

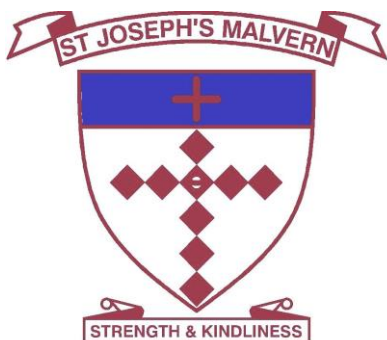
ANNUAL REPORT TO THE SCHOOL COMMUNITY



St Joseph's Primary School
Malvern

2018

REGISTERED SCHOOL NUMBER: 1045



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Contact Details

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Minimum Standards Attestation

I, Michelle Moore, attest that St Joseph's Malvern 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

20th May 2019

Our School Vision

St. Joseph's is a small Catholic primary school situated in the heart of Malvern, which welcomes and respects the diversity of beliefs and cultures within its community.

The Gospel values of community, hope, justice, faith, peace and reconciliation underpin our teaching and school culture.

We recognize each individual's unique qualities and contributions. We build self-esteem, a sense of belonging and responsibility within a safe and secure environment.

We provide an inclusive curriculum, which nurtures the spiritual, intellectual, physical, social, emotional and creative development of each child.

Our developmental learning programs challenge the children within a supportive environment where active learning is promoted and successes celebrated.

We promote excellence in an open dynamic learning environment in which children participate fully in all aspects of school life.

Parents and teachers work together as co-educators of their children.

Through a positive partnership between school, home and parish we endeavour to create a school community where everyone feels welcomed and respected.



School Overview

St. Joseph's is a co-educational Parish primary school in the inner south-eastern suburb of Malvern, bordered by De la Salle College. As of May 2018 the school has an enrolment of 173 students and consists of 8 classes from Prep to Year Six, with class structures of one Prep class, two Grade 1/2s, three Grade 3/4s, and two Grade 5/6s. 2018 was the second year of our four-year School Improvement Cycle and therefore the focus was on building and embedding the recommendations that came out of the 2016 school review. The school identified key goals and intended outcomes for the five interlinking spheres of Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community.

Our key focus throughout 2018 was to focus on the explicit teaching of English and Mathematics; our Literacy and Maths leaders have substantial time out of the classroom to work with teachers on enhancing their pedagogy in these core subject areas.

As a Catholic school, we aim to lead students to see themselves as change agents in the world, using their knowledge and skills to forge better futures as global citizens. Religious Education is taught through a 'Faith Inquiry Approach' to learning and teaching, this approach focuses on building links between the students' faith, their own lives and the wider world around them. Each year, the Year 3 children are prepared for the Sacraments of Reconciliation and Eucharist and the Sacrament of Confirmation is received each year by our Year 6 Students.

We aim to provide a broad, contemporary curriculum, which provides learning experiences that cater for individual student's needs and promotes lifelong learning. All classrooms have interactive whiteboards/projectors, iPads, computers and Chromebooks for the children's daily use, with connection to the internet. Throughout the school 1:1 access is provided to Chromebooks and Laptops and ICT skills and concepts are taught explicitly in ICT lessons and are applied throughout other curriculum areas.

We place a strong emphasis on social-emotional wellbeing of students, with a range of programs and practices in place to assist students to develop a positive sense of self and positive relationships with others. Our play spaces and extracurricular programs and lunch time clubs ensure that whatever the student's interests are, there is something that caters for their specific needs.

We are committed to a shared ownership of teaching and learning between teachers, students and parents, and the promotion of a welcoming and inclusive community. We are thankful for our active parent community; we have an active and committed Parish Educational Advisory Board and regular parental involvement in a variety of activities, which are coordinated through our Parents & Friends Association (P&F). We could not be more thankful for the support of our wonderful parent community and this year the proceeds of community fundraising went towards re-furnishing all classrooms with new furniture and technology, in addition to other key cosmetic improvements around the school.

Principal's Report

2018 was a year filled with exciting challenges and new beginnings. As the new principal of St. Joseph's, I was fortunate enough to begin the journey in my new school with a new Parish Priest, Fr Alan Gibson. We were both welcomed with open arms and hearts by the school and parish community- a hallmark of St. Joseph's Malvern.

The outstanding fundraising efforts of our Parent and Friends team during 2017 and 2018 meant we were able to upgrade a range of student resources and facilities during the course of the year, which were very well received by students, staff and parents alike.

We presented the outstanding student-led production of Aladdin Jr., showcasing the stunning efforts of our students from Prep – Year 6, as they sung, acted/performed and danced over three shows. We had many enthusiastic and successful teams represent the school in a range of extra-curricular activities: Tournament of Minds teams, Maths Olympiad, Zone Athletics, Cross Country, Football, Swimming, Rugby and Netball Championships, ensuring our students were provided with many opportunities to show initiative, creativity and leadership. A particular sporting highlight occurred when both the girls' and boys' Rugby teams made their way to state finals in the touch rugby competition, which was quite an achievement considering the high numbers of teams taking part across Victoria.

The student leaders continued to embrace leadership roles and worked collaboratively with a variety of teachers and other students to enhance the culture that is central to the St. Joseph's School philosophy of "welcome" and respect for one another. Our NAPLAN data showed considerable growth in our students between Year 3 and Year 5, with our students performing above both state and national averages in all aspects of English and Mathematics. Our school received official recognition of high student growth in Reading and Mathematics from the Australian Curriculum and Assessment Reporting Authority (ACARA) with David de Carvalho, Chief Executive Officer, writing to inform us of this achievement.

The learning needs of those students who experience delay or difficulty with learning have been addressed through additional intervention programs, such as Multi-Sensory Language, Numeracy Intervention, LLI and Toe by Toe. The Teaching and Learning Leader, Maths Leader, Learning Diversity Leader and Literacy Leader have also guided the staff on how to effectively address the needs of the high achieving students at St. Joseph's. In 2018, the school participated in Maths Olympiad and The Tournament of Minds, as these programs provided a great challenge to many students in Grades 4, 5 and 6 in 2018. The staff is a talented and dedicated team who worked collaboratively to ensure excellent learning outcomes for all students and in 2018 we ensured all our academic data was collected and collated in the ACER online system and the Student Performance Analyser (SPA). These systems allowed staff to track student growth and development in both English and Mathematics.

The vibrant and active parent community (P&F) worked tirelessly towards holding a variety of successful social and fundraising events, notably the incredibly successful 'Viva Las Vegas' Night. Other events and fundraising included two wonderful Food Fiesta stalls, Mother's Day morning tea, Mother's Day Lunch, Father's Day breakfast and golf afternoon, student disco and staff appreciation lunch. These events provided the members of the St. Joseph's community many opportunities to come together to socialize and to support the school. Money raised was dedicated to new technologies, capital works including new safety posts fitted on the play equipment, new tables and chairs for students and literacy resources.

I thank the highly committed Parish Education Board who collaborated on updating many important “community -facing” policies in 2018 and offered invaluable support to myself and the staff of the school when needed.

Our families continue to contribute significantly to the welcoming culture and spirit within the school community, with School Improvement Survey data showing magnificent growth in parent partnerships and parent satisfaction data. Our students continue to embrace school life with positivity and enthusiasm, showing real aptitude not only in academics, but also in sports and performing arts. We completed the 2018 school year on such a positive note and with a tremendous sense of satisfaction in all we had achieved as a community. We look forward to 2019 with anticipation and excitement.

Michelle Moore

Principal



School Education Board Report

The role of the board is to advise the parish priest and principal in the best interest of St Joseph's Primary School community.

Specific functions of the board include:

- advising on policies for the wellbeing of the school;
- reporting to the school community on achievements of the school, its teachers and students;
- contributing to forward strategies of the school;
- working in collaboration with the Parents and Friends Association and the committees of the parish;
- providing input to the annual report;
- contributing to educational debate in the archdiocese, as appropriate;
- assisting in the selection of a principal, when the appointment is being made.

During 2018 the board revised the school policies and these are now available on the school's website.

The Annual Action Plan 2018 had a goal "To strengthen collaborative partnerships with parents, parish and the wider community to enhance student learning and wellbeing" via the following actions:

- To involve students and parents in family education nights
- Provide ways for families to attend sessions – student supervision
- Provide opportunity for parent feedback e.g. Google Forms
- Explore opportunities for effective use of ICT to link student learning with the wider community

School community achievements during 2018 included:

- P & F annual Event 'FUN RAISER'
- Implementation of the Caremonkey system
- Class Dojo app for engagement of students and teachers with parents
- Celebration of Learning Years 1-6
- Parent information nights
- Prep Parent Reading Night

This year brought both a new principal and parish priest to St Joseph's School. The school has welcomed Ms. Michelle Moore who brings a wealth of experience and commitment to fulfilling the vision of the school. The school also welcomed our new parish priest Fr Alan Gibson, a strong supporter of the school and our leader in faith.

I would like to thank the Parents and Friends Association for their tireless efforts in raising funds to assist the school, with a major success being the 'FUN RAISER' which contributed greatly to the purchasing of new Technology for the School, installation of safety pads on the school playground and painting of the school corridors and walls. The continued success of the hot lunches and the proceeds from the newly introduced "Food Fiestas" also contributed greatly to the collective fund raising efforts of the school community. A special thanks also is extended to Jason Williams for his tireless leadership of the Parents and Friends Association as well as organising working bees and school maintenance.

On behalf of the Board, I would like to thank Fr. Alan Gibson, Parish Priest, Michelle Moore, Principal and Martin Earl, Deputy Principal for a successful 2018. I would also like to thank members of the Board

during 2018 for their time and efforts, being Amy Alston, Jason Williams, Sarah Moore and Peter Piasente.

Paul Hickey
Chair
Education Advisory Board

Education in Faith

Goals & Intended Outcomes

To build a living and authentic Catholic culture which enables students to experience Christ and to live actively in the Catholic community.

- That the Catholic culture and identity of the school is more valued and recognised by members of the school community.
- That there is a recognisable link between the actions of the school and its Catholic identity.

Achievements

Religious Education Curriculum

- Staff Professional Development on the new R.E curriculum
- Further Professional Development and Moderation of R.E assessment
- Explicit Learning Intentions developed when teaching R.E.
- Father Alan visiting every term to work with teachers in the classroom on the teachings of the church
- Exploration of the Pedagogy of encounter and developing authentic links with Inquiry Curriculum

Catholic Identity:

- Opportunities for student and parent formation through Sacramental Programs, including Parent Nights and Reflection Days
- Student and parent participation in whole school masses and liturgies, including Holy Week Liturgies, Mother's Day, ANZAC day and Father's day mass/liturgies
- Student and parent participation in Parish Children's masses on first Sunday of each month
- Class attendance at a Parish Mass each term
- Termly education in faith section in the school newsletter
- Staff prayer at the beginning of each Staff Meeting
- Prayers at the beginning of each Professional Development Day
- Senior student attendance at the monthly Anointing Mass
- Graduation Mass - separate to end of year mass
- Year 6 family mass in November

Social Justice

- Social Justice and Catholic Identity linked explicitly through liturgies and celebrations
- Whole school participation in Project Compassion, friendship fair day, refugee day and Giving Tree
- Caritas resources utilized in classrooms
- Carrying out an act for others at the end of an inquiry unit
- Close School links with the Parish Refugee Support Group with the school supporting in fundraising and denotations opportunities throughout the year, such as staff donations, cake stalls and casual clothes days
- Friendship Fair Day fundraising for sponsor child in Tanzania

VALUE ADDED

- Sacramental programs run for Years 3 and 5
- Parent Education on Sacrament Programs
- Whole School Social Justice initiative - Project Compassion CARITAS (Term 1)
- Social Justice and Religion Links to Inquiry Units
- Malvern Can Food Drive
- School Leaders Attending St Patrick's Mass
- Clean up St Joseph's Day (Links to Stewardship)
- Refugee are Welcome Initiative
- School displays of prayers and Religion Work – In school and on the fence
- Student involvement in planning masses and liturgies
- Year 6's Participation in 'Just Leaders Day'
- Friendship Fair Day with proceeds going to our sponsored child 'Ellie'
- Students attending regular parish masses



Some of the students collecting goods for the Malvern Emergency Food Program.

Students work together to beat hunger

**FAYE FORBES AND
AMANDA OLIVER**

St Joseph's and Malvern Central School are working together to collect goods for the Malvern Emergency Food Program, to support less fortunate people in our community.

MEFP volunteers provide a 24-hour emergency food service in

Stonnington to those in need of help.

They also encourage students, community groups and residents to be involved in the donation, collection and distribution of the food parcels.

MEFP volunteers deliver the food parcels to the Malvern Police Station, where they can be picked up by people in need.

St Joseph's and Malvern Central Primary students have been collecting non-perishables at school and worked to appeal to shoppers at Coles on Glenferrie Rd to donate goods.

St Joseph's and Malvern Central School see this joint initiative as a catalyst for them to continue to develop a positive partnership to support social justice issues.

Learning & Teaching

Goals & Intended Outcomes

To provide a rigorous, stimulating and dynamic learning culture that promotes high personal achievement, maximises learning for all and encourages students to assume responsibility for their learning

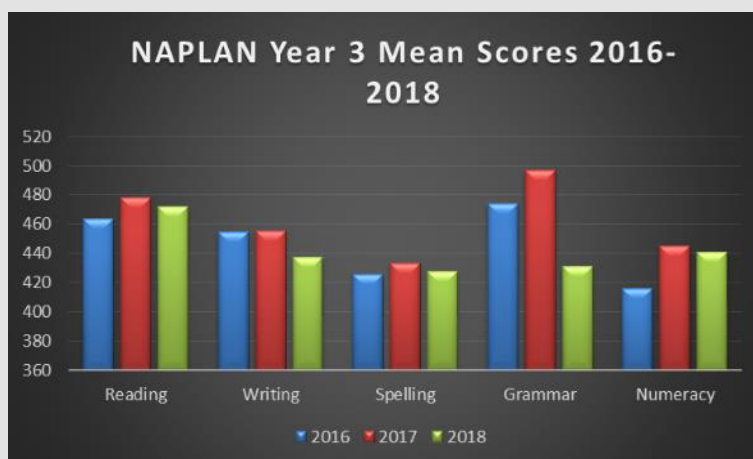
- That students will be confident, responsible, and engaged in their learning.
- That student's growth in Reading and Writing will improve.

Achievements

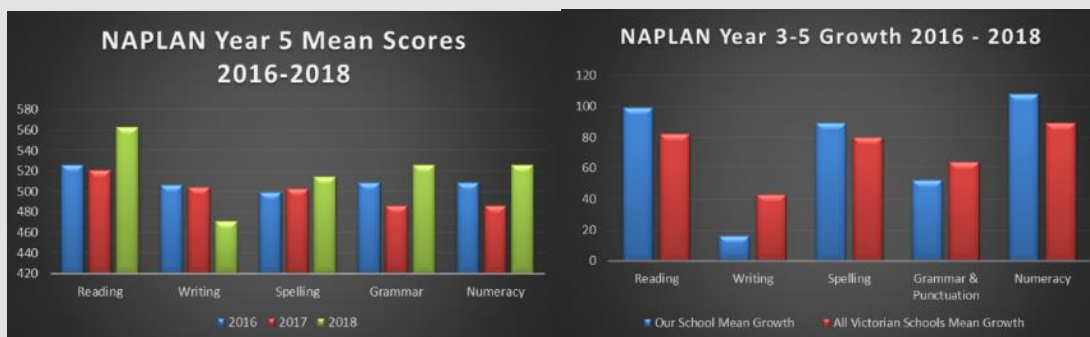
- Implemented online ACER Testing 1-6
- Flexible Learning Groups established in Mathematics and Spelling
- In Class support and mentoring in Maths, Literacy, E Learning.
- Purchasing of new digital technology equipment including 'Spheros', Chromebooks and Lego Coding
- Regular PLTs held for teachers to collaborate in the areas of Literacy and Mathematics
- Implementation of Spelling Mastery Program across 3-6
- Maths Olympiad offered for students in years 3-6
- Incursions and Excursions taken to support learning in Inquiry
- Employment of a new LSO to support Reading and Maths intervention
- Online testing established across school and TORCH testing introduced for students in 3-6
- Explicit teaching in Spelling and phonics across the whole school
- New Purchased Literature circle books for students in year 3-6
- Aladdin school production – rehearsals and performance process with students across the school. Integrated into literacy lessons
- Two Tournament of Minds teams Grades 4-6 STEM and The Arts competed in regional finals

STUDENT LEARNING OUTCOMES

Below is a graph that shows our schools NAPLAN mean scores in Year 3 from 2016 – 2018. When compared to 2016 you can see that our scores in Reading, Numeracy and spelling are higher and comparable to our 2017 scores. The mean scores in Writing and Grammar have dropped since 2016, the school has recognised that grammar and writing are areas for improvement in the Junior scores and have identified key strategies for 2019 that will address these areas.



When looking at the 3 year trend for our NAPLAN scores for our Year 5 students you can see a considerable improvement in our mean scores for Reading, Spelling, Grammar and Numeracy. Not only are the mean scores higher than the previous years but the growth of the same students from their 2016 NAPLAN tests is higher than the state in the key curriculum areas of Reading, Spelling and Numeracy. Teacher coaching, mentoring and classroom support as well as intervention and PD in these areas are likely reasons for these strong results. Grammar and Writing are indicated to be areas of focus for the senior as well as the junior school and the school have identified key improvement strategies in these areas for 2019.



2018 Literacy: Reading Text Levels Prep

Text Level	1+		5+		15+		20+		26+		28+	
Year	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools
2015	94.44	96.65	66.67	82.21	25.00	32.48	19.44	22.74	8.33	11.39	5.56	7.90
2016	100	96.60	85.71	82.59	42.86	33.70	28.57	23.97	14.29	12.34	14.29	8.55
2017	91.30	96.55	82.61	81.47	60.87	31.13	39.13	20.80	34.78	10.68	8.70	7.62
2018	100	96.36	95.45	81.59	27.27	30.12	22.73	21.11	4.55	10.89	0.00	7.71

Minimum Standard	Level 1
Target Standard	Level 5

St Joseph's Early Years Literacy data indicates that percentage of students who met both the minimum standard of level 1 and the set target standard for Text Level 5 were significantly higher than other schools. For Text level 20 our Preps were slightly higher than other schools. In 2018 we did not have any Prep students achieve level 28.

Literacy: Reading Text Levels Year 1

Text Level	1+		5+		15+		20+		26+		28+	
Year	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools
2015	100.00	99.70	100.00	98.49	83.87	87.14	74.19	76.04	51.61	54.34	41.94	43.49
2016	100.00	99.59	100.00	98.25	85.29	87.16	73.53	75.24	52.94	53.76	47.06	42.99
2017	100.00	99.55	100.00	98.16	90.48	85.72	66.67	72.95	57.41	51.45	52.38	42.00
2018	100	99.64	91.30	97.47	86.96	83.34	78.26	69.56	65.22	47.42	60.87	38.62

Minimum Standard	Level 15
Target Standard	Level 20

Early Years Literacy data indicates that percentage of students who met both the minimum standard for Text Level in Year 1 Reading was higher than other schools. The Target standard for Text Level in Year 1 Reading was higher than other schools. Also the percentage of our students obtaining level 26+ and 28+ was significantly greater when comparing to other schools. These results demonstrate that the school has processes in place to ensure those students who are reading at above average scores are given opportunities to develop and achieve their reading potential.

Literacy: Reading Text Levels Year 2

Text Level	1+		5+		15+		20+		26+		28+	
Year	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools	Our School	All Schools
2015	100.00	99.98	100.00	99.61	97.06	97.07	94.12	76.04	79.41	85.58	73.53	77.37
2016	100.00	99.84	100.00	99.51	96.88	97.04	93.75	75.24	93.75	84.92	90.63	77.34
2017	100.00	99.36	100.00	99.00	100	96.20	90.91	72.95	54.55	82.67	0.00	74.94
2018	100	99.43	100	99.02	100	96.02	100	69.56	95.83	47.42	91.67	70.71

Minimum Standard	Level 26
Target Standard	Level 28

Early Years Literacy data indicates that percentage of students who met both the minimum standard for Text Level in Year 2 Reading and the standard Text Level was significantly higher than other schools. A particular area of success has been the large percentage of our students who have been achieving a Level 26 and above compared to other schools. A greater percentage of our Year 2 students also achieved the highest reading level of 28+. Again the processes that have been put in place for reading are being reinforced in Year 2 to ensure all students are given the opportunity to be challenged to achieve their reading potential.

Student Wellbeing

Goals & Intended Outcomes

To further develop a positive school and classroom environment which empowers students to be independent, self-motivated, successful and resilient learners and leaders

- That the learning environment for students will become more positive
- That student ownership for their learning and behaviour will improve
- Teachers to be informed and confident to teach resilience and mindfulness to enable students to give and receive feedback

The Key Improvement Strategies:

Develop and embed a consistent and agreed approach to the understanding and management of student behaviour.

Provide Professional Learning for staff to develop their understanding and capacity to teach growth mindset and mindfulness skills.

Achievements

Management of Student Behaviour

The school focus on the School Wide Positive Behaviour Support (SWPBS) initiative continued throughout the year.

Staff were consulted to determine consistent understanding of the Behaviour Matrix and Behaviour Management Flow chart. A Staff meeting was devoted to further discussing and determining a consistent understanding of Major and Minor behaviours that had been previously proposed. The STAR values have continued to be reinforced and embedded into everyday language, with particular focus at the beginning of each Term.

Staff are encouraged to report Major and/or recurring behavioural incidents to the Principal, Deputy Principal or Inclusive Practices Leader and to record these incidents on NForma, naming the behaviour and consequence as explained to the student.

The Principal, Deputy Principal and Inclusive Practices Leader met with Patrice Wiseman from CEM, Southern Region, to further discuss the school's current stage in the implementation of SWPBS; the Behaviour Management Flow chart; and the staff's consultation and decisions about what constituted Major and Minor (inappropriate) behaviours.

A huge, yet vital, commitment to inform and engage staff in consistent management and understanding of student behaviour was undertaken in partnership with the facilitators of the Berry Street Education Model (BSEM). So as to facilitate the development and embedding of a consistent and agreed approach to the understanding and management of student behaviour, all staff were involved in a full day Berry Street Professional Development at the Staff conference at the beginning of the year. Classroom teachers were released from classroom duties to attend 4 full day Berry St Professional Learning days

offered by CEM throughout the year, with the majority of teachers completing the course. This equated to approximately 25 hrs of Professional Development for classroom teachers in this sphere.

Incorporating BSEM strategies, teachers were able to identify and explicitly teach students about Triggers, how brains work and the importance of having 'brain breaks'. Appropriate time allocation for, and the effectiveness of 'Brain breaks' were clarified and employed by Leadership, Classroom Teachers, Specialist Teachers and Learning Support Officers. Brain breaks have been implemented to provide 're-set' opportunities for all students and to provide opportunities for de-escalation and self-regulation for students who may be heightened.

Recommended CEM Positive Behaviour Support Plans were devised by the Inclusive Practices Leader in consultation with Parents, Principal, Deputy Principal and classroom teacher(s) to support students experiencing ongoing behavioural concerns.

The St Joseph's Behaviour Management Policy was updated.

Parent Partnerships

A Parent Education evening promoting resilient children was facilitated by Georgie Manning, psycho-therapist. This was offered with baby-sitting provided to enable more parents to attend.

Regular articles are included in the School newsletter to promote parent learning and to inform them of the upcoming programs being offered.

Parents are active members of the Program Support Group (PSG) and are invited to PSG meetings at the end of each term to discuss the progress and goals of their children who are either funded or considered to be at risk in their social, emotional or academic learning.

The Parent/Student Transition Evening was offered for parents and their children at the end of the year to encourage a smooth transition to Secondary school.

This was held after the Year 6 students completed the Step Up Transition Program that was applied for through Stonnington Council. The program was completed over 4 weeks at St Joseph's and facilitated by the youth team at Stonnington Council.

Student Empowerment and Leadership

Throughout the year the SRC, Wellbeing Captains and Leaders engaged in meetings, voiced the opinions of their classmates and shared back discussion points. The Malvern Emergency Food Service was again a locally driven initiative to promote awareness of the less fortunate within our community. In 2018 St Joseph's worked in collaboration with Malvern Central School to raise awareness of the service. Captains and Leaders giving up part of their weekend to collect groceries outside the Coles supermarket in Malvern.

St Joseph's provided a variety of extra-curricular activities to promote the celebration of differences and talents. Tournament of the Mind and the production of Aladdin both required many students to commit their time, effort and enthusiasm beyond normal school hours. Chess Club, Garden Club and Quiet Club provided opportunities for students to have options apart from being on the playground for the whole week during break times. 'Footsteps' dance provided training to support the production of Aladdin.

Another Stonnington Council student program to promote the wellbeing of students through rhythm and teamwork was successfully applied for. Senior students completed 7 sessions, including a performance at Assembly which included students explaining the importance of teamwork.

The St John's First Aid course was organised for all classes and provided training to inform and empower them to be safe and aware 'first aid responders' in an emergency.

Friendship Fair is an annual fund-raising Social Justice Initiative that is primarily run by the SRC at the end of Term 2. 'Ellie' in Tanzania has been the recipient of good will and financial support from St Joseph's since commencing school. Community partnerships are encouraged with the De La Salle band coming to perform for the school Assembly and St Joseph's using the De La Salle PAC for a Talent Show designed to showcase our talented students. Lapathon was also embraced by the student body.

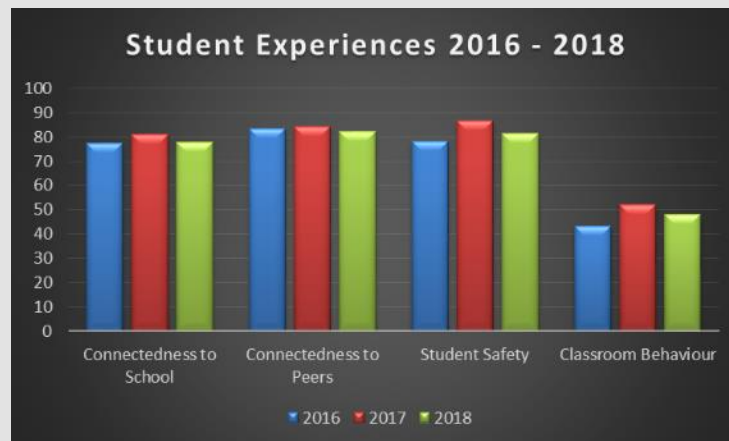


VALUE ADDED

- Berry Street Professional Development for ALL staff at conference
- Drumbeat and St John's First Aid course for Students
- Friendship Fair held on the last day of Term 2 – A focus on friendships, wellbeing and social justice
- "Peaceful Parents" 6 week course provided for a small group of parents
- 'Footsteps Dance' involved in preparation for the school production
- SRC and Wellbeing Team involved in MEFS Food drive in collaboration with Malvern Central School.
- Footy Colours Day
- Art Therapy
- Parent night on resilient children; babysitting provided for parents.
- Behaviour management flow chart and policy updated
- Updated Behaviour Management Policy
- Transition meetings for new and exiting students
- Extracurricular opportunities provided – TOM, Aladdin, Chess Club, Garden Club

STUDENT SATISFACTION

When using our School Improvement Survey data to measure student satisfaction you can see that our data around connectedness to school, connectedness to peers, perceptions of student safety and classroom behaviour have remained relatively stable from 2016 – 2018. In all these areas there seems to have been a slight rise in 2017 with a slight drop in the 2018 data. However in most instances this data does not dip below the levels seen in 2016.



Another indicator that is measured by the 'School Improvement Surveys' is by 'Favourable Responses'; that is how many of the surveyed students responded favourably in given areas. When looking at the below table you can see that the majority of students at St Joseph's responded favourably in all areas with all areas apart from one scoring a favourable response of more than 90%.

Indicator Title	2018 Percentile Rank*	2018 Percent Favourable
Student Morale		
Student Distress	38.84	91.39
Connectedness to School	44.83	92.46
Teacher Empathy	38.96	92.38
Purposeful Teaching	33.19	94.90
Purposeful Learning	32.33	94.76
Stimulating Learning	35.36	90.48
Learning Confidence	72.96	98.81
Student Motivation	58.80	98.21
Connectedness to Peers	58.61	96.43
Student Safety	42.56	92.38
Classroom Behaviour	36.12	65.87
Survey – Easy [†]	99.99	97.62
Survey – Enthusiasm [†]	84.50	90.48

STUDENT ATTENDANCE

The school Parent Handbook outlines procedures and expectations regarding student absences. If a child is not attending, parents are required to contact the school by phone, note or email. If a student is absent without notice the school will contact/inform the parents of the non-attendance on the morning of the unauthorized absence, the parents are contacted either by a text message or phone call. If there is a pattern of non-attendance, the Principal and/or Student Wellbeing Leader will contact the parents and meet to discuss concerns if deemed necessary.

Below is a summary of the schools average attendance by year level. As you can see in every year the attendance was above 90% with the highest attendance rate being recorded in year 6.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.7
Y02	91.0
Y03	93.0
Y04	92.2
Y05	92.6
Y06	93.4
Overall average attendance	92.2

Child Safe Standards

Goals and Intended Outcomes

At **St Joseph's, Malvern** we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

We commit to providing a safe and nurturing culture for all children and young people at **St Joseph's Malvern** by:

- Ensuring that the ongoing safety and wellbeing of all children and young people will be the primary focus of care and decision-making, with particular attention paid to the cultural safety of Aboriginal and Torres Strait Islander children and children from culturally and/or linguistically diverse backgrounds, as well as the safety of children with a disability
- Creating and maintaining a safe and nurturing culture. We will actively and continually develop and review all policies, processes and practices, informed by emerging thinking and evidence.
- Empowering families, children, young people and staff to have a voice and raise concerns.
- Taking the views of staff, children, young people and families seriously and ensuring that their concerns are addressed in a just and timely manner
- Providing children and young people with the necessary skills and knowledge to understand and maintain their personal safety and wellbeing
- Implementing rigorous risk-management and employment practices
- Systematically and continually identifying and assessing risks to child safety and eliminating (where possible) or reducing all potential sources of harm
- Embedding effective risk management in school life through effective, transparent and well-understood policies, procedures and practices
- Remaining abreast of current legislation and meeting our legislative duties to protect the safety and wellbeing of children and young people in our care, including the Victorian Child Safe Standards (Victorian Government 2016), mandatory reporting, grooming, failure to disclose and failure to protect requirements.

Achievements

- All policies are in line with our child safe policy and code of conduct with a preamble stating our commitment to child safety
- Training of teachers, non-teaching staff and volunteers in relevant child safe practices
- Implementation and training of 'PROTECT' protocols and mandatory reporting
- Student participation and empowerment strategies through safety week, Daniel Morcombe curriculum and teaching of the personal and social capabilities
- Regular lessons including 'Circle Time' on the principle of inclusion
- Engagement of Families and communities in promoting child safety

- Human Resources practices
- Child safety – Risk Management practices, procedures and policies; including our Code of Conduct



Leadership & Management

Goals & Intended Outcomes

To further develop and sustain a healthy team culture characterised by a shared vision, accountability, active staff engagement and a focus on continuous improvement.

- That a strong, supportive, professional team culture is evident, which will facilitate improved student engagement and learning outcomes.
- That staff engagement will improve.

Achievements

- Restructuring of the leadership team and the creation of the 'E-Learning Leader' role
- Leadership team modelling, coaching and team teaching with classroom teachers in Mathematics, ICT, Literacy and Faith Based Inquiry
- Staff developed and reflected on goals in individual learning plans; in line with AITSL Standards and AAP
- School fully compliant with Child Safe Standards implementing Code of Conduct and Child Safe Policy
- Key members of Leadership team to plan with classroom teachings in fortnightly planning meetings
- Professional Development for all staff on the effective use of data
- Educator Impact framework adopted for class observations and teacher goal setting
- Mentors established for graduate teachers
- Communications between staff members streamlined

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

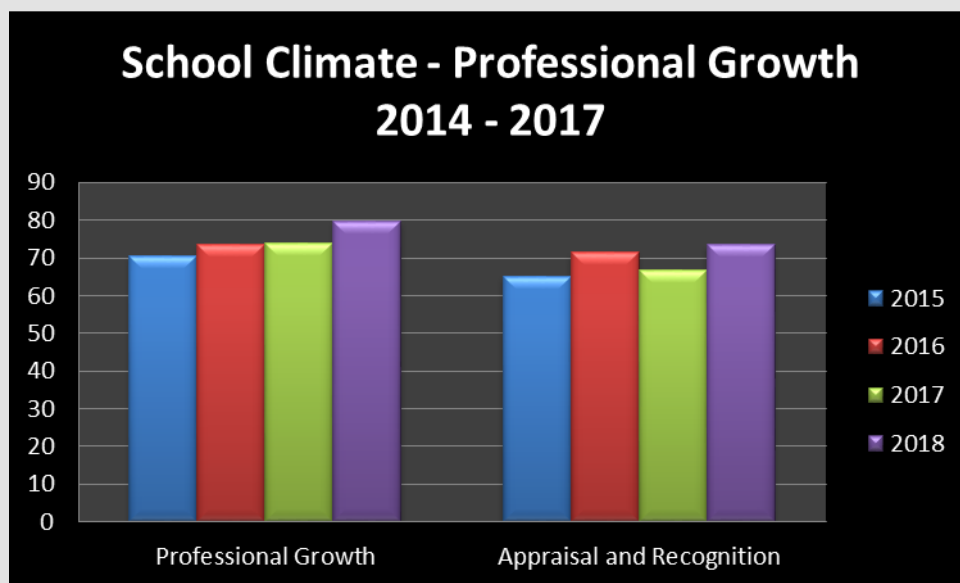
DESCRIPTION OF PL UNDERTAKEN IN 2018

- Berry Street 4 Day professional learning for majority of classroom teachers
- Staff conference attended by all staff members on Berry street
- Certificate II first aid training offered to all staff
- Network Days attended by relevant leadership members
- MSL (Multisensory Structured Language) training attended by two staff members
- Staff meetings on how to use data to drive improvement
- Weekly staff meetings and PLTs, with content linked to the Annual Action Plan
- Edu Train Program attended by LSO

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018	28
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1,140

TEACHER SATISFACTION

Looking to the teacher responses in our school improvement surveys you can see an increasing upwards trend in the area of 'appraisal and recognition' as well as professional growth. Indicating that staff members are being given strategic professional development as well as relevant feedback on their performance.



When looking to the favourable percent to all school climate performance indicators you can see that all areas score above 70% with many scoring above 90%.

Indicator Title	2018 Percent Favourable
Individual Morale	98.00
School Morale	100.00
Individual Distress	88.00
School Distress	94.00
Supportive Leadership	96.00
Role Clarity	92.50
Teamwork	94.17
Empowerment	81.25
Ownership	95.00
Appraisal & Recognition	87.86
Professional Growth	92.00
Work Demands	80.00
Student Behaviour (Classroom)^	71.11
Student Behaviour (School)	75.00
Student Management	74.00
Curriculum Processes^	100.00
Student Motivation^	98.67
Respect for Students	100.00
Parent Partnerships^	96.67
Teacher Confidence^	100.00
Engaging Practice^	96.67
Quality Teaching^	98.33
School Improvement Focus	98.75

School Community

Goals & Intended Outcomes

To strengthen collaborative partnerships with parents, parish and the wider community to enhance student learning and wellbeing

- That parents are more actively engaged and have a greater understanding of their child's learning and current approaches to learning and teaching.
- That student engagement with the local and wider community will improve.

Achievements

Throughout 2018 St Joseph's had a strong community focus with many initiatives and improvements being established throughout the year. Some of these include:

- New online newsletter format making it easier for parents and community members to access the newsletter
- Beginning of School Mass coinciding with P&F Welcome Picnic
- Weekly updates posted by classroom teachers on Class Dojo
- New online system (Caremonkey) adopted for permission forms, meetings and student information
- Streamlining of signing-in processes for volunteers, parents and students (Passtab)
- School production of Aladdin attended by parents, parishioners and key community stakeholders
- Updating and improvement of community facing policies by Education Advisory Board
- School Assemblies now held on Friday mornings
- Key community events hosted by school such as Mothers'/Fathers' Day morning Tea and Mass, open book mornings and P&F Social.
- All parent education nights being offered with free supervision for enrolled and younger siblings

PARENT SATISFACTION

When looking at our parent opinion data you can see that there has been a major increase across nearly all areas in 2018 from previous years. There has been an increase of over 10 points in the areas of Parent Partnerships, Approachability, Parent Input, Reporting, School Improvement, Learning Focus, Homework, Behaviour Management, Stimulating Learning, Teacher Moral, Connectedness to School and Student Motivation. When looking at the table below you can see that the favourable responses are all above 70% with over half being the maximum of 100%.

2018 parent opinion – data tables ...

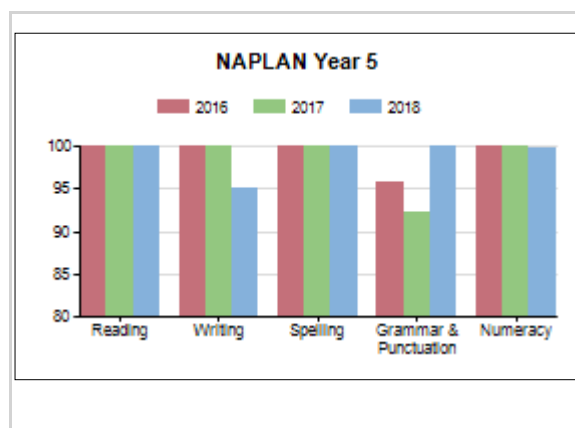
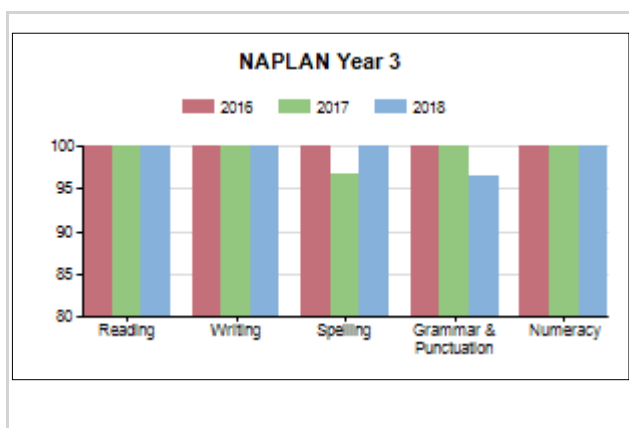
Indicator Title	2015 Actual Score	2016 Actual Score	2017 Actual Score	2018 Actual Score	2018 Percentile Rank*	2018 Percent Favourable
Parent Partnerships	72.38	66.33	72.60	88.89	98.69	100.00
Approachability	74.46	71.00	75.17	91.67	95.13	100.00
Parent Input	69.14	64.44	66.45	82.72	85.21	100.00
Reporting	68.42	61.11	70.09	81.48	75.84	100.00
School Improvement	70.06	67.67	71.17	83.80	77.31	100.00
Learning Focus	69.68	64.50	68.11	79.17	55.10	91.67
Extra-Curricular	62.96	52.67	61.86	62.96	34.25	88.89
Transitions	75.71	75.50	79.00	87.96	92.19	100.00
Homework	67.30	58.00	60.26	71.30	56.84	94.44
Behaviour Management	65.64	63.56	64.96	82.10	81.06	100.00
Stimulating Learning	77.78	80.83	78.85	91.20	95.52	100.00
Teacher Morale	78.83	79.72	77.07	91.11	93.10	100.00
Connectedness to School	79.94	77.33	78.53	92.59	98.23	100.00
Student Motivation	77.01	75.00	70.83	87.96	94.01	100.00
Social Skills	78.50	80.00	78.63	85.80	89.25	96.30
Connectedness to Peers	82.00	79.11	80.13	87.65	92.67	100.00
Student Safety	76.65	74.54	82.69	79.63	77.70	85.19
Classroom Behaviour	49.54	44.00	55.77	55.56	60.48	72.22
Attitude to Survey*	69.28	65.08	62.76	79.10	97.48	92.06



School Performance Data Summary

The School Performance Summary reports on data in the following areas:

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	96.6	-3.4
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	96.7	-3.3	100.0	3.3
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	95.8	92.3	-3.5	100.0	7.7
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	95.2	-4.8



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	90.7
Y02	91.0
Y03	93.0
Y04	92.2
Y05	92.6
Y06	93.4
Overall average attendance	92.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.8%

STAFF RETENTION RATE	
Staff Retention Rate	80.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	15.8%
Graduate	21.1%
Graduate Certificate	21.1%
Bachelor Degree	89.5%
Advanced Diploma	31.6%
No Qualifications Listed	0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	22
Teaching Staff (FTE)	14.6
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	8.8
Indigenous Teaching Staff (Headcount)	0

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