



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Joseph's School

Constitution Hill Road, SORRENTO 3943

Principal: Monica O'Shannassy

Web: www.sjsorrento.catholic.edu.au

Registration: 1347, E Number: E1134

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 02 Apr 2024

About this report

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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.

Mission

At St. Joseph's we are committed to meeting the needs of the students to provide a rigorous and contemporary Catholic education that integrates faith, life, culture, 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

With the launch of MACS 2030: Forming Lives to Enrich the World, strategic plan, we used the phrase "Everyone Flourishes in 2023" to engage every member of our school community.

We focused on the attendance and engagement of our students and families, educating them through the newsletter, that everyday counts and missing days of school impacts students' learning outcomes. Attendance was included in student semester reports and a comment included highlighting possible effects to learning.

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.

We continued to build our connections with St Mary's Star of the Sea Parish. Bishop Anthony Ireland visited the parish and school and wrote a letter to parishioners containing observations and recommendations. We worked closely with Rev. John as the school community began to gather again for liturgies and sacraments. Rev. John McGinty OMI was farewelled by the school community at the end of the 2023 school year. We thank him for his spiritual leadership, support of the school and for working with us together in mission.

St Joseph's was reviewed throughout Semester Two, led by Patricia Cowling. To evaluate performance, staff completed the MACS School Improvement Rubric, providing evidence for each indicator. Patricia reviewed documents, toured the school and interviewed students, staff, parents and Fr John McGinty to assess St Joseph's School. Patricia identified the following strengths and opportunities:

School-parish relationships are strong; students, staff and families value the Catholic identity of the school and the connection with the local parish church.

There is a well embedded understanding amongst teachers and students of learning intentions and success criteria.

The contemporary use of flexible learning spaces enables teachers to collaborate effectively and provide greater options for enabling and extending learning opportunities for students.

Clear and consistent communications with parents, parish and the wider community foster family engagement and high regard in the local community.

School leaders support a positive learning culture in a safe and orderly school environment.
Opportunities for improvement

Continuing to build the capacity of all teachers to apply the Pedagogy of Encounter approach

in faith-based inquiry (and other curriculum areas) and to speak with students confidently about matters of faith.

Continuing to ensure that a personalised approach to learning is available to all students by enhancing opportunities for staff professional learning in differentiation.

Continuing to ensure that school-wide positive behaviour policies, procedures and approaches are consistently understood and applied by students, parents and staff.

Continuing to build upon the positive collaboration between learning support officers and classroom teachers to further engage LSOs in curriculum planning and design to maximise the learning opportunities for all students.

Continuing to develop partnerships within the local community, links with local schools and parent engagement initiatives to enhance the school's positive reputation.

As St Joseph's School engages in the process of strategic thinking and planning, manifesting in

the development of its School Improvement Plan for the next four years, Patricia Cowling recommended that the school:

Renews the whole school focus on learning achievement in literacy and numeracy by:

- using learning data to define specific areas for growth in student achievement;
- focuses systematically on the measurement of teacher impact and learning growth.

Establishes a stronger and more explicit focus on wellbeing and learning as co-drivers for school improvement by:

- formalising a peer observation/ coaching program to provide teachers with professional

feedback in this area, using coaching programs to enhance constructive collegial professional reflection and advice;

- reviews accountability measures across the year levels to ensure that all teams are
- implementing the agreed school improvement strategies for enhanced student wellbeing.

Enhances student engagement in learning by:

- developing processes for the provision of high-quality structured conversations with students about their learning and goal setting;
- structuring regular formal processes for student feedback to classroom and specialist teachers on matters of design and evaluation, explicitly using the language of feedback;
- further implementing metacognitive strategies within curriculum planning to assist students in monitoring their own learning, setting goals and understanding the next steps to follow.

Establishes renewed ways to re-engage parents and guardians as members of a learning community by:

- continuing to encourage parents to support student learning at home;
- providing learning opportunities for parents to develop aspirations and expectations for student outcomes;
- maximising the strong social connections evident across the parents at year levels.

With the assistance of the Southern Region MACS staff, a new four year School Improvement Plan was created. Our Strategic Intent is to strive to enhance professional practice through informed data literacy that will maximise student engagement and learning that extends across the school community. Our key priorities are:

1. Data Literacy
2. Enhancing Professional Practice
3. Student Engagement
4. Learning Communities

The St Joseph's School Community looks forward to 2024 with hope, optimism and gratitude.

Monica O'Shannassy

Principal

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 Outcomes:

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

That teachers design, develop and share faith based formation professional learning across the school community

Achievements

During 2023, it was important for us to continue our work in maintaining and enhancing the Catholic identity of our school. We began 2023 coming together as a school community for our beginning of school year mass. We continued to gather as a whole school community to celebrate and commemorate many special days and feast days throughout the year.

Prayer forms part of our daily practice and in 2023 we continued to search for many different ways to include varying forms of prayer into our daily school life for both staff and students. Each learning space created a unique prayer cloth together to symbolise unity and being together. Each learning space gathers in the morning and begins their day with prayer and many discuss the gospel of the week.

Each fortnight our school celebrates assembly at which we acknowledge our Catholic Identity. We pray our school prayer, acknowledge the traditional custodians and sing the National Anthem. Students who demonstrated qualities of St Joseph's are also identified and given the St Joseph's award.

The Sacramental program at St Joseph's School provides a powerful learning experience for all our students and gives them the confidence to wonder, reflect and develop in the light of Jesus. At St Joseph's we take great pride in developing the knowledge of our students as they

undertake their Sacramental journey. The sacraments of Reconciliation, Eucharist and Confirmation were celebrated. Family Information Evenings were facilitated by staff for

parents. Students participated in a Eucharist and Confirmation Reflection Day. They engaged in a variety of activities which explored the sacraments so that they developed a greater understanding.

At St Joseph's School the staff are committed to continually build and strengthen their knowledge in Religious Education. Faith Based Inquiry Units across the school allowed regular opportunities for children to bear witness to their faith. Teachers attended professional learning sessions, held within the school to assist them in developing a deeper understanding of the Religious Education curriculum. This enabled teaching staff to plan contemporary Faith Based Inquiry units of work that challenged children and invited them to explore what it means to live like Jesus in a contemporary world.

Catholic Identity was measured in the school's MACSSIS data. Student perceptions about the

Catholic identity of the school scored 59%, increasing again from 2022. Families' perceptions of and engagement with the overall Catholic identity of the school was 61%. This was a slight increase from 2022 's result. Teachers' perceptions of the principal's faith leadership and of particular dimensions of Catholic identity in school life was 87%. This was a significant increase compared to last year's score.

Value Added

The school reached out to the local and wider community where possible by raising money for Caritas and other local organisations.

Weekly contributions, by the principal and our Religious Education Leader, in the school newsletter provided development in faith opportunities for parents.

Strengthening meditation and mindfulness practices

Collaboration with our parish priest to plan and celebrate the Sacraments

Christ-centred community activities, building awareness of diversity and social justice

Acknowledging the sacred moments in our church calendar, such as the 'Events of Holy Week'

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 continued meeting to discuss and implement ways in which they can raise awareness and fundraise for social justice issues from around the world.

Learning and Teaching

Goals & Intended Outcomes

Goal:

Teachers to use a range of assessment and data to design quality teaching and learning programs across the school and provide timely and effective feedback to students.

Intended Outcomes:

That the effective use of data and feedback enables staff to make precise decisions for the growth and progress of their learners.

That the school continues to strengthen the 5D approach to data and assessment in order to ensure growth for every student

That through quality professional learning, the school continually builds assessment capabilities, so that staff through these capabilities, actively engage in ongoing learning and establish clear directions for improvement in student outcomes

Achievements

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

Strong literacy and numeracy focus in Professional Learning Team (PLT) meetings

Use of the SPA Platform to track student achievement through standardised data

Whole School Mental Strategies Tracker and resources

Use of Essential Assessment Program in Mathematics to inform teaching and track students' progress

Elastik Program to assess students writing

Through the Literacy block, Years 3-6 follow the principles of The Science of Reading

Strong Inquiry focus and faith based inquiry focus in PLT and planning meetings

Linking the key concepts in Faith Based Inquiry- Participation, Change, Exploration and Production to the Catholic Social Teachings

Shared curriculum planning in teams (back to back time and one full day per team for term planning)

Play Based Investigations in the Prep learning area

Learning Support Officers to support intervention programs - InitialLit Sage, Reading Tutor and Word Attack

Professional Learning with MACS Mathematics staff during Intensive Partnership 2023

Throughout 2023, 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 Victorian Curriculum, The Progressions of Learning, Key Ideas and other research based resources

Flexible innovative learning spaces from Prep-6 with multifunctional furniture to support a twenty-first century model of teaching

InitialLit Program continued in Prep - Year 2

Whole school professional learning in the Berry Street Education Model assisted staff in strengthening student engagement and growth in learning

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 is explicitly taught and continues to be woven throughout 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:

Maths Intensive Partnership

Staff level planning days

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 on the SPA platform

Instruction Waterfall Chart - Student Feedback

The following Assessment and Data was used in 2023

Maths Intensive Partnership

Staff level Planning days

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 Professional Learning Team Meetings - SPA platform.

NAPLAN RESULTS 2023

In Numeracy 87% of Year 3 students met the Australian National Standards. In Reading, 88% of Year 3 students met the Proficient Standards and in Writing 94%.

In Reading 78% of Year 5 students met the Proficient Standards. In Writing 75% of students met the Proficient Standards. Over half of the students in Year 5 meet the Proficient Standards in all assessments.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	394	50%
	Year 5	478	56%
Numeracy	Year 3	420	87%
	Year 5	455	50%
Reading	Year 3	418	88%
	Year 5	487	78%
Spelling	Year 3	409	56%
	Year 5	453	50%
Writing	Year 3	428	94%
	Year 5	496	75%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

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 authentic student voice.

That students contribute to their community and make meaningful decisions about a range of issues that affect them and the world around them.

That the school develops strategies and avenues for student voice and decision making: SAC, student feedback, students forums, student leadership,

That the school continues to develop an effective Student Behaviour Recording System, so that vital and relevant information in regards to students can be accessed and used in a timely, appropriate and effective manner.

Achievements

The key improvement strategy that effective feedback processes between teachers and students that lead to positive student learning outcomes and foster stronger student ownership and understanding of the learning process was implemented. School surveys and anecdotal records from student discussions indicated that students are feeling more empowered and are having far greater opportunities for student voice through feedback processes

- Paired Reading Program
- Peer feedback
- Reading conferences between student and teacher
- Students and parents provide input and feedback to student goals during PSGs
- Writing conferences
- FBI Inquiry Projects self-assessment, peer feedback and teacher feedback using rubrics and success criteria
- Students Self-Reflections are included in Mid-Year and End of Year Reports
- Student-Led Conferences twice yearly for all students from P-6 as an alternative to Parent-Teacher Interviews
- Individual student goal setting and SMART goals

- Berry Street Education Model
- Whole school use of "WIFI Ready To Learn Scale"
- Classroom Sports Equipment Borrowing System
- Learning Area Behaviour Expectations were co-designed and displayed
- Daily Visual Timetables, Noise Monitor Charts and Classroom Timers
- Assembly Awards and the 'St Joseph's Award' reinforced exemplary behaviour for all students.

The key improvement strategy that teachers design authentic opportunities for student voice in learning and teaching and in wellbeing programs, where students are to be consulted in the planning, implementation and assessing phases was implemented. At St Joseph's school students participate in a range of empowering activities and school community initiatives and provide feedback on decisions that affect them in their learning, safety and wellbeing.

- BSEM - Berry Street Education Model Professional Development has been attended by all staff in the domains of Body and Relationships
- Consulting students on their favourite Brain Breaks and Positive Primers
- Calm corner spaces have been co-designed with teachers and students to provide a comfortable and effective space for self-regulation and Visual Anchor Charts such as Catastrophe scale, emotional thermometers and problem solving support charts in all learning spaces
- "Mind Masters" Livestream Wellbeing Programs by the National Theatre for Children for all Year 3-6 students (Terms 1, 2 and 3)
- Lunchtime Sports Competitions were led by Year 5 and 6 students in the sports of netball, soccer, basketball and volleystars as selected by the students.
- "Our House Spirit" Workshop with Student Wellbeing Leader was attended by all Year 6 leaders early in the year and mid-year.
- The Student Wellbeing Action Team was established in Term 3, 2023 consisting of three parent members, four student leaders from Year 4 & 5 and four staff members including representation from Specialist Teacher, Learning Support Officers and Class Teachers and facilitated by Jenny Todd (Student Wellbeing Leader)
- Behaviour Management Support Plans have been used to guide individual student's Social and Emotional Learning.
- Student Leadership opportunities for Year 6 students
- Whole School Assemblies are led by rotating groups of Year 6 students each fortnight.
- A "Leader Board" of all Year 6 Captains was on display in the stairway
- Lunchtime Clubs have been devised in consultation with students based on their needs and interests
- School Canteen - Year 6s are guided in deciding upon and preparing healthy, inexpensive food items.
- Our Student Behaviour Model of the 3Bs (Be Safe, Be Respectful and Be a Learner).At

each Morning Circle these are reiterated by the students so they know what these look like, sound like and feel like.

- Raffle tickets given during class time to individuals across all levels were given to reinforce efforts for positive behaviour, with students devising the rewards eg. golden chair, line leaders, free time, etc for their class.
- Student Wellbeing Newsletter articles

The key improvement strategy that will provide opportunities for students to be active participants in a variety groups at St Joseph's was implemented. The school commits to empowering student voice through respectful and active participation by providing a range of authentic student committees and groups that focus on empowering students as decision-makers for wellbeing, learning and community issues.

- Student Action Council was continued throughout 2023.
- SWAT Meetings - School Wellbeing Action Team meeting twice per term and consisting of students, parents and staff.
- Student involvement in environmental projects and initiatives related to climate change and sustainability
- Green Gang Leaders from Year 3-6 sorted rubbish collected and composting
- All Year 6 students led House Team groupings as House Captains for Bunurong, Mazenod, McAuley and Mannix.
- FIRE Carriers Program - Friends Igniting Reconciliation through Education -
- Fete Stalls - run by students eg. Sustainability Stalls selling plants and beeswax candles.
- Clean Up Australia Day - families gathered to clean up local beach areas as a school group
- Participation in Anzac Day Parade

- School Production - 'The Great Wall of Courage'
- Buddy System - Year 6s and a Prep student

Value Added

- 'Keeping Safe' Day - Child Safe Activities
- National Walk Safely to School Day
- 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 explicit SEL Lessons, Smiling Minds Meditations, BSEM strategies such as centering, as well as integrating SEL within other curriculum areas.

- Transition Afternoons on a Thursday (4 sessions) for all students during Term 4 in their 2024 class groupings.

STUDENT VOICE DATA

- Resilient Youth Australia Survey Term 2, 2023) and MACSSIS Data (Term 4, 2023)

From the Resilient Youth Australia (RYA) Survey Data (May 2023), 83% of our girls and 81% of our boys felt confident in their ability to come up with effective ways to solve issues that affected them and their learning, which was higher than the comparison data provided. The results from our student MACSSIS data indicates an increase from 35% to 53% of students feeling that teachers do seek their views about matters in their school, with scores just higher than the MACS average. 38% of the time students felt that they have a say in any major decisions within our school, almost double that of 2022 and 10% higher than the MACS average.

In terms of being actively involved in extracurricular and leadership groups, almost all students recognised the leadership groups that students could be involved in, with 58% of students believing these were effectively operating at St Joseph's, an increase of around 10% on last year's results.

In addition to this, 92% of females and 81% of males said they were involved in at least one extra-curricula group and felt they had a positive contribution to make to the school community, with the comparison data far lower at 45% and 45% respectively. (RYA Survey, May 2023) Also, 30% of students felt they had the opportunity to make suggestions about how to make the school safer, an improvement of 6% on last year's data. 69% of 5/ 6 students said they were usually self-regulated and ready to learn.(RYA Survey, May 2023)

Student Satisfaction

Students' overall positive endorsement of school in the 2023 Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS) data increased from the 2022 data by 4% to 63%. Students' mindset about themselves as learners, which is measured in the Learning Disposition domain increased by 13% to 85%.

The highest scoring domains in the MACSSIS survey data were: Rigorous Expectations at 78% and Teacher-Student Relationships at 72%. The greatest improvements from the 2022 data were in the Catholic Identity 59%, Student Voice 88% and Enabling Safety 55%.

The School Engagement domain increased by 6% to 47% and School Climate increased by 2% to 60%. The 2023 student MACSSIS data was pleasing with improvements in all domains except one.

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 are 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.

Staff were concerned with the high level of student absences in 2022 and so decided to focus on attendance in 2023. Using the phrase, "every day counts," parents were made aware of the impact missing school has on students' engagement and learning outcomes. Student attendance improved at St Joseph's School Sorrento by 5%.

Average Student Attendance Rate by Year Level	
Y01	90.5%
Y02	86.2%
Y03	86.8%
Y04	87.2%
Y05	88.1%
Y06	84.4%
Overall average attendance	87.2%

Leadership

Goals & Intended Outcomes

Goal:

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

Intended Outcome:

That school administration, organisation, philosophy and structures are developed and improved, to support the goals and intended outcomes of the School Improvement Plan.

Achievements

St Joseph's School Sorrento was reviewed in 2023 as it was the fourth year in the school's continuous improvement process. Through self-assessment and reflection and evidence collection, we considered our school improvement. A new four year School Improvement Plan was developed.

The introduction and implementation of the new agreement in Catholic schools (the CEMEA) brought both welcome change and some challenges.

Formation of self and others

- Leadership Team's learning focused on Brene Browne's book, "Dare to Lead."
- Professional Learning Policy and 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
- Participation in Mathematics Intensive Partnership
- Embedding The Science of Reading
- Student Learning Team fortnightly meeting
- 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 and daily Staff Board

- Consultative Committee
- Use of the SIF Rubric to plot and measure school growth and set directions in the Leadership and Management sphere
- Role descriptions reviewed and edited

- Reviewing, updating and endorsing new MACS Policies
- Fortnightly Leadership Meetings
- Weekly meetings with Principal and Deputy Principal
- Active School Advisory Council
- Leadership Planning Day

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
<p>Staff participated in a range of Professional Learning activities including:</p> <p>Intensive Partnership in Mathematics</p> <p>Berry Street Education Model</p> <p>Differentiation</p> <p>Aboriginal and Torres Strait Island histories and culture</p> <p>Feedback</p> <p>NCCD</p> <p>School Improvement - Review</p> <p>Sustainability - Resource Smart Schools Program</p> <p>Child Safe Standards</p> <p>Faith Based Inquiry</p> <p>Professional Learning Goals</p> <p>Data analysis</p> <ul style="list-style-type: none"> • MACSSIS • PAT M & PAT R • Elastik • NAPLAN • Student Wellbeing data 	
Number of teachers who participated in PL in 2023	20
Average expenditure per teacher for PL	\$1000.00

Teacher Satisfaction

In the Melbourne Archdiocese Catholic Schools School Improvement Survey (MACSSIS) data, the staff's overall positive endorsement of the school score was 81%. The highest scoring domains were: Staff-Leadership Relationships 96%, Collaboration Around an Improvement Strategy 96%, Collaboration in teams 93%, Catholic Identity 87%, Professional Learning 83% and School Leadership 82%.

The greatest gains from 2022 were achieved in Feedback, Catholic Identity and Collaboration around an Improvement Strategy.

All scores in the Staff MACSSIS data were higher than the MACS average.

Teacher Qualifications	
Doctorate	0.0%
Masters	16.7%
Graduate	11.1%
Graduate Certificate	0.0%
Bachelor Degree	55.6%
Advanced Diploma	16.7%
No Qualifications Listed	0.0%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	20
Teaching Staff (FTE)	12.7
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	8.6
Indigenous Teaching Staff (Headcount)	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

The new leadership position of Community Engagement was created in 2023 with the aim of modelling, inspiring and facilitating a whole school approach to family engagement and community involvement. The Community Engagement Leader worked with the community and staff to build the school's capacity to engage with and develop authentic partnerships in school, between schools and within the community.

Successful implementation of systems including technology assisted programs are used by staff, students and parents as a form of ongoing communication and partnership. The use of Operoo will continue to provide timely communication between Parents and the School. That the School newsletter is published fortnightly and accessed digitally. Parents share in the students learning programs and goal setting.

A culture of inclusiveness, welcome and an increased involvement of our school community occurred due to the following initiatives:

Communication

- Termly Overviews
- Fortnightly newsletter
- Regular emails
- Operooo notifications

- Instagram and social media

- Year level Parent Contact Lists

Reporting

- Written reports at the end of each semester
- Student Led Conferences
- Program Support Meetings

Community Events

- Beginning of the School Year Beach Night
- Grandparents/Special Friend day
- Mother's Day Morning Tea
- Father's Day Breakfast
- Combined Schools Fete
- Fathering Project events
- Carols Night
- St Joseph's Day - colour run
- Welcome Dinner for prep and new families
- Oaks Day Ladies Lunch
- Information Sessions
- Sacrament family nights
- Cyber Safety Information sessions

Sharing Learning

- Termly Open Door Afternoons
- Seesaw and Google Sites
- Assembly Celebration of Learning

Parent Voice

- Monica meetings with parents
- Parents & Friends Association
- School Advisory Council
- Parent meetings for Review

- Melbourne Archdiocese Catholic Schools Surveys

Volunteering

- Sports days - athletics, cross-country, swim carnival
- Whole school production called, "The Great Wall of Courage."
- Shrove Tuesday
- Bunnings BBQ
- Working bees

- World Bee Day

- Parent Helpers Course Italian day

- Parent Helpers Course

- Excursions

- Parent Helpers Course Beach STEAM Program

Parent Satisfaction

Only twelve families completed the MACSSIS survey in 2023. The overall school positive endorsement score was 64%.

Our highest scores were in the following domains: School Climate 73%, Barriers to Engagement 73% and Communication 70%.

Engaging our families is an area of focus for St Joseph's School in 2024.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sjsorrento.catholic.edu.au