent

A Student Action Team was formed. Students were committed to fundraising and raising awareness of social justice issues from around the world. Some of their initiatives included:

Fair Trade Products

Christmas toys for children

Food donations for Southern Peninsula Food For All.

Socketober - Sock it to poverty

### Sacraments

The sacraments of Reconciliation and Eucharist were celebrated. Family Information Evenings were facilitated by staff for parents. Students participated in a Eucharist Reflection Day. They engaged in a variety of activities which explored the sacraments so that they developed a greater understanding.

Religious Education is formally reported to parents twice a year.

## Learning and Teaching

### Goals & Intended Outcomes

#### Goal:

Develop teacher capacity in pedagogical practices in Mathematics to improve all students' engagement and growth.

#### 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 Grades 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

Use of the SIF Rubric to plot and measure school growth and set directions in the Learning and Teaching Dimension

- 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 and 1 day per team for term planning)
- Investigations in the Prep area
- Learning Support Officers to support intervention programs
- Professional Learning with MACS mathematics staff during Paid Partnership 2022
- Throughout 2022, staff and teams lead PLTs to report on growth and progress for all learners.
- Explicit Teaching and differentiation becomes embedded in the L&T practices
- In regular planning sessions and whole staff PLTs continue to enhance the use of the 5D process. Decisions to be guided by evidence.
- Consistent and competent use of and a sound understanding of the following - The Vic Curriculum, The Progressions of Learning, Key Ideas and other research based sources
- Flexible innovative learning spaces from Prep-6 with multifunctional furniture to support a twenty-first century model of teaching
- Initial Lit continued in Prep - Year 2

- Introduction of the Science of Reading in the Literacy learning block for Years 3 - 6.
- 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

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.

The practice of utilising small teacher focus groups for explicit teaching has been embedded. Social and Emotional learning continues to be woven into the curriculum and is crucial to developing strong resilient learners at St. Joseph's.

## STUDENT LEARNING OUTCOMES

Programs and strategies in place to improve student learning outcomes include:

- Staff level Planning days
- Mathematics Intensive Partnership
- Facilitator in planning
- Maths PLTs
- Maths Curriculum PLanning Documents
- Analysing Maths Data
- Rich assessment Tasks for assessments
- New MACS template
- Pedagogical Practices - Student engagement F-6
- Professional learning goals
- Ongoing assessment tool for mental strategies
- Resources list for mental strategies
- Analysing NAPLAN AND PAT results at PLT SPA platform.

The following Assessment and Data was used in 2022

- NAPLAN
- PAT Numeracy, Reading, Grammar & Punctuation
- Essential Assessment pre-testing and post testing
- Dibels
- Writing Moderation
- Record of oral language

- South Australian Spelling
- BURT Testing
- Class based assessment
- Initial-Lit - Screener
- Initial-Lit - Cumulative review
- Multilit - WARL & WARP
- Teacher observation

#### NAPLAN RESULTS

Spelling, Grammar & Punctuation and Numeracy have 100% of Year 3 students meeting the Australian National Standards. In Reading, 88.2% of Year 3 students met the Australian National Standards and in Writing 94%.

Reading, Writing and Numeracy have 100% of Year 5 students meeting the Australian National Standards. Spelling has a slight increase to 96% of students meeting the Australian National Standards in Year 5.

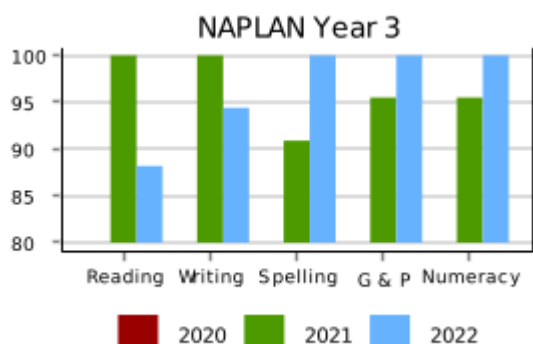


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	95.5	-	100.0	4.5
YR 03 Numeracy	-	95.5	-	100.0	4.5
YR 03 Reading	-	100.0	-	88.2	-11.8
YR 03 Spelling	-	90.9	-	100.0	9.1
YR 03 Writing	-	100.0	-	94.4	-5.6
YR 05 Grammar & Punctuation	-	100.0	-	95.5	-4.5
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	95.0	-	95.5	0.5
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

#### Goal:

The school commits to plan and implement strategies for students in the area of student agency and empowerment.

#### Intended Outcomes:

- That there is active participation and an authentic student voice.
- That the school develops clear, simple guidelines and processes for student behaviour and management
- That the Consultation Tracker is used as a method of recording and monitoring students

### Achievements

- School surveys and anecdotal records from student discussions indicated that students are feeling more empowered and have an increasingly active voice.
- More effective feedback processes between teachers and students have led to more positive student learning outcomes by fostering stronger student ownership over the content that they want to learn more about.
- Classroom Level Expectations were co-designed with the students exercising student voice, agency and ownership of these.
- Teachers continue to use the 5 D's Model of Data Collection and Analysis to be better equipped for the targeted teaching of individual students, providing higher levels of student engagement and authentic voice in having a say in their learning.
- Whole school PLT on Student Voice led onsite by Deb Fleming, Student Wellbeing Education Consultant (MACS), whereby post-evaluation surveys showed an improved understanding and confidence for using different strategies and approaches for enhancing student voice, agency and participation.
- Elected Student Action Council members, representative of all classes across the school attended fortnightly meetings to make recommendations and decisions on issues that are important to them. Two excursions were organised for these members (1) researching the availability of slavery-free chocolate at local supermarkets (2) visiting and networking with other action councils to raise funds for flood-affected schools in Lismore.
- Year 6 Students were selected for leadership roles as school captains, DRI Ambassadors and Sustainability leaders, working within the school and in the community. For example, attending and laying a wreath at the ANZAC DAY SERVICE, researching dolphins and wildlife within the bay onboard the Moonraker, participating in marine environmental cleanups, etc.
- All Year 6 students led House Team activities as House Captains for Bunurong, Mazonod, McAuley and Mannix, which included St Joseph's Day (leading multi-age groupings), House Spirit Day, School Cross Country, School Swimming Sports, School

Athletics Day and organising various lunchtime activities for the younger students in Prep and Year 1/ 2.

- “Our House Spirit” Workshop with Petrina and Karen was attended by all Year 6 leaders early in the year.
- A “Leader Board” of all Year 6 Captains was on display in the stairway used by all students, displaying their photo and a brief biography of them for the younger house team members to read about and make connections with.
- Lunchtime Sports Competitions were led by Year 5 and 6 students in the sports of netball, soccer, basketball and volleyball as selected by the students. They were responsible for devising fixtures, forming even teams, umpiring, setting up and packing up equipment, calculating the ladder and promoting scheduled games over the school PA system.
- Students from Year 5 were selected to take part in the FIRE Carrier Program commenced in 2022.
- School Closure Day - Professional Development conducted by Deb Vietri (MACS) on Faith-Based Inquiry and enhancing student engagement and agency.
- A Whole School PLT on the new school wide Student Behaviour Model for 2022 was conducted so that all staff, including Leadership, Classroom and Specialist Teachers, LSO and office staff had a clear understanding of expectations and consequences.
- Our Student Behaviour Model was introduced and understood by all students as a school-wide approach that outlined the Three Behaviour Expectations /School Rules (Be Safe, Be Respectful and Be a Learner). Students had a clear understanding of the progressive consequences for not adhering to these rules. Newsletters provided a clear description of this Student Behaviour Model for parents and caregivers.
- All Classrooms have the Three School Rules clearly displayed and revised with students on a regular basis, using common language outlined at the PLT.
- Classroom Level Expectations were co-designed with the students exercising student voice, agency and ownership of these.
- Teachers use a variety of calm techniques to gain student attention, eg. using the chimes or “3,2,1, Waterfall” as a ‘Stop and Listen’ cue, avoiding raising their voice.
- Behaviour Management Support Plans have been used to guide individual student’s Social and Emotional Learning.
- Assembly Awards were presented to students linked to following our three school rules. Productive work habits were rewarded and some class reward systems were utilised eg. a Class Marble Jar when filled by different class members displaying good work habits, would earn a class reward.
- Raffle tickets given during class time to individuals across all levels were given to reinforce efforts for positive behaviour, with Lego Kits as a prize (drawn during assemblies).
- Learning spaces were set up to be predictable, inviting and welcoming to reduce behaviour issues and to cater for a variety of learning styles, including collaboration and group work, reading areas, formal desk learning, quiet work areas and calm spaces, stand-up desks and wobble chairs. Clear instructions of tasks are given and

expectations for how work time was to be used. Noise Monitor Charts may be referred to and Class Timers were frequently used to assist with time management of students and to keep them on track with their work, avoiding possible distracting behaviour.

- Whole Staff PLT on the Response to Intervention (RTI) Model, which, along with academic interventions, behavioural and wellbeing interventions were also addressed for Tier 2 and 3 Interventions to support students where needed.
- Attendance by Student Wellbeing Staff at Southern Region Student Wellbeing Networks across the year where behaviour and management resources and strategies were discussed and then shared with staff on their return to school.
- Staff were encouraged to regularly use the Consultation Tracker during Facilitated Planning Sessions to collect evidence to monitor students.
- A PLT devoted to Student Handover was facilitated at the end of 2022, so that new teachers could meet with current teachers regarding the academic, behaviour and background information of students, drawing upon the consultative trackers for clarification and evidence.

#### VALUE ADDED

- A Police Visit (incursion to the school) occurred to discuss Cyber Safety with the Year 5 and 6 students.
- ESmart Day where all students participated in activities to promote the safe, responsible use of ICT and social media and to discuss ICT code of conduct and the expected behaviour for their ICT use.
- Explicit Social and Emotional Learning (SEL) was taught within each classroom through a variety of structures, including morning meditation and circle time and SEL lessons, as well as integrating SEL within other academic areas eg. PE and sport, inquiry research and collaborative group tasks, etc.
- Scheduling Year 6/Prep Buddy Opportunities twice per term led by the Year 6 students.
- Transition Afternoons on a Thursday (4 sessions) for all students during Term 4 in their 2023 class groupings.

#### STUDENT SATISFACTION

The results from our student MACSSIS data indicates a 59% overall positive school endorsement. All student scores were very similar to the MACS average.

75% of students felt that their teachers hold them to high expectations of their effort, understanding, persistence and performance. Student learning dispositions and mindset about themselves as learners increased in 2022 by 5% up to 70%.


Our student engagement score was very similar to 2021 at 41%. We feel this requires a greater focus in the future.

## 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 3.20pm.

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	86.2%
Y02	85.5%
Y03	84.5%
Y04	81.8%
Y05	78.8%
Y06	80.1%
Overall average attendance	82.8%

## Child Safe Standards

### Goals & 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.

### Achievements

From 1 July 2022, 11 Victorian Child Safe Standards replaced the previous seven Child Safe Standards (and principles) which had been in place since 2016.

The Child Safe Standards include new requirements, including:

- the involvement of families and students in child safety efforts
- focus on the safety of Aboriginal children and young people
- management of the risk of child abuse in online environments
- governance, systems and processes to keep students safe.

The Child Safe Standards are underpinned by Ministerial Order No. 1359 (MO 1359), which was released by the Victorian Government on 10 February 2022. MO 1359 defines the actions schools and school boarding premises must take to meet the requirements associated with the new Child Safe Standards. MO 1359 replaces the previous Ministerial Order No. 870.

1. Culturally safe environments – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

- Welcome written in many languages in foyer
- Multicultural day
- Introduction of FIRE Carrier Program
- FIRE Carrier Student Leaders compose Acknowledgement of Country
- Purchase and flying of Aboriginal and Torres Strait Islander flags
- Respectful Relationships Program
- Professional Learning for staff of Intervention Program
  - A Culture of Inclusive Practices
  - Underpinning Methodologies
  - Identification
  - Targeted Assessment
  - Data Analysis



- Learning and Teaching
2. Leadership, governance and culture – Child safety and wellbeing is embedded in organisational leadership, governance and culture.
    - Standing agenda item for each Leadership Meeting
    - Child Safety Report at each School Advisory Council Meeting
    - Child Safety Team
  3. Child and student empowerment – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
    - Student Action Council
    - Student Leadership Program
    - Authentic opportunities for students to make choices in their learning
    - Intervention Programs
  4. Family engagement – Families and communities are informed, and involved in promoting child safety and wellbeing.
    - Communication in newsletter of new Child Safety Standards
    - The Fathering Project
    - Parents and Friends association
    - School Advisory Council
  5. Diversity and equity – Equity is upheld and diverse needs respected in policy and practice.
    - The Intervention Framework
    - Program Support Meetings
    - Personalised Learning Plans and Adjusted Learning Plans
    - NCCD Team
  6. Suitable staff and volunteers – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
    - Volunteer application process including referee checks, WWCC and induction
    - Staff and volunteers sign Code of Conduct
    - Parent Helpers course
  7. Complaints processes – Processes for complaints and concerns are child focused.
    - Complaints Handling Policy updated and displayed on website
    - Student Behaviour Tracking Tool
  8. Child safety knowledge, skills and awareness – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
    - Professional Learning Meetings on Child Safe Standards and Excel
    - Parent Helper Course

- Staff Induction
- Mandatory Reporting online module
- Staff to complete online modules for Disability Standards for Education

9. Child safety in physical and online environments – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

- ESmart incursion for students and parents invited
- Regular articles in school newsletter
- Cyber Safety week acknowledged and classes taught
- New school behaviour expectations - Be Respectful, Be Safe and Be a Learner
- Personal and Social Capability taught
- ICT Acceptable Use Agreement

10. Review of child safety practices – Implementation of the Child Safe Standards is regularly reviewed and improved.

- Updating new MACS policies
- Review of child safety practices once incidents have occurred and communication of these. An example of this is safety in the playground with top oval.
- Risk Assessments

11. Implementation of child safety practices – Policies and procedures document how the organisation is safe for children and young people.

- The following documents are updated to reflect Ministerial Order 1359 and available for all on the school website
  - Child Safety and Wellbeing Policy
  - Child Safety Code of Conduct
  - Complaints Handling Policy
  - PROTECT: Identifying and Responding to Abuse – Reporting obligations.

## Leadership

### Goals & 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

As a new Principal, it was important that I developed strong relationships, based on trust, with all members of the community. I met with each staff member individually and discussed what motivates and challenges them in their role, what about St Joseph's do they hold dear and what would they like to change and what assistance would they like from me. Parents were invited to meet with me also, and we discussed very similar topics to those discussed with staff. I met with all year levels and elicited from students what they love about their school and what they would like to improve. We discussed expectations of students and staff, with this leading to creating new behaviour expectations. These meetings provided me with insights that I kept in mind and will continue to in my role of Principal.

#### Formation of self and others

- Participation in Principal Induction Program
- New staff Induction Program
- Professional Learning Plans for staff
- Learning continues with the AITSL Teacher and Leadership standards
- Annual Review Meetings

#### Leading Learning , Innovation and Improvement

- Professional development program for all staff aligned to the SIP and AAP
- Establishing consistency in planners and teacher practice in Mathematics and English
- Change in practice of planning and teaching of Integrated Inquiry
- Participation in Mathematics Intensive Partnership
- Embedding The Science of Reading
- The Intervention Framework
- Development of Data Plan - inclusion of Student Wellbeing and attendance data
- Data analysis of student assessments
- Design and allocation of intervention programs
- Facilitated Planning

#### Strategic Planning, Leadership and Management

- Weekly Staff Memo
- Consultative Committee

- Use of the SIF Rubric to plot and measure school growth and set directions in the Leadership and Management Dimension
- Role descriptions reviewed and edited
- Reviewing, updating and endorsing new MACS Policies
- Weekly Leadership Meetings
- Weekly meetings with Principal and Deputy Principal
- Active School Advisory Council
- Leadership Planning Day

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

Staff participated in a range of Professional Learning activities including:

- Staff Spirituality Retreat - Facilitated by Helena Goldsmith
- Planning for Authentic Learning Through Integrated Inquiry - Facilitated by Deb Vietri
- Mathematics Intensive Partnership - Facilitated by Southern Region MACS staff
- Imaginative Prayer - Facilitated by Carlie Anderson
- First Aid
- The Intervention Framework
- School Wide Improvement Forum
- Southern Region Network Days for School Leaders
  - Principal
  - Deputy Principal
  - Religious Education Leader
  - Literacy
  - Mathematics
  - Student Wellbeing
  - Learning Diversity
- Professional Learning Team Meetings - Facilitated by School Leaders
  - Faith Based Inquiry
  - NCCD documentation and moderation
  - Student Personal Learning Plans (PLPs) and Adjustment Learning Plans (ALPs)
  - Religious Dimension
  - Enhancing Catholic School Identity

- Mandatory Reporting
- Emergency Management
- Student Voice, Agency and Participation
- Behaviour Management
- FIRE Carrier Program
- New Child Safe Standards
- Sustainability: Resource Smart Schools Program
- Operoo
- Professional Learning Goals
- Disability Standards for Education
- Assessment and Data
- The Science of Reading
- The Writing Revolution
- MultiLit Program
- Mathematics
- Student Wellbeing

Number of teachers who participated in PL in 2022	30
Average expenditure per teacher for PL	\$1000

**TEACHER SATISFACTION**

Teacher Satisfaction

Staff's overall positive endorsement of the school was 85% which was a large increase from 72% in 2021. School Climate, Staff - Leadership Relationships and Collaboration in Teams all scored above 90%. Collective Efficacy scored 100%.

Instructional Leadership, School Leadership, Staff Safety, Psychological safety, Professional Learning and Collaboration Around and Improvement agenda all increased their score by 10% or more from previous year result. All scores were above the MACS average.

Student Satisfaction

Students' overall positive endorsement of the school was 59% which was very similar to last year's result and the MACS average. The highest scores were in Rigorous expectations,

Teacher - Student Relationships, School Belonging and Learning Dispositions. Most scores were similar to last year's results a part from Learning Disposition which grew by 5%.

Student Safety was above the MACS average with all other scores being similar to MACS average scores.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.6%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	83.9%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	21.4%
Graduate	21.4%
Graduate Certificate	0.0%
Bachelor Degree	78.6%
Advanced Diploma	42.9%
No Qualifications Listed	0.0%

#### STAFF COMPOSITION

Principal Class (Headcount)	4.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	14.9
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	6.0
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### Goal:

The school supports families as partners in learning.

#### Intended Outcomes:

That the school develops and implements systems for direct and regular communication with families.

That students are supported in communicating their learning goals with their families, on a consistent and ongoing basis.

That the school creates opportunities for staff to develop strategies that empower parents to support learning at home and beyond the classroom.

### Achievements

- Communication
  - Termly Overviews
  - New newsletter format
  - Regular emails
  - Konnective/Operoo notifications
- Reporting
  - Written reports at the end of each semester
  - Parent/Teacher interviews
  - Program Support Meetings
- Community Events
  - Beginning of the School Year Beach Night
  - Grandparents/Special Friend day
  - Whole school Film Festival at Sorrento Cinema
  - Mother's Day Morning Tea
  - Father's Day Breakfast
  - Arts Expo
  - Fathering Project - Pizza and Paper Planes Night
  - Carols Night
  - St Joseph's Day
  - Multicultural Day
  - Oaks Day Ladies Lunch



- Information Sessions
  - Sacrament family nights
  - Family Life sessions
  - Parent Helpers Course
  - Cyber Safety Information sessions
  - Michael Carr Greg - Raising Resilient Young People
- Sharing Learning
  - Termly Open Door Afternoons
  - Seesaw
- Parent Voice
  - Monica meetings with parents
  - Parents & Friends Association
  - School Advisory Council
  - Parent Forums for marketing
  - Melbourne Archdiocese Catholic Schools Surveys
- Volunteering
  - Sports days - athletics, cross-country, swim carnival
  - Film Festival
  - Shrove Tuesday
  - Bunnings BBQ
  - Working beesBeach STEAM Program
  - Excursions

## PARENT SATISFACTION

### Parent Satisfaction

It was extremely pleasing to note that in 2022 over 20 families completed the MACS School Improvement Survey. There is no data from 2021 to compare the 2022 results to.

The overall school positive endorsement is 74% which is higher than the MACS average. The scores for Family Engagement, School Fit, School Climate, Student Safety and Communication are all higher than the MACS average.

The families' perception of the social and learning climate of the school was our strongest score.

## Future Directions

**After reviewing the challenging year school members have experienced due to the COVID pandemic, in 2023 we will have a whole school community focus on attendance and engagement. Other future directions include:**

### **Faith in Action**

Goal: The school nurtures and sustains life-giving relationships through explicitly and routinely connecting actions to Catholic beliefs and the life of Jesus.

### **Powerful Teaching**

Goal: Develop teacher capacity in pedagogical practices to improve all students' engagement and growth.

### **Student Voice and Agency**

Goal: Teachers design learning activities that use peer feedback and self-regulation as a regular part of practice to empower students.

### **Family Partnership**

Goal: The school creates opportunities for teachers and support staff to share strategies that empower parents to support learning at home and beyond the classroom.