



# St Joseph's School Malvern

## 2022 Annual Report to the School Community



Registered School Number: 1045

# Table of Contents

Contact Details .....2

Minimum Standards Attestation .....2

Governing Authority Report .....3

Vision and Mission .....4

School Overview .....5

Principal’s Report .....6

School Advisory Council Report .....8

Catholic Identity and Mission .....11

Learning and Teaching .....13

Student Wellbeing .....16

Child Safe Standards .....22

Leadership .....23

Community Engagement .....27

Future Directions .....30

## Contact Details

ADDRESS	49 Stanhope Street Malvern VIC 3144
PRINCIPAL	Michelle Moore
TELEPHONE	03 9597 6300
EMAIL	principal@sjmalvern.catholic.edu.au
WEBSITE	www.sjmalvern.catholic.edu.au
E NUMBER	E1091

## Minimum Standards Attestation

I, Michelle Moore, 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.

18/03/2023

**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

Our Vision:

'We instil the Gospel Values, in the tradition of the Catholic Church, as we develop caring and confident learners, equipped to be participants in a contemporary world.'

Our Mission is to provide:

- A safe, nurturing environment that develops each individual student spiritually, socially, emotionally, physically and academically
- A welcoming and inclusive learning community that recognises and respects each individual's unique qualities and heritage
- Opportunities to live out our faith through action
- An inclusive curriculum using innovative teaching strategies
- Developmental learning programs to challenge and actively involve all students
- Positive partnerships between school, home and Parish.

## School Overview

St. Joseph's is located in Stanhope Street and was opened in 1889 and was run by lay teachers until 1896 when it was taken over by Sisters of the Sacred Heart.

In 1917 the present building was erected and the Brigidine Sisters continued the work of the Sisters of the Sacred Heart.

St. Joseph's has a current school enrolment of approximately 170 students and classes are structured as 'straight grades'. We aim to provide a broad, contemporary curriculum, which provides learning experiences that cater for individual student's needs and inspire a love of learning. We teach the content of The Victorian Curriculum and we place an emphasis on the 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.

At St. Joseph's, we believe that social-emotional well-being is as important as academic success; students need to develop a healthy sense of self and be able to develop and maintain healthy and positive relationships.

The central focus of any school is teaching and learning, and at St. Joseph's we are firmly committed to teaching 'the basics', with a strong emphasis on a 'knowledge-rich' curriculum. We believe that students need to be taught foundational skills thoroughly, and our staff is trained and supported to use the most proficient evidence-based teaching approaches to ensure early and sustained success at school.

A solid grounding in English and Mathematics at primary school results in increased ability and self-esteem for future learning in secondary school and beyond. The school provides robust training to all its staff, resulting in a safe, positive, and orderly environment where all students are expected to learn and achieve their full potential.

Our parent community is very active in assisting and supporting the life of our school; parents volunteer in many ways, such as membership of the School Advisory Council, as well as fundraising, organising social activities and participation in working bees through our Parents and Friends Association. Our teachers are exceptional educators who are committed to the academic and personal development of each and every child in their care. Working in partnership with parents, they provide opportunities for students to engage in school life, establishing the right conditions for children to flourish and grow. We pride ourselves on the support we provide to students and parents and see this as a fundamental aspect of our roles as Catholic educators. We hold the care, safety and wellbeing of children and young people as a central responsibility of our school.

## Principal's Report

It is with great pleasure that we reflect upon the accomplishments of the past school year at St Joseph's Primary School. Following two years of interruptions caused by the COVID-19 pandemic, the uninterrupted 2022 school year provided a precious opportunity for all members of our school community to reconnect and fully engage in school life. Furthermore, it marked the inception of our new four-year school improvement plan.

The 2022 academic year welcomed numerous new students, staff, and families into our vibrant school community. The diversity and talents they brought enriched our learning environment and further solidified our commitment to fostering an inclusive and supportive atmosphere for all.

### Academic Excellence

We are proud to announce that our students' unwavering dedication and the exceptional efforts of our staff resulted in commendable academic achievements. Our school's strong academic performance placed us among the top-performing Catholic schools in the state in Naplan testing. These remarkable outcomes are a testament to the hard work, commitment, and determination exhibited by both our students and teachers.

### Rediscovering Traditions

Throughout the year, we eagerly embraced the revival of cherished traditions that had been sorely missed during the past two years of lockdowns. One such event was our beloved Grandparents Day, which witnessed over two hundred family members gathering at our school to celebrate their grandchildren's achievements. Guests were treated to guided tours, glimpses of student accomplishments, and an enjoyable morning tea. The atmosphere was filled with warmth, gratitude, and shared joy.

### Community Bonding

Our Parents and Friends Association organised a memorable social evening named "Comedy for a Cause." Laughter echoed through the hall as the community came together for a night of entertainment and amusement. The event was a resounding success, reinforcing the bonds that make our school community so special.

### An Artistic Extravaganza

One of the most anticipated highlights of the year was our biennial Art Show, aptly named "Where the Wild Things Are." The school transformed into an enchanting art gallery, showcasing the exceptional talents of our students. The evening was an amalgamation of captivating musical performances, awe-inspiring art displays, delectable food truck delights, and glorious weather. It was an unforgettable celebration of creativity and expression.

Supporting Early Years Education Recognizing the disruptions faced by early years' education, we took proactive measures to address the challenges that had faced students in the kinder years. A Transition Coordinator was appointed to oversee a pre-prep playgroup and establish connections with early childhood settings. The response from the Malvern community was overwhelmingly positive, with all our 2023 prep students attending the playgroup at different times. This initiative has fostered smoother transitions and ensured a strong foundation for our youngest learners. With over 40 preps enrolled for 2023, we couldn't be more delighted with the growth of our school.

### Planning for the Future

To enhance our facilities and create an even more conducive learning environment, we initiated the Master Planning process. This strategic endeavour aims to secure a Commonwealth grant. A panel interviewed four architect companies, and after careful consideration, Kennedy Nolan Architects was selected to develop a comprehensive master plan for the improvement and expansion of our current buildings. This exciting development paves the way for an enhanced educational experience for our students.

### **Gratitude and Acknowledgements**

I would like to extend heartfelt thanks to the members of the School Advisory Council, led by Peter Piasente, for their unwavering support throughout 2022. Their guidance and dedication have been invaluable in shaping our school's progress. Additionally, our Parents and Friends Association played a crucial role in revitalising our community after two years of lockdowns. Their active involvement and commitment to our school have been instrumental in fostering a sense of belonging and togetherness.

Special recognition goes to Martin Earl, our Deputy Principal, and the entire staff for their unwavering dedication to providing a high-quality education to our students. Their passion, expertise, and commitment have made a significant impact on our students' growth and success.

Lastly, we must express our heartfelt congratulations to our students, the most important individuals in our school. Their hard work, enthusiasm, and joy have made St Joseph's a truly unique place to learn and play. We are immensely proud of their achievements and look forward to witnessing their continued growth and accomplishments.

In conclusion, the 2022 school year will be remembered as a unique year of re connection and community; With uninterrupted learning, a thriving community, and a renewed sense of purpose, we have set the stage for even greater achievements in the years to come. We extend our sincerest gratitude to our students, parents, staff, and the broader school community for their unwavering support and commitment to excellence.

Together, we will continue to forge a bright future for our students.

Michelle Moore  
Principal



## School Advisory Council Report

### School Advisory Council Report 2022

#### Peter Piesente SAC Chair

The role of the School Advisory Council (SAC) is to advise the parish priest and principal in the best interest of St Joseph's Primary School community.

Specific functions of the SAC include:

- advising on policies for the wellbeing of the school;
- reporting to the school community on the achievements of the school, its teachers and students;
- contributing to strategies for school improvement.
- 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.

The Strategic Intent of the 4 Year school improvement plan 2022-2025 is as follows:

Over the next four years, St Joseph's will continue to build a school community where all participants thrive, flourish and are valued for their uniqueness. Evidence-informed practices will be embedded in all aspects of school life to build a culture of excellence. Staff, parents and students will create a positive and inclusive learning environment, built upon trusting and collaborative relationships.

After the 2 years of lockdown, we welcomed the opportunity to reconnect with our parish and this is something that we will continue to rebuild next year.

The School Community is a very welcoming and involved group, and some of the major achievements across the School Community in 2022 included:

- Establishment of a Pre-Prep playgroup and the appointment of a dedicated Transition Coordinator// Enhancement of the St Joseph's Prep transition program with the employment of a transition coordinator, Junior Joeys' playgroup, kinder visits, transition mornings and parent evenings // Employed a kinder-trained transition coordinator to run Junior Joey's prep playgroup to aid the transition to Primary school// Outreach to kinders and ELCs by the transition coordinator

- A highly successful Art Show, 'Where the Wild Things Are', with lots of parental involvement and almost 100% attendance on the night of the art show// Community Art Show held by St Joseph's which gave an opportunity for parents and the wider community to come together and view a collection of art pieces by all students. // Art Show connections with local businesses through sponsorships and silent auction items// 2022 Art Show sustainability link. Art Captains assisted with the organisation
- Comedy for a Cause social event
- Fundraising initiatives; legacy bricks, election day fundraiser, sustainable uniform shop
- class-by-class parent social nights & working Bees
- 2022 Naplan results place St Joseph's as one of the highest-achieving Catholic primary schools in Melbourne which promotes the school as a school of excellence with high expectations for students.
- Appointed Kennedy Nolan Architects to develop the school master plan// Architects interview and engaged by panel consisting of Parish Priest, Parents and School staff to start Master Planning Process

Successes/ School Community Achievements listed as actions from our Annual Action Plan 2022:

- Open book mornings and attendance at liturgies in class re-established Information sharing evenings
- Parents were invited to sacramental information evenings run by Parish Priest and Education in Faith leader.
- School open days- invited parents to lead tours.
- Eco village cubbies installed in the playground.
- Parents were invited to assist with supervising school activities, such as excursions, Interschool Sports and the swimming program.
- Parent education evening held for Cyber Safety
- Parent 'experts' invited to work with students on their areas of expertise for Topic Lessons, art and Footy Colours Day.
- Assemblies - parents invited (coffee van)
- Mother's Day / Father's Day assembly and breakfast
- Grandparent's Day a huge success
- Parent Code of Conduct policies updated and linked to the Students' Operoo account.
- Parents, School staff and students were surveyed as part of the master planning process
- Over 40 preps enrolled for the 2023 school year

From all the activities and achievements noted above, 2022 was truly a year of re-engagement and re-invigoration for the school and the school community.

The 2022 Calendar Year was the fifth year of Michelle Moore's time as Principal at St Joseph's. Michelle continues to be an outstanding principal for the School as she leads the children, teachers and the wider school Community in faith and learning. Michelle's guidance in providing an outstanding Curriculum is again highlighted by the success of the school's NAPLAN Results and Michelle still has time for support and positivity to all of us in the school community.

Michelle's tireless efforts to improve the school's facilities, curriculum and to increase the activities in the school community has been nothing short of amazing, which other school has a coffee cart on a Friday? On behalf of the SAC, I would like to thank Michelle Moore, Principal, Martin Earl, Deputy Principal, all the Teachers and staff of St Joseph's, students and parents for a successful 2022. The 2022 year was truly a team effort by everyone following on from 2021!

In the 2022 Year, we farewelled the Vincentian Priests from the parish, after 130 years of service, and Monsignor Stuart Hall took over as Parish Priest with Fr Stephen as Assistant Priest.

This year, we farewelled Alistair Williams who has been an SAC Member for several years. We would like to thank Alistair for all his contributions over the years. We also welcomed Sascha Pausewang to the SAC in 2022. I would also like to thank all other members of the SAC during 2022 for their time and efforts, being Courtney Jendra, David Stegehuis, and Kerry Cockburn.

Congratulations to Michelle, Martin & the whole teaching and administration staff of St Joesph's Malvern on an excellent year and the continued growth of our school. As we can see, our children's education could not be in better hands.

Peter Piasente  
SAC - Chair

# Catholic Identity and Mission

## Goals & Intended Outcomes

### Priority 1: Catholic Identity and Mission

**Goal:**

To work as a faith-filled community to embody the principles of Catholic Social Teaching, nurturing global citizens and providing opportunities to make sense of faith within contemporary life and culture.

**Intended Outcomes:**

That faith, Catholic identity and mission are nurtured, strengthened, and recontextualised.

That staff will have an understanding and utilise the Pedagogy of Encounter as a framework for recontextualisation.

## Achievements

A strong emphasis has been placed on the Catholic Identity of the school, with a strong focus on our faith, beliefs and actions within the classrooms and the school community.

- Staff utilised the 'design for learning tools' for planning, supported by the REL and co-designed new planning pro forma
- Students participated in a range of social justice initiatives, such as supporting the Malvern Emergency Food program, and were able to link this to their understanding of their faith
- Student leadership was developed in their involvement with the 'Mini Vinnies' team and Social Justice student leaders
- Staff participated in regular professional development on the R.E curriculum, Principles of Catholic Social Teaching and Pedagogy of Encounter- The pedagogy of encounter tool was used for students to make sense and meaning of life in the light of the teachings of the Catholic Church
- Families participated in weekly prayer during assemblies and also participated in liturgies for special events, such as Mother's Day, classroom liturgies and Grandparent's Day
- Links between the school and parish were strengthened with staff working with the climate action group

<b>VALUE ADDED</b>
Priority 1: Catholic Identity and Mission

- A half-day release for Sustainability/Social Justice leader to work with students and staff
- Work with the parish in the school garden and SJS leader part of the parish climate action group
- Making connections with parents by inviting them to school-based liturgies and formation evenings
- The parish climate action group worked closely with the school, strengthening connections between parish and school
- Catholic social teaching was used at each staff meeting in prayer
- Catholic Social Teachings were integrated into Religion Topics through planning and lesson delivery
- A Retreat day was held for students in each Sacramental program with parish students invited for the day
- REL facilitated planning meetings and attended coaching sessions in Sacramental classrooms.
- Our new parish priest, Monsignor Stuart Hall, led a staff meeting and outlined a 2-year sacramental plan
- Parents were invited to open book morning classroom liturgies each term and prayer liturgies for different occasions.
- Social justice initiatives: Malvern Emergency Food Drive (Canne Film Festival), St Jude's Tanzania sponsorship, Giving Tree for Christmas, CARITAS Lent collection
- Reestablished Liturgical days and days of celebration (Holy Week, Mother's Day, Father's Day, Sacraments)
- Strong links were made between school and Parish action groups, particularly the Climate Change Action group and carol singing for the parish community

## Learning and Teaching

### Goals & Intended Outcomes

#### Priority 2: A High-Performing Learning Community

##### Goals:

- Embed rigorous evidence-informed pedagogies to ensure students and staff are challenged to meet ambitious targets for improvement.
- To foster continuous school improvement through collaboration, data, feedback, research and shared responsibility to ensure high academic growth for our students.
- Staff have a strong sense of collective efficacy, using student learning data to inform professional choices and to improve professional practice.

##### Intended Outcomes;

- That staff capacity for leading learning is strengthened by regular opportunities to engage with high-quality research, embed research into practice and monitor the impact on student outcomes.
- That staff have strong differentiation practices to ensure that students are taught at their point of need, and with a focus on high achieving students.
- That all students are challenged with their learning, with their wellbeing and academic outcomes maximised.

### Achievements

- Weekly Staff meetings/Professional Learning Teams where staff engage in professional reading and dialogue that relate to pedagogy and student wellbeing
- Ongoing and termly moderation of assessment in Literacy and Maths across year levels
- Regular staff meetings on high-impact teaching strategies
- The intervention team met fortnightly to discuss students' needs in light of current data.
- MSL intervention for students from Prep to Year Three students
- Updated Junior testing in February and new students assessed in Literacy and Numeracy
- Literacy leader working regularly with new staff members in the classroom to ensure consistent pedagogy approach to structured literacy and MSL.
- Enabling and Extending opportunities planned for in English and Maths lessons to extend and support students where appropriate
- Prep Teacher, LSO and Maths leader took part in the first year of the Early Years, Number and Algebra project offered by MACS.
- Relevant data consistently used in facilitating planning sessions
- Update of digital technologies, including new Chromebooks

- SEL teacher to lead classes in Social and Personal Capabilities with the classroom teacher,

**STUDENT LEARNING OUTCOMES**

In 2022, our students performed exceptionally well in Literacy and Numeracy Naplan tests, and in many areas, we achieved our highest Naplan scores since testing began.

Once again, our Year 3 and Year 5 students have done exceptionally well in their English and Mathematics assessments. Our Year 5 Naplan average score placed us 1st out of all Catholic Schools in the Southern Region of MACS.

We were placed 2nd in all Catholic Primary schools in Victoria, and 51st out of all Victorian Catholic, Independent and State Schools.

Our combined Year 3 and Year 5 Naplan scores placed St Joseph's 2nd in the MACS Southern Region.

As you will see in the table below, the average Naplan scores for both our Year 3 and Year 5 students exceed the state average in every area measured. It is also important to note that our Year 5 scores are higher than the Year 7 state scores in all areas, except for Mathematics, where we are only slightly below Year 7 (10 points= a few months).

( state mean in brackets- 2022) Green highlight equal or highest score for St Joseph's since the beginning of Naplan

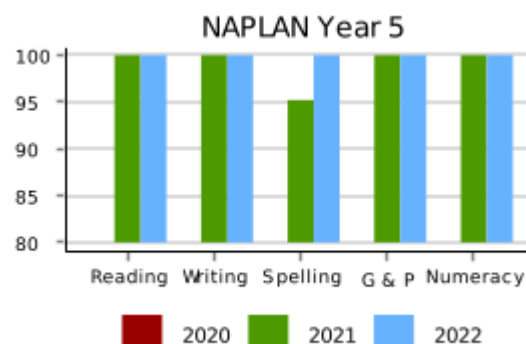
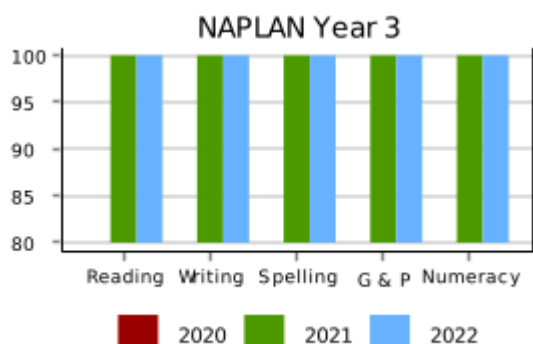
2022	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	497 (state: 452)	479 (state: 429)	454 (state: 424)	466 (state: 443)	451 (state: 409)
Year 5	553 (state: 519)	547 (state: 497)	556 (state: 508)	561 (state: 503)	541 (state: 493)
<b>Year 7 state average</b>	549	541	548	536	551

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	95.2	-	100.0	4.8
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

#### Priority 3: Student Wellbeing

##### Goals:

- To create a dynamic, positive and nurturing environment for all, so that all community members can flourish and thrive.
- The school environment for students and community members is safe, inclusive and respectful.

##### Intended Outcomes:

- To create a dynamic, positive and nurturing environment for all, so that all community members can flourish and thrive.
- The school environment for students and community members is safe, inclusive and respectful.

### Achievements

After implementing various initiatives, our school has achieved significant improvements in student well-being, as noted in MACSSIS data. Some notable achievements include:

1. Development of Student Codes of Conduct and Class Mission Statements through professional learning and teacher support, promoting a positive and inclusive learning environment.
2. Updated Child Safe standards involving staff, students, and SAC (School Advisory Committee), ensuring a safe and secure school environment.
3. Introduction of Personal and Social Capability classes, led by the SEL (Social and Emotional Learning) Leader, and modeled to all classroom teachers, fostering social and emotional development among students.
4. Comprehensive online Cyber Safety education provided during Term 4, equipping students with essential digital safety skills.
5. Professional development sessions for all staff on Child Safety, enhancing their knowledge and understanding of child protection.
6. Regular staff meetings, School Board meetings, and LSO (Learning Support Officer) meetings held to discuss and implement new child-safe standards.
7. Behavior Management professional learning conducted during staff meetings, supported by the resource "Running The Room" by Tom Bennett.
8. Various incursions were organised, such as Bully Proof and Great Mates, promoting anti-bullying and positive relationships among students.
9. Enhanced risk management measures were implemented, including consultation with parents, obtaining parental approval, and seeking medical advice for excursions and school evacuations.

10. Provision of extracurricular activities like the Quiet Club, sewing club, coding club, and gardening club during playtime, offering students opportunities for personal interests and development.
11. Ongoing consultation and collaboration with parents, MACS, and private specialists regarding students with additional needs, ensuring personalised support.
12. Staff conference with Georgina Manning on the Peaceful Classroom approach, with learning reviewed during staff meetings and necessary resources acquired by the school.
13. Review and dissemination of the Parent Code of Conduct to parents, establishing clear expectations and fostering a positive partnership between the school and parents.
14. Conducting "The Workshop," a six-week course for Year 6 students and a parent workshop, addressing topics like the transition to secondary school, peer pressure, and parenting skills.
15. Transition meetings were organised for NCCD (National Consistent Collection of Data) Year 6 students, ensuring a smooth transition to their next educational phase.
16. Student Representative Council (SRC) organising the Cans Film Festival, promoting community engagement and social justice.
17. Completion of NCCD Moderation process and submission for funding, ensuring appropriate support for students with disability.
18. Implementation of the Peaceful Kids program for Years 3 and 4, led by the SEL leader, enhancing students' social and emotional skills.
19. Updated Child Safe standards in alignment with the new ministerial order, reinforcing the school's commitment to providing a safe environment.
20. Introduction of a Pre-Prep transition program and playgroup, along with the employment of a transition coordinator, facilitating a smooth transition for incoming students.
21. Outreach efforts to kindergartens and Early Learning Centers (ELCs) by the transition coordinator, strengthening connections between the school and the early education community.
22. Completion of Berry Street Modules 1 and 2 by all staff during school closures, enhancing their understanding and skills related to trauma-informed practice.
23. Consistent teaching and reinforcement of Star Values throughout the year, promoting positive character traits and values among students.

#### VALUE ADDED

- Professional Learning and Teacher Support for developing Student Codes of Conduct and Class Mission Statements
- Updated Child safe standards with new standards, this involved staff, students and SAC

- Personal and Social Capability classes modelled by SEL Leader to all classroom teachers
- Online Cyber Safety taught throughout Term 4
- Professional development for all staff on Child Safety
- Staff meetings/School Board/LSO meetings on new child-safe standards
- Behaviour Management PL in staff meetings supported by the Text, 'Running The Room' by Tom Bennett
- Incursions: Bully Proof, Great Mates
- Risk Management forms were discussed with parents and sent for parent approval and Medical advice including adjustments to excursions and whole school evacuations
- Quiet Club and extracurricular clubs such as sewing, coding and gardening club available to all students during playtime.
- Consultation and collaboration with Parents, MACS and Private Specialists regarding students with additional needs
- Staff conference with Georgina Manning on Peaceful Classroom. Learning reviewed during staff meetings with resources bought by the school
- Parent Code of Conduct review and sent to parents
- The Workshop- 6 week course for Y6 students and a parent workshop, with a focus on transition to secondary; peer pressure; parenting skills etc
- Transition meetings for NCCD Y6 students
- SRC organised Cans Film Festival
- NCCD Moderation process and submission for funding
- Peaceful Kids program for Years 3 and 4 run by SEL leader
- Child Safe standards updated in line with new ministerial order
- Pre Prep transition program and playgroup. Employment of transition coordinator
- Outreach to kinders and ELCs by transition coordinator
- Berry Street Module 1 and 2 completed by all staff during school closures
- Star Values consistently visited with explicit teaching throughout the year.

## STUDENT SATISFACTION

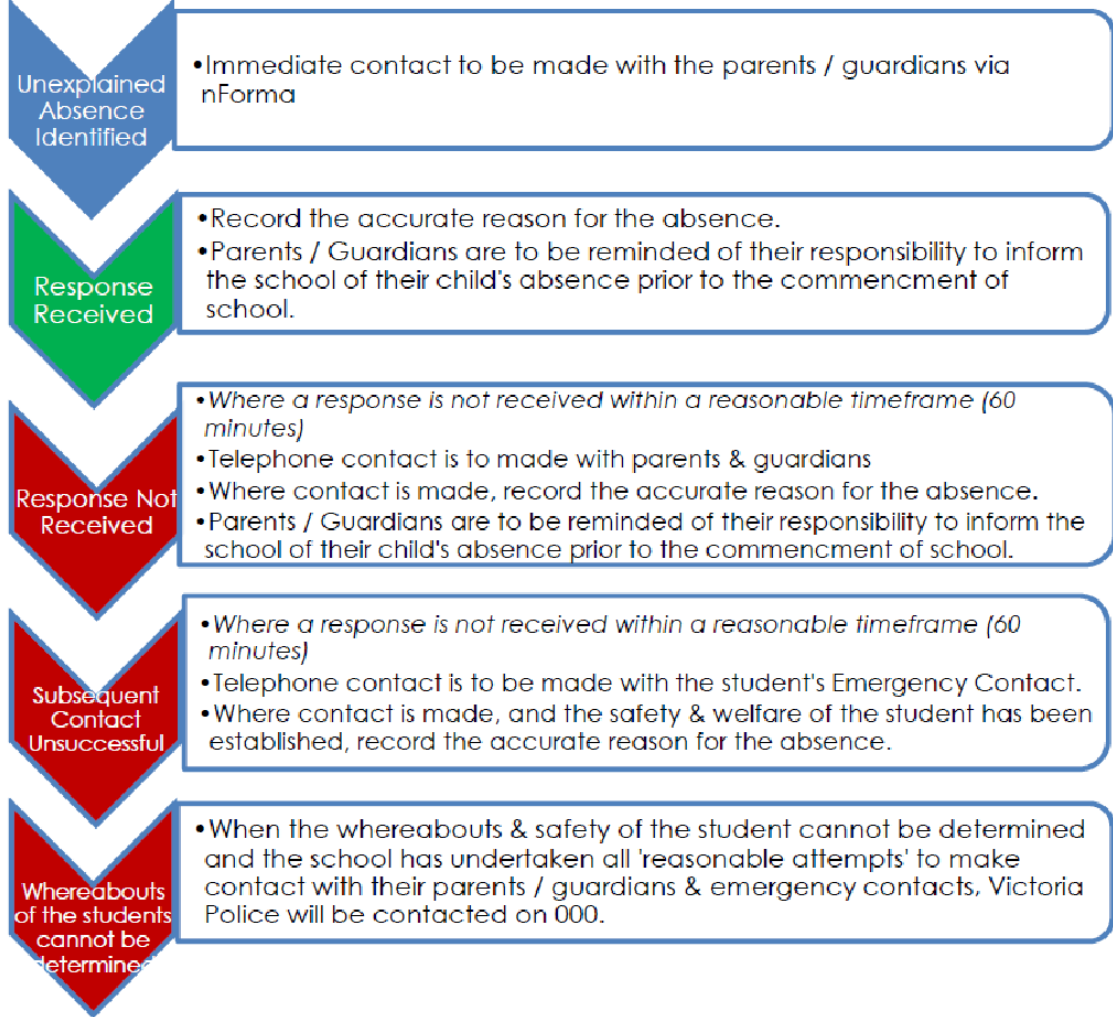
2022 Domain Level Snapshot - Student		1st Level Comparison			
		Base (n=)	MACS average	2021	2022
<b>OVERALL</b>	Overall school positive endorsement %	28 281	61	60	73%
1. Rigorous expectations	How much students feel that their teachers hold them to high expectations of their effort, understanding, persistence and performance.	78%	79%	86%	
2. School engagement	How attentive and invested students are in school.	53%	63%	61%	
3. School climate	Perceptions of the social and learning climate of the school.	61%	67%	72%	
4. Teacher-student relationships	The strength of the social connection between teachers and students, within and beyond the school.	73%	79%	85%	
5. School belonging	How much students feel they are valued members of the community.	71%	76%	83%	
6. Learning disposition	Students' mindset about themselves as learners.	73%	84%	85%	
7. Student safety	Perceptions of student physical and psychological safety while at school.	58%	65%	67%	
8. Enabling safety	Student perceptions of access to and quality of staff support in order to feel connected, safe and respected while at school.	57%	60%	66%	
9. Student voice	The extent to which students feel they have opportunities to have an impact on their school.	57%	60%	65%	
10. Catholic identity	Student perceptions about the Catholic identity of the school.	63%	50%	61%	

## STUDENT ATTENDANCE

1. Notification of an absence can be made by calling the school office on 9597 6300 and leaving a message on the absence line. Alternatively, an email can be sent to the school office: [office@sjmalvern.catholic.edu.au](mailto:office@sjmalvern.catholic.edu.au) and providing your child's name, year level, and the reason for the absence
2. Parents, guardians and/or carers are required to notify the school as close as possible to 8.50am of the reason for any absence from school on the day of absence.
3. Where the reason for absence is known, the reason is recorded by the administration officer in the attendance system and the teachers are notified of the absence and reason for this.
4. Attendance at the school is taken by the classroom teachers at 9.30am and 2pm each day.
5. The attendance reports are accessed by the administration officer to follow up students who are absent without explanation.
6. If a student is absent without explanation, the school will contact the parent/guardian for an explanation as soon as possible on the day of absence by the administration officer.
7. Information about the number of days of absence are recorded on student files and on student reports by the Nforma student management system

- 8. Where the rate of absenteeism is of concern, the school will follow up with the parents/guardians by requesting a meeting to address concerns
- 9. Parents are required to provide up-to-date contact details and notify the school of any changes to contact details or address

**Unexplained Absence Flow Chart:**



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.0%
Y02	88.9%
Y03	88.3%
Y04	87.8%
Y05	92.2%
Y06	89.1%
Overall average attendance	89.4%

## Child Safe Standards

### Goals & Intended Outcomes

Goals:

- To maintain a rigorous focus on all aspects of child safety
- To update all child-safe policies and present to staff and the community in light of the new Child Safe Standards 2022
- To ensure all policies and practises are reviewed and updated accordingly, and shared with the SAC, Staff, Students and community

### Achievements

Throughout 2022, we engaged with our school staff, families and students in updating and revisiting all aspects of Child Safety and the associated new standards.

The following actions were taken:

- Child Safety incorporated as a standing agenda item for SAC meetings
- All staff undertook training and certification in Mandatory Reporting and the Protect Protocols
- Several sessions of staff training on the 11 new Child Safe Standards
- Presentation to the SAC on the 11 new Child Safe Standards
- Inclusion of Child Safety information in school newsletters
- Update of the school website with revised/ new policies related to Child Safety
- Fortnightly meeting of the Child Safety team
- Inclusion of Child Safety questions in the Annual Review Meetings for staff
- Child safety/ safeguarding questions included in requests for references for potential staff being hired
- Student Representative Council included in updating the 'child friendly' policies related to Child Safety
- Students introduced and supported in understanding the Child Safe Student Behavior Policy
- Displays around the school with Child Safety messages and guidance for students

# Leadership

## Goals & Intended Outcomes

### Priority 2:

That staff capacity for leading learning is strengthened by regular opportunities to engage with high quality research, to embed research into practice and monitor impact on student outcomes.

### Priority 3:

To create a dynamic, positive and nurturing environment for all, so that all community members can flourish and thrive.

### Priority 4:

To embed strategies, procedures and plans to ensure the viability of the school for future generations and enhance family voice, agency and engagement.

## Achievements

- Employed a social/ emotional learning specialist to work with all students
- Identified the need to support pre-school students following the interruptions to early childhood education, and employed an early year’s teacher (with Masters in Student Wellbeing)
- This role encompassed transition coordination and also running our pre prep playgroup
- Principal and Transition coordinator presented a transition session for local kinders
- Leadership/ curriculum coordinators mentored/ coached staff
- Staff members allocated to graduate teachers to support in their action research for full registration
- Attendance by leadership at various networks in the MACS Southern Region
- Re-established important school events, such as Grandparent’s Day and the Art Show
- Principal and Deputy worked with members of the SAC, Monsignor Stuart and MACS infrastructure to begin the master planning process.
- The master plan team was established and we interviewed 4 architects and appointed Kennedy Nolan to develop the master plan.
- The master plan and associated documentation were prepared and ready for submission of the CCG application in 2023.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### Description of Professional Learning undertaken in 2022

- Level 2 First Aid training for all staff



- Data analysis workshops for teaching staff
- Early Numeracy project participation with MACS- prep staff, maths learning support officers and Deputy Principal
- 7 Steps to Writing Professional Learning day for senior school staff
- Wellbeing for Kids Peaceful Classrooms training for all staff
- Berry Street Education Model Modules 1 and 2 training for all staff
- Staff professional development in the new Child Safe Standards
- "The Writing Revolution" professional development continued for all teachers throughout the year
- Multi-Sensory language training as required for all new staff
- Training in Protect Protocols and Mandatory Reporting
- Participation in the School-Wide Improvement Forum: Teaching and Learning Leader, English Leader, Maths Leader and Learning Diversity Leader
- Attendance at CEM professional networks
- Professional Development in 'The Pedagogy of Encounter' planning tool

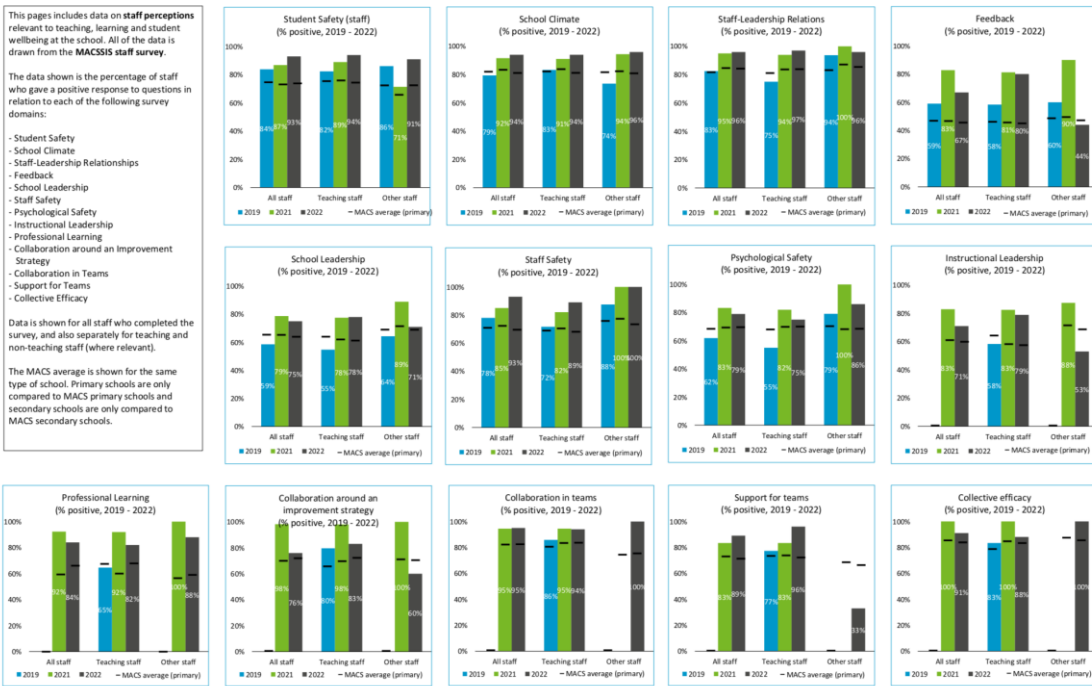
Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$400

**TEACHER SATISFACTION**

Staff Survey 2022:

- We noted that 'all staff' and 'teaching staff' were above MACS averages across the different areas
- The sections that have shown a decline between 2021 and 2022 were incorporated as key areas of focus in our 2023 Annual Action Plan. eg, our feedback and staff goal setting process had been put on hold to an extent during 2021, and the formal observations had not been re-introduced prior to the MACSSIS Surveys in 2022.

2. That our schools demonstrate leading practices for teaching, learning and student wellbeing (staff survey)



TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate

89.4%

ALL STAFF RETENTION RATE

Staff Retention Rate

72.4%

TEACHER QUALIFICATIONS

Doctorate

0.0%

Masters

7.7%

Graduate

7.7%

Graduate Certificate

15.4%

Bachelor Degree

92.3%

Advanced Diploma

15.4%

No Qualifications Listed

7.7%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	17.7
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	9.4
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

#### Priority 4: Community Engagement

##### Goals:

- To embed strategies, procedures and plans to ensure the viability of the school for future generations and enhance family voice, agency and engagement.
- To foster a strong commitment to community, locally and globally, that is faith-driven.

##### Strategies:

- Parents invited to be involved in school life at all available opportunities: curriculum, SAC, P+F, liturgies, parent information nights
- The school is to be celebrated in the broader community as a school of excellence with high expectations for students
- The school vision and mission is co-created with students, staff and families
- Maximise opportunities to engage with the local and wider community in social justice endeavours, with students leading this work

### Achievements

- Open book mornings and attendance at liturgies in class re-established Information sharing evenings
- Parents were invited to sacramental information evenings run by Parish Priest and Education in Faith leader.
- Employed a kinder-trained transition coordinator to run Junior Joey's playgroup to aid the transition to Primary school
- Outreach to kinders and ELCs by transition coordinator
- 2021 NAPLAN results promote the school as a school of excellence with high expectations for students
- School open days- invited parents to lead tours
- NAPLAN results shared with the broader community
- Eco village built in the playground - involve Bunnings and Smiling Minds in promotions
- 2022 Art Show sustainability link. Art Captains assisted with organisation
- Parents invited to assist with the supervision of school activities, such as excursions, Interschool Sports and the swimming program.
- Cyberbullying information Term 3 held for all parents (babysit service offered)

- Year 5 & 6 graffiti program run by local council
- Parent education evening held for Cyber Safety
- Parent 'experts' invited to work with students on their areas of expertise for Topic Lessons, art and Footy Colours Day.
- Community Art Show held by St Joseph's which gave an opportunity for parents and the wider community to come together and view a collection of art pieces by all students.
- Art Show connections with local businesses through sponsorships and silent auction items
- Assemblies - parents invited (coffee van)
- Mother's Day / Father's Day assembly and breakfast / Grandparent's Day
- Friendship Fair Day/ St Jude's connection.
- Parent partnerships in organising Graduation evening celebration

**PARENT SATISFACTION**

Family Survey Results 2022, MACSSIS Data:



<b>OVERALL</b>	<b>Overall school positive endorsement %</b>	69%	76%	89%
1. Family engagement	The degree to which families are partners with their child's school.	46%	56%	83%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	66%	66%	78%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	76%	86%	89%
4. School climate	Families' perceptions of the social and learning climate of the school.	85%	93%	100%
5. Student safety	Perceptions of student physical and psychological safety while at school.	72%	87%	91%
6. Communication	The timeliness, frequency, and quality of communication between the school and families.	72%	83%	100%
7. Catholic identity	Families' perceptions of and engagement with the overall Catholic identity of the school.	64%	64%	80%

## Future Directions

### Our Strategic Intent 2022-2025

During our current school improvement cycle, St Joseph's will continue to build a school community where all participants thrive, flourish and are valued for their uniqueness. Evidence-informed practices will be embedded in all aspects of school life to build a culture of excellence. Staff, parents and students will create a positive and inclusive learning environment, built upon trusting and collaborative relationships.

### In 2023 our priorities are as follows:

#### Priority 1: Catholic Identity and Mission

Goal: To work as a faith-filled community to embody the principles of Catholic Social Teaching, nurturing global citizens and providing opportunities to make sense of faith within contemporary life and culture.

#### We will do this by:

1. Providing opportunities for students to engage in service and social justice projects that align with Catholic social teachings.
2. Encouraging staff and students to reflect on their own personal experiences and how they relate to the Catholic faith.
3. Providing regular professional development on the R.E curriculum, Principles of Catholic Social Teaching, Recontextualisation and Pedagogy of Encounter
4. Incorporating real-world examples and case studies to illustrate the relevance and practical application of the Catholic faith in contemporary society, how the principles of Catholic social teaching are relevant to faith and daily life, current social and political issues and highlight the recontextualisation of the Catholic faith.
5. Use digital and social media to communicate and share information with parents about CST: Use the school's website, newsletter, and dojo to share news, updates and resources that relate to these principles. Involve parents in faith formation opportunities, liturgies and social justice initiatives.

#### Priority 2: A High-Performing Learning Community

##### Goals:

- Embed rigorous evidence-informed pedagogies to ensure students and staff are challenged to meet ambitious targets for improvement.
- To foster continuous school improvement through collaboration, data, feedback, research and shared responsibility to ensure high academic growth for our students.

- Staff have a strong sense of collective efficacy, using student learning data to inform professional choices and to improve professional practice.

**We will do this by:**

1. Providing ongoing professional development opportunities for teachers to learn about and implement evidence-informed pedagogies, including the principles of instruction and the science of learning; we will measure the impact of these pedagogies on student outcomes.
2. Using data to inform decision-making and set ambitious targets for improvement, including using formative assessments to track student progress, analysing student work, and gathering feedback from students and teachers.
3. Provide regular opportunities for teachers to work together to plan and reflect on instruction, share best practices and set ambitious goals for improvement.
4. Encouraging staff to be reflective practitioners, to reflect on their own practice, and to seek feedback from others in order to continually improve. Regularly measure improvement and impact on student outcomes.

**Priority 3: Student Wellbeing**

**Goals:**

- To create a dynamic, positive and nurturing environment for all, so that all community members can flourish and thrive.
- The school environment for students and community members is safe, inclusive and respectful.

**We will do this by:**

1. Building a sense of community: Encourage a sense of community and belonging through activities, events, and initiatives that bring students, staff, and families together.
2. Encouraging respect and empathy for all members of the community through classroom instruction, assemblies, and school-wide initiatives that promote understanding and acceptance of diversity.
3. Providing professional development opportunities for staff to learn about and implement evidence-based strategies for creating safe, inclusive and respectful environments.
4. Involving students, staff, and parents in the decision-making process of creating a safe, inclusive and respectful environment, and making sure their voices are heard.
5. Regularly evaluate the effectiveness of the school's policies and strategies to ensure they are meeting the needs of the school community and make adjustments as needed.

**Priority 4: Community Engagement**

**Goals:**



- To embed strategies, procedures and plans to ensure the viability of the school for future generations and enhance family voice, agency and engagement.
- To foster a strong commitment to community, locally and globally, that is faith-driven.

**We will do this by:**

1. Building partnerships with parents, families, and the community to create a shared vision for the school and ensure the viability of the school for future generations.
2. Encouraging and fostering a sense of ownership among families and the community by involving them in the school's decision-making, planning and problem-solving processes.
3. Incorporating Catholic teachings and values into the school culture and curriculum, to create a faith-driven environment that emphasises the importance of community, locally and globally.