



# St Joseph's School Malvern

2020

Annual Report to the School Community

*"Growing Together in  
Faith, Hope and Love"*



# ST JOSEPH'S MALVERN

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## Contact Details

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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 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

07/05/2021

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

## Our School Vision

'We instill 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 is bordered by De La Salle College. The school was opened in 1889 on its present site 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. 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 wellbeing 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'. We believe that students need to be taught foundational skills well 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 facilities include a school library, multi-purpose room, and hall. Our playground is well-equipped with two adventure playgrounds, a basketball court and grassed area. All classrooms are equipped with networked laptops, Chromebooks, projectors, porcelain boards and iPads to support student learning.

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 Parish Education Advisory Board, 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

We began the 2020 school year with a sense of excitement and anticipation, with so much to look forward to in the academic year: Catholic Education Melbourne School Review; welcoming our new preps and new students across the school; whole school musical production; P+F social nights and a solid year of learning for students and staff alike.

2020 was a year that none of us expected; it was a year like no other, that saw our students learning remotely for more than half of the school year due to the COVID19 pandemic; many school events were cancelled including the cancellation of our school review, Naplan testing, and of course, all the other special gatherings and events that form the rich tapestry of 'normal' school life.

As Principal, I was extremely proud of the way our staff and students coped with the changing circumstances throughout the school year. The staff worked quickly to 'pivot' to remote learning, providing twice daily google meets for their students, and with curriculum coordinators and learning support officers working online with small groups and individual students.

Students were provided with chromebooks where needed and the online work was supplemented with targeted work packs in English and Mathematics, that catered for specific learning needs.

As a staff, we were extremely grateful to our parent community for supporting home learning for their children. Our sense of community was strengthened as we worked together to support the wellbeing and learning of our students. I thank each family for their commitment to remote learning and for their support of staff throughout the 2020 school year.

As we entered Term 3, and the beginning of the transition program for the 2021 cohort of Prep students, we had to think outside the box to ensure orientation for new students still went ahead in a meaningful way. Parent information night was held online and each prep student was sent a special St Joseph's teddy and t-shirt. Our new students were delighted and proudly wore their t-shirts for their online orientation: The St Joseph's Remote Teddy Bear's Picnic. Thankfully, we were able to welcome our new students onsite in small groups during term 4.

Throughout the period of remote learning, our staff continued with rigorous professional development in the teaching of writing, with a special emphasis on sentence-level work and the text 'The Writing Revolution'. Each staff member was provided with a copy of this text for their own 'home' learning and we met each week to unpack strategies from this evidence based research. We also met weekly to discuss home learning and student wellbeing and the commitment from the staff was outstanding throughout the year.

In Term 4, we managed to fit in a large number of activities for our students: Grade 6 production of 'A Kidsummer Night's Dream'; Tri Skills gymnastics program; school swimming carnival; school photographs; grade 6 excursions and school sleepover; science topics and presentations amongst many other things. It was certainly a busy term!

Needless to say, we could not have achieved so much without the help and support of our parent community. We travelled the 2020 journey in partnership, and continued to build relationships with regular online meetings of the Education Advisory Board and the Parents and Friends Association. I would like to thank the Education Advisory Board members, led by Peter Piasente, for their unwavering support throughout such a challenging year. I thank the P+F for organising an online social trivia night, which kept us connected as a community.

Finally, I would like to thank our students for working so resiliently throughout a year like no other. A special word of thanks to Martin Earl, our Deputy Principal, for his work to support students and

families. An enormous thanks must also go to our fine team of educators who worked relentlessly to ensure continuity of learning for our children. Well done to our parent community for their commitment, flexibility and support. What an incredible team we have at St. Joseph's!

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 the 2020 Calendar Year, the board engaged in professional development of the Child Safe Standards and began to prepare for the school review in May 2020, which was subsequently postponed until the 2021 Year.

The Annual Action Plan 2020 had the goal "To strengthen collaborative partnerships with parents, parish and the wider community to enhance student learning and wellbeing" via the following actions:

- Continue to offer opportunities for involvement in school life: parent info sessions; liturgies; assisting in classrooms; build upon contributions to topic lessons
- Continue with parent and student involvement in Parish Anointing Masses and celebrations
- Build connections with the community in curriculum areas- eg, local council with democracy unit; school production etc.

Whilst it was a challenging time in the 2020 year, due to Victorian School Lock-downs from Covid-19, the School Community remained a very welcoming and involved group. Some major achievements across the School Community included:

- Parents involved in remote learning and assisting their children through the year.
- Y6 production of a 'Kidsummer Night's Dream. Drama rehearsals took place on Google meet and parents helped rehearse lines with their children in preparation
- New Prep Parent Information Session - online
- Timely and regular updates to parent community re remote learning, timetables
- Twice daily google meets for students and parents were able to request help from staff; many individual and small group lessons each week.
- Class dojo and Google Classroom used consistently across the junior and senior school where regular feedback was given to students
- Virtual tours of the school for new preps and future enrolments
- Father's Day Reflection online/ Comedy Club with parent involvement

- Trivia Night remotely held with parents and staff
- Afternoon extra clubs (remotely) (cartoon club, sports club, lego club, mindfulness club, sewing club, comedy club, storytime)
- Footy Colours Day (AFL player Josh sent a message to children)
- National Science Week parent involvement across school
- Participation in Indigenous Literacy Day
- Newsletter - sharing of work, online masses, keeping up to date, communication from school leaders and classroom teachers
- Worksheet packs offered to families throughout remote learning
- Assemblies held remotely (celebrating birthdays, student learning, sharing videos, photos)
- Throughout the remote learning period, teacher and parent partnership was very strong
- Michelle consulted the board with regard to timetables and the logistics of remote learning

The 2020 Calendar Year was the third 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 whilst providing an outstanding Curriculum, Michelle offers friendship, support and positivity to all of us in the school community.

Michelle's tireless efforts in unforeseen difficulties and challenges in 2020 through lockdown and remote learning were nothing short of amazing. Michelle's tireless efforts to improve the school's facilities, curriculum and to better the involvement of everyone in the school community has been outstanding. The School could not be in better hands through the difficult circumstances that were thrown up in the 2020 year. Michelle's enthusiasm is infectious to everyone she interacts with and we, as a board, could not be happier with how Michelle and her team has guided St Joseph's through the unprecedented situation that we found ourselves in during the 2020 year.

The board would also like to acknowledge the work and commitment from Fr Alan Gibson who has been a huge support to Michelle and the school community in leading our faith.

The board would like to thank the Parents and Friends Association (P&F) for the tireless efforts in raising funds to assist with school resources and equipment. Whilst the events for the P&F were limited in 2020 due to Covid 19, engagement with the P&F and the wider school community remained strong. We would like to thank the P&F for their efforts in a challenging 2020.

On behalf of the Board, I would like to thank Michelle Moore, Principal, Martin Earl, Deputy Principal, the school staff and Fr. Alan Gibson for a successful 2020 in very difficult circumstances.

At the end of 2020, we farewelled Paul Hickey as he completed his time as a board member; we thank him for his contributions to the board over the years, particularly in his role as chair. I would

also like to thank members of the Board during 2020 for their time and efforts, these being Trish Reginato, Alistair Williams, David Stegehuis, Laura Piva, Kerry Cockburn and Courtney Jendra .

Peter Piasente

EAB - Chair

## Education in Faith

### Goals & Intended Outcomes

To support members of our community to develop their knowledge of the Catholic Tradition so that all can better give witness to the Gospel within a contemporary context.

Annual Goals:

- The R.E curriculum is used effectively to plan rich and challenging units of work for students; making strong and authentic links between other curriculum areas
- Staff confidently teach the practices and traditions of the Catholic faith and Principles of Catholic Social Teaching to deepen the Catholic Identity of students
- That there are increased opportunities for parents to be involved in the faith life of the school

Strategies:

- Staff to use the design for learning tools for planning, supported by the REL and co-design new planning proforma.
- Provide regular professional development on the R.E curriculum, Principles of Catholic Social Teaching and Pedagogy of encounter
- The pedagogy of encounter tool is being used for students to make sense and meaning of life in the light of the teachings of the Catholic Church
- Parents and families are invited and included in masses, liturgies and faith celebrations
- Staff knowledge of the Catholic faith and traditions built through regular and targeted formation

### Achievements

- Regular staff meetings using the Pedagogy of Encounter tool to plan units of work
- Whole school focus on 'Catholic Identity': this was central in each unit of work and through displays throughout the school and in each classroom
- Staff utilised online resources to teach Faith Inquiry, which included Caritas resources and TKWL online resources
- Authentic links made to Religion and topic through this planning
- Staff analysed the ECSI data to inform directions for planning in RE
- Caritas Australia resources were used to explore the principles of Catholic social teaching in each topic
- REL worked with Education in Faith Consultants from Catholic Education Melbourne
- REL attended PD with CEM Education in Faith Team on the Pedagogy of Encounter planning tool
- Whole school staff planning meetings for Faith Inquiry units of work
- Increased focus on Catholic Social Teaching this year and alignment on units and focus

- Mini-Vinnies established and leader of this team appointed on staff
- Whole school participation in the St Vincent De Paul Winter Appeal
- Refugee support group Christmas 'Giving Tree' a huge success- parent and students organised this event
- Friendship Fair Day went ahead with all proceeds given to St Jude's School in Tanzania
- Parish Priest continued with weekly reflections in the school newsletter and also included pre-recorded masses each week when COVID restrictions began
- New prep students were given copies of the school prayer as a bookmark, during their orientation sessions

#### VALUE ADDED

- Strengthening of Catholic Identity through focussed work in Religious Education and planning
- Deepening the understanding of the Principles of Catholic Social Teaching for staff and students
- Wide range of opportunities for prayer both onsite and online
- Authentic and meaningful links between termly topics and faith inquiry
- Staff engaged in analysis of ECSI data
- Links between the school and parish maintained throughout covid restrictions, for example, online masses shared with the community.
- Social Justice initiatives remained a focus throughout 2020

## 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

#### Annual Goals:

- An agreed, consistent approach to teaching Literacy from Prep-6 based on Victorian Curriculum and research/ evidence of best practice
- Teachers effectively use data to target student learning needs
- The use of 'high impact teaching strategies (HITS) are being used from P-6'
- All curriculum policies reflect current practice
- Student SMART Goals are data based with regular opportunities provided for students to assess, reflect upon and modify further goals.
- Teacher assessment data and standardized testing data is aligned, with teacher assessment accurately linked to Victorian curriculum achievement standards
- That student engagement with learning is strengthened

#### Strategies:

- Whole school focus on structured literacy (MSL, Vocab, Writing Revolution)- PD, planning and coaching in classrooms
- Use staff meetings to evaluate and update curriculum policies, reinforcing and articulating our signature pedagogies
- Through support in planning sessions and professional development, ensure all lessons have at least one HI teaching strategy.
- Regular moderation sessions for English and Maths
- Data is used to teach students at their point of need and the Victorian Curriculum is used to plan for Authentic learning opportunities

### Achievements

- Regular Whole Staff PD on the Writing Revolution to facilitate a common understanding of Writing and associated high impact teaching strategies in writing
- Each staff member was given a copy of 'The Writing Revolution' to engage with professional development
- Strategies for writing were incorporated into online learning, with teachers feeding back during online meetings
- PAT Teaching Resources bought and used in planning; these are linked to PAT testing scores and were also used during remote learning
- Writing Moderation PLT P-2 and 3-6 during the year when onsite
- Online Decodable readers were purchased to support the reading program

- \$10k used to purchase decodable reading materials
- Literature Circles continued throughout the year and were introduced to Year 4
- All students used technology for learning - Google Classrooms for 3 - 6 and Dojo for P-2
- Chromebooks given to students for remote learning
- Learning packs distributed to all students, targeting their point of need in English and Mathematics
- Staff professional development on the teaching of vocabulary
- Two full days of professional development for all junior staff (teachers and learning support officers) on multi sensory language and the explicit teaching of phonics
- Students communicating effectively using google meets and using agreed protocols
- Teachers adapted practice for online learning and held workshops and pre-recorded information to assist student learning
- Common approach to Maths and Literacy evident through Google Classroom and Class Dojo; Resources, Methods etc
- Whole class, small group and individual google meets each day from Prep to 6
- A timetabled 2nd teacher in targeted year levels to support with English and Mathematica
- Maths Moderation P-2 and Maths Data analysis 3 - 6 throughout the year
- Ongoing student assessment data used in all planning sessions
- Maths Olympiad - Ran online
- Inquisitive online resource was purchased and used by all staff for the teaching of History, Chemical Science & Earth & Space Topic units
- Used Essential Assessment consistently throughout the school for Maths and English.
- Collected and documented data for NCCD (Nationally Consistent Collection of Data).
- All curriculum policies reviewed and updated

## STUDENT LEARNING OUTCOMES

Throughout the 2020 school year, staff continued with our usual learning assessment schedule, analysing various data sets, from standardised ACER testing, teacher assessments in English and Mathematics and pre/ post assessments gathered from Essential Assessment.

The extended period of remote teaching and learning made it all the more important to closely monitor student academic progress to ensure any 'gaps' were filled upon the return to school.

We administered our standardised PAT testing in November and the extremely positive results are testament to the support that our students received at home during remote learning, and indeed, the commitment from our teaching staff to support the continuity of learning for children.

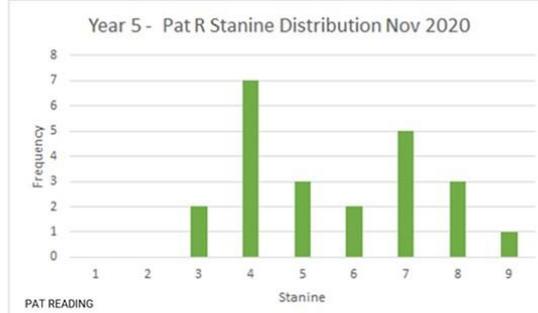
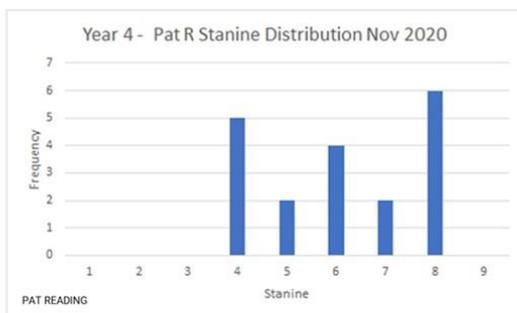
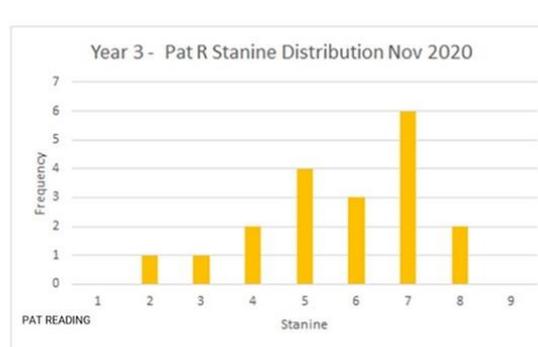
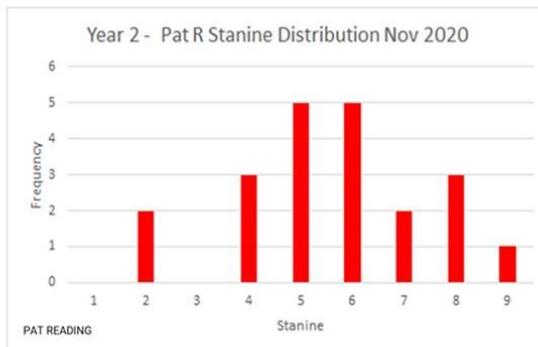
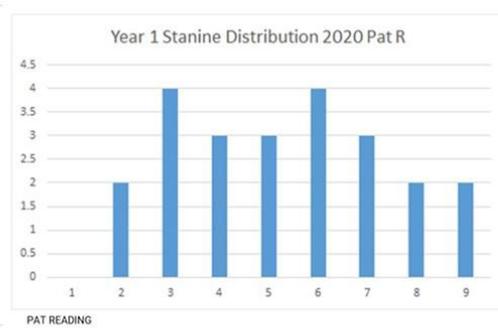
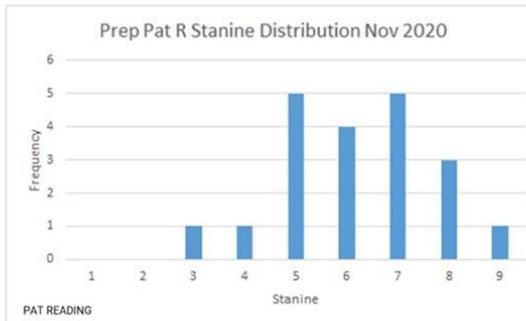
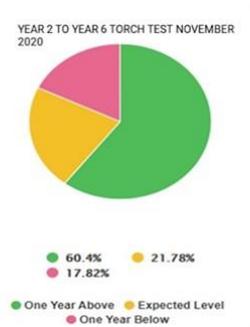
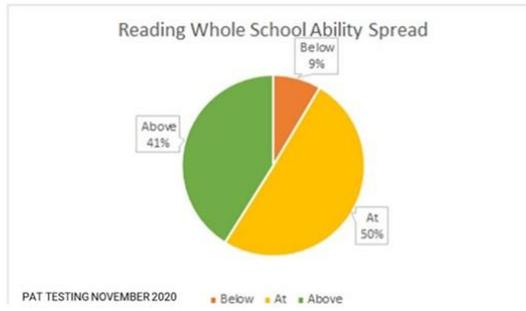
Our analyses of data considered overall school performance as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with median standardised scores; and, in the case of data from

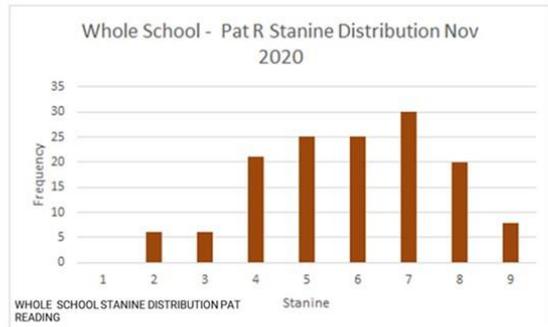
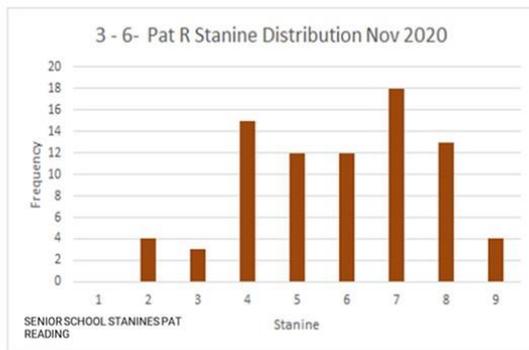
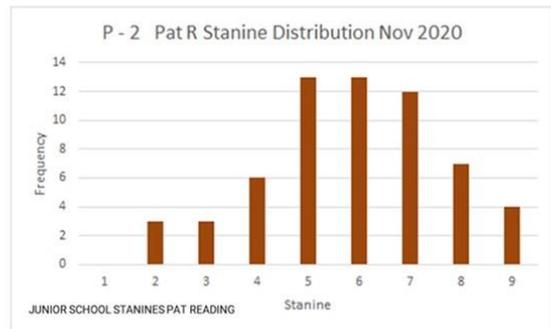
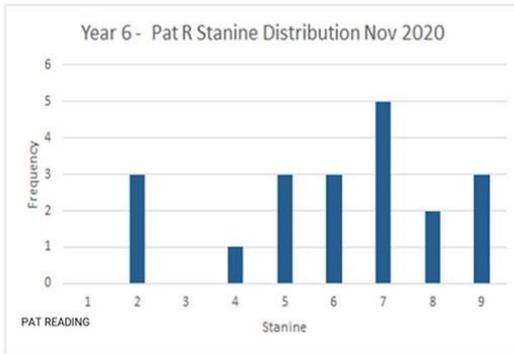
standardised tests, measures of growth across the years of school. Progressive Achievement Tests are a series of tests designed to provide objective, norm-referenced information to teachers about their students' skills and understandings in a range of key areas; our analysis focuses on assessing and monitoring student growth over time and is underpinned by an understanding that students of the same age and in the same year of school can be at very different points in their learning and development. Our teachers also used this data to make an informed decision about where to place a child on the learning continuum associated with each subject in the Victorian Curriculum, especially important at the end of the 2020 school year.

Once again our early analysis shows that our children are, on average, working above and well above the average for each year level in the curriculum. Indeed, the growth of students from November 2019 to November 2020, was at least one school year for the majority of students.

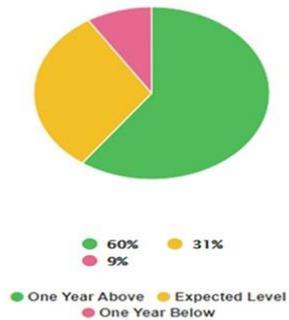
Although Naplan testing was cancelled, we believe that our assessment schedule ensured that ongoing and systematic monitoring of student learning provided valuable data to inform teaching and assessment.

The data below shows the stanine distribution across the grades in both English and Mathematics from Prep to Year 6 and are useful for indicating distributions of achievement in our school; we compared this spread to previous years and monitored growth through analysis of the PAT scaled score. As can be seen, the majority of students at St Joseph's are working in the higher stanines of the standardised testing, with our 'average' being 'above average'.



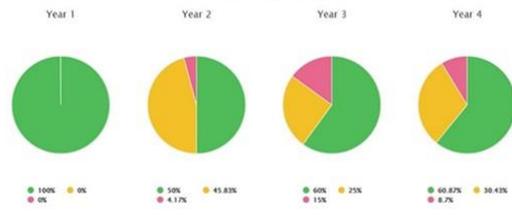


SOUTH AUSTRALIAN SPELLING ASSESSMENT NOVEMBER 2020  
WHOLE SCHOOL RESULTS



SA SPELLING NOV 2020

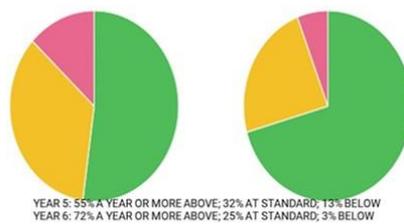
Individual Year Level Stats



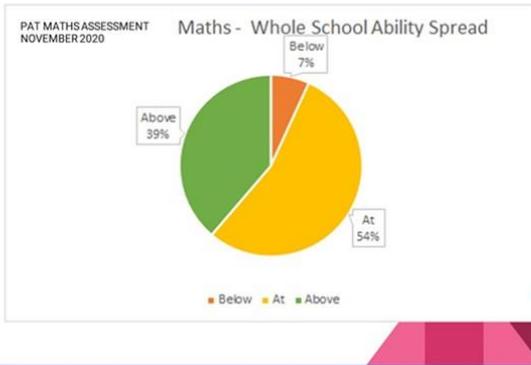
Year 5

Year 6

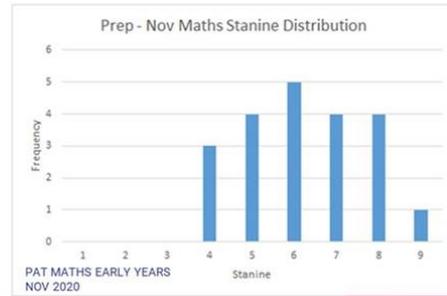
SA SPELLING NOV 2020



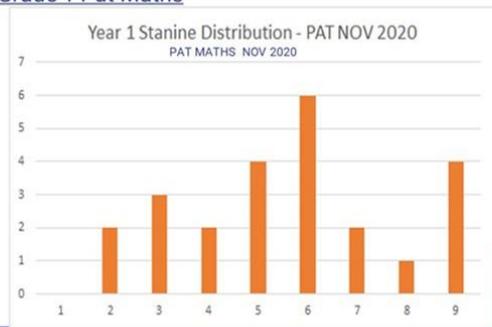
YEAR 5: 55% A YEAR OR MORE ABOVE; 32% AT STANDARD; 13% BELOW  
YEAR 6: 72% A YEAR OR MORE ABOVE; 25% AT STANDARD; 3% BELOW



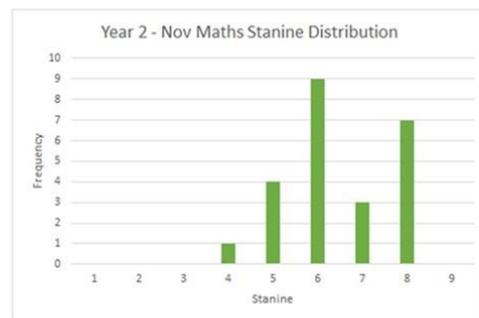
### Prep - Pat Maths (Early Years) Administered in Nov



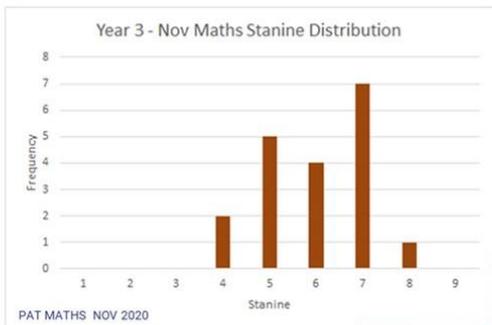
### Grade 1 Pat Maths



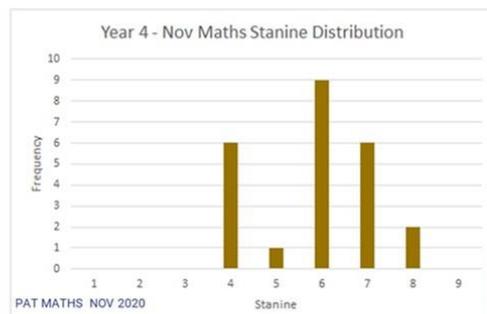
### Year 2



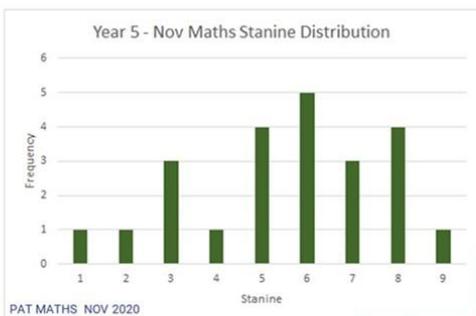
### Year 3



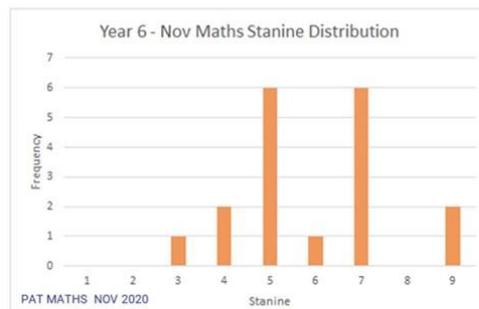
### Year 4



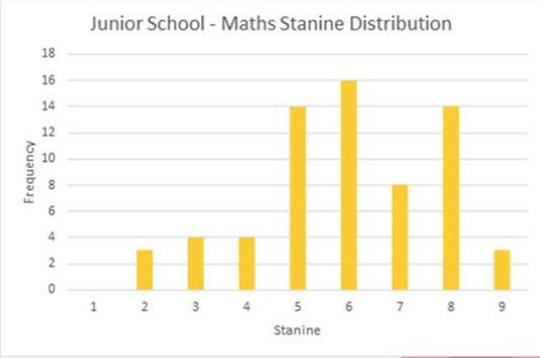
### Year 5



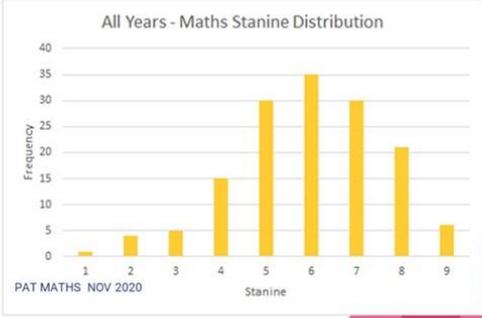
### Year 6



Junior School



Whole School

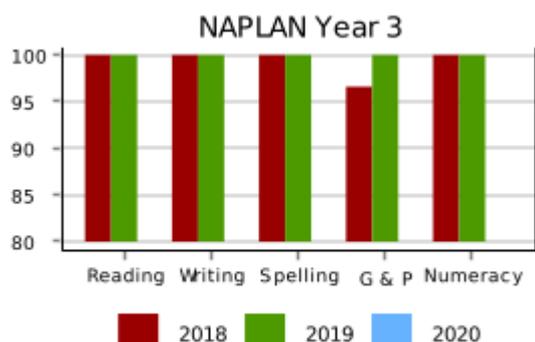


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	96.6	100.0	3.4		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	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	100.0	100.0	0.0		
YR 05 Writing	95.2	100.0	4.8		

\* 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

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

Annual goals:

- Consistent understanding of behaviour management for Staff, Students and Parents
- Students have a thorough understanding of personal safety, and who they can utilise for support at school and at home
- Opportunities for increased 'Student Voice' to be evident throughout the school
- That student wellbeing is monitored regularly through surveys and other methods and data acted upon

Strategies:

- Teacher employed to co-teach Personal and Social Capability
- Teachers across the school to lead investigations into strengthening student voice- in the classroom and in student leadership roles.
- Review all child safety policies
- All students understand the key people they can turn to for help through regular SEL/ Safety sessions

### Achievements

- Grade 6 took ownership of their learning in Performing Arts through the Grade 6 Production. Student voice has been central to this process, from researching and voting on the play to perform, to shaping the drama and designing the set. A Kidsummer Night's Dream was a great success
- Wellbeing intervention sessions with selected students during lockdown. Peaceful Kids Remote program sent to selected students
- Yr 5 participated in a Public Speaking program and also decided on Leadership Roles for 2021
- A dedicated Personal and Social Capability teacher was employed, who worked in classes, both onsite and remotely, delivering social and emotional learning activities for students
- Class mission statements produced and revisited throughout the year
- Support was given to all students during remote learning, and NCCD students were targeted with individual support; PSGs and regular catch-ups with the parents of those students
- Stonnington transition program- Step Up for Yr 6s transition to secondary school
- Deputy Principal led professional eLearning for Staff
- Update of anaphylaxis PL and eLearning- all staff

- Liaised with Specialists, Other schools and CEM to support students
- Year 6 and Yr 5 focus on Student voice/Social- emotional and personal safety and leadership program - online and some face to face work- developing understanding (and language) of Leadership and Safety
- ASPIRE Leadership incursion for Yrs 5 and 6
- SRC feedback on being safe at St Joseph's- Code of Conduct being developed in child-friendly language/ whole school Survey on Student Safety
- Consulted with Fr Alan re. Code of Conduct- Parish/keeping children safe
- Policies eg. Behaviour Policy and uniform Policy reviewed
- Child Safety- Staff Professional learning and all classes involved in Safety Week; a whole school focus including key people children can turn to when needed
- Anaphylaxis Verifier's course by Helen Mc Grath for members of the Leadership team
- NCCD Submissions- NCCD Team/ plus moderation consult with individual teachers and CEM evaluations
- Prep transition program- first session online, with Year 6 buddies present; all new preps gifted with a St Joseph's teddy and t-shirt
- Remaining 3 orientation sessions were completed in small groups onsite
- Prep 2021 teachers visited (either onsite or remotely) all kinders and child care centres
- Transition process for Year 6 students into Year 7; Year 6 teachers and Learning Diversity leader worked with secondary schools on transition

#### VALUE ADDED

Throughout the 2020 school year we were acutely aware of the wellbeing of our students, given that over half of the school year was spent learning from home. I am proud of the support given to our students by our staff:

- Daily check-in sessions with individual students; parents could request this level of support at any time in addition to online learning
- Wellbeing sessions each afternoon at 2pm, online, with all children welcome. This included sport sessions, hip hop, yoga, story time etc
- Peaceful Kids program was conducted remotely
- School online disco to connect students
- Twice daily google meets between students and teachers
- Focus on social and emotional learning when the children returned to school
- Online assemblies each week led remotely by our school captains
- Online prep orientation and teddy bear's picnic

Much support went on in the background and we are so very grateful for the partnership between our staff and parents to support our children.

## STUDENT SATISFACTION

Staff were able to check in daily with students throughout remote learning and upon the return to school to monitor wellbeing and offer support where needed. Individual meets were scheduled with families to support children. Peaceful Kids program was carried out online and also on site.

Through informal surveys, students were resilient and accepting of the remote learning regime, although all missed their school friends!

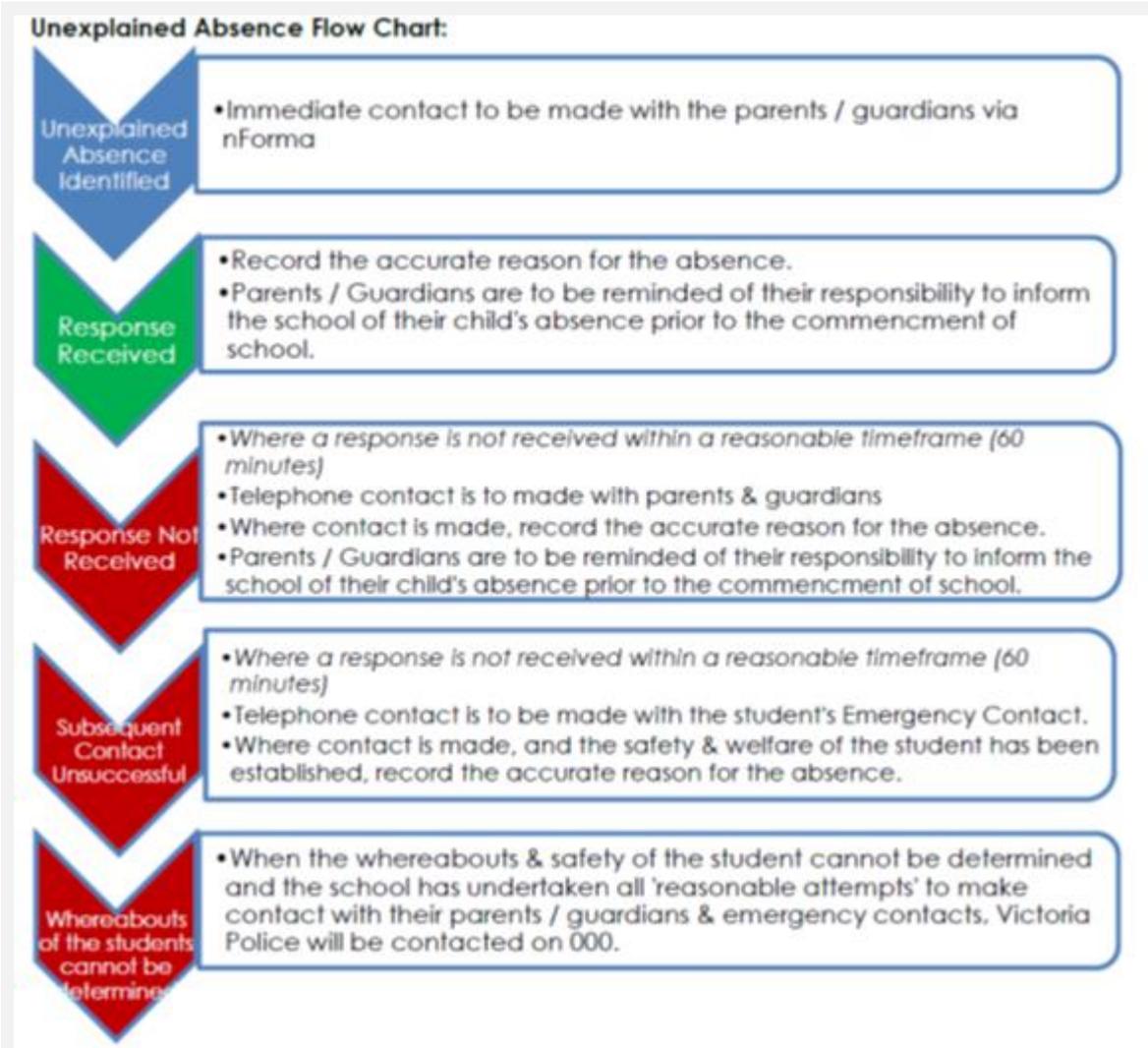
## STUDENT ATTENDANCE

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

Onsite Attendance and monitoring remote learning attendance during COVID Restrictions:

1. Families were able to apply for their child to attend onsite learning if they met state government guidelines, which were subject to change

2. When needed, certificates for permitted workers were requested and collected
3. Vulnerable children were allowed to attend as per guidelines
4. Families were asked to nominate specific dates for attendance and this was monitored as per the standard attendance policy.
5. Families were notified on the weekend prior to the school week, to notify them of the outcome of their request
6. The supervising staff onsite marked the roll twice per day
7. Classroom teachers kept daily records of who was/ was not in attendance in online learning
8. Parents were contacted via email if a child missed more than a day, and where there had been no prior contact from parents
9. If a child was absent without reason for a full week then the principal would make contact with the family for a welfare check.



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.1%
Y02	96.0%
Y03	95.7%
Y04	95.7%
Y05	94.7%
Y06	94.9%
Overall average attendance	95.7%

## 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
- To ensure compliance with the 5 themes within the Child Safety tool
- To focus on Child Safe Standard 7: Empowerment of Children

### Achievements

At St. Joseph's we hold the care, safety and wellbeing of children as a central and fundamental responsibility of our school. At all times, the ongoing safety and wellbeing of all children at St. Joseph's is always 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. This commitment to child safety is reflected in all policies and procedures at our school.

**Our current Child Safety Officers are Michelle Moore (Principal) and Faye Forbes (Learning Diversity and Student Wellbeing Leader).**

The following list includes a brief outline of the policies, procedures and practices that reinforce our commitment to the safety of all children within our community, which were revisited during 2020, both remotely or onsite.

- Child Safety Policy reviewed
- Members of the Education Advisory Board met all required child safety regulations for board members
- Child Safety Policy (student version, first draft produced by members of the 2020 Student Representative Council
- Safeguarding Children and Young People Code of Conduct professional development for staff and the Education Advisory Board
- Privacy Policy updated

- Standard Collection Notice Policy updated
- Fortnightly meeting of the Child Safety team continued during remote learning and were conducted online
- Child Protection and Reporting Obligations Policy and Procedures, including the 'Protect Protocol' presented to staff and the Education Advisory Board
- Termly child safety professional development, online and onsite
- Hiring and induction processes with an emphasis on child safety
- All Child Safe policies reviewed and updated
- Child Safety Commitment Statement
- Student internet safety policy and user agreement; Deputy Principal led work on eSmart Schools with staff and students
- Termly staff anaphylaxis refresher
- Termly safety component of the 'Personal and Social Capability' from the Victorian Curriculum
- Dedicated Personal and Social Capability teacher employed to complement the work by our Student Wellbeing leader
- All staff completed the Mandatory Reporting unit and associated modules
- Inclusion of Child Safety teaching activities in SEL Curriculum
- We subscribe to the 'SafeSmart' portal to track and monitor child safety policies, procedures and professional development
- Enrolment packs updated with Child Safety policies and guidelines

## 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.

Annual Goals:

- Rigorous personal SMART goals are set and monitored by staff
- Staff draw upon the expertise of colleagues to develop practise related to SMART goals
- Staff develop actions and initiatives related to increasing student voice
- School review- staff led sphere teams evaluate SIP/ AAPs to feed into review process
- EAB/ Parent community involved in prep for school review

Strategies:

- Sphere teams to lead evidence gathering and preparation for review
- EAB/ Parent involvement in review process
- EI process to feed into peer to peer observations and personal professional development
- Review policies/ role descriptors to ensure current practise is reflected in these documents

### Achievements

- All school policies reviewed in preparation for school review
- Two-day staff conference to analyse data and evidence linked to the School Improvement rubric
- VRQA compliance completed for 2020; Education Advisory Board completed necessary documentation for compliance
- The leadership team ensured all information regarding covid restrictions, in line with CEM operational guidelines, were disseminated in a timely manner to all stakeholders
- Regular leadership and intervention meetings to ensure students were supported throughout remote learning
- Consistent staff meetings during COVID, maintaining a strong focus on high impact teaching strategies and also regular meetings to check in on staff wellbeing
- Taking on parent/wider community feedback to improve remote learning for second lock down, eg targeted work packs and the addition of the third google meet each afternoon for extra curricular clubs
- Anaphylaxis Verifier's course for the leadership team
- Participation in the online school wide improvement framework
- Leadership involved in regional network meetings
- SRC feedback for student voice
- ASPIRE leadership incursion for grade 5 and 6

- Staff feedback indicated Leadership was strong and supportive during COVID remote learning
- Purchase of 40 new chromebooks

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>	
<b>Description of Professional Learning undertaken in 2020</b>	
<ul style="list-style-type: none"> <li>• "The Writing Revolution" professional development- all teachers throughout the year</li> <li>• Multi-Sensory language training- all junior staff, 2 full days</li> <li>• Google classroom training</li> <li>• Training in Protect Protocols and Child Safe Standards</li> <li>• Participation in the School-Wide Improvement Forum: Teaching and Learning Leader, English Leader, Maths Leader and Learning Diversity Leader</li> <li>• Attendance at CEM professional networks</li> <li>• Verifier's Course for Management of Anaphylaxis- all members of the leadership team</li> <li>• Professional Development in 'The Pedagogy of Encounter' planning tool</li> </ul>	
<b>Number of teachers who participated in PL in 2020</b>	<b>26</b>
<b>Average expenditure per teacher for PL</b>	<b>\$500</b>

<b>TEACHER SATISFACTION</b>
<p>Teacher feedback:</p> <ul style="list-style-type: none"> <li>• Fair management of onsite supervision rosters</li> <li>• Support for staff throughout remote learning</li> <li>• Online weekly check-in with staff to focus on wellbeing</li> <li>• Staff retreat days- valuable time to spend together evaluating and reflecting in preparation for school review</li> <li>• Clear and timely communication throughout the year, and importantly in preparation for remote learning.</li> </ul>

<b>TEACHING STAFF ATTENDANCE RATE</b>	
<b>Teaching Staff Attendance Rate</b>	<b>76.1%</b>

### ALL STAFF RETENTION RATE

Staff Retention Rate	82.8%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	11.1%
Graduate	16.7%
Graduate Certificate	22.2%
Bachelor Degree	94.4%
Advanced Diploma	22.2%
No Qualifications Listed	5.6%

### STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	13.1
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	6.8
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

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

Annual Goals:

- There are a wide variety of ways for parents to be involved in and informed about their child's learning in school.
- That there are strong connections between school/ parents and parish
- Students regularly have a variety of rich opportunities to engage with the local and wider community- through topics, social justice, arts etc

Strategies:

- Continue to offer opportunities for involvement in school life: parent info sessions; liturgies; assisting in classrooms; build upon contributions to topic lessons
- Continue with parent and student involvement in Parish Anointing Masses and celebrations
- Build connections with the community in curriculum areas- eg, local council with democracy unit; school production etc.

### Achievements

- Parents kept up to date throughout remote learning with weekly communication from the Principal regarding restrictions and state government policies
- Prep Parent Information Session online
- Afternoon whole school gatherings/ clubs each day throughout Term 3, where parents joined with their children in extracurricular sessions
- Class dojo and google classroom used consistently for remote learning and communication with families
- Virtual tours of the school for new preps and future enrolments
- Father's Day Reflection/ Comedy Club with parent involvement
- Trivia Night remotely held with parent and teacher teams
- Footy Colours Day
- National Science Week parent involvement across school
- Participation in Indigenous Literacy Day
- Weekly Newsletter - sharing of work, online masses, keeping up to date, communication from school leaders and classroom teachers
- Worksheet packs offered to families throughout remote learning
- Education Advisory Board met regularly on-site and online

- Assemblies held remotely (celebrating birthdays, student learning, sharing videos, photos)
- Throughout the remote learning period, teacher and parent partnership was very strong, with daily communications between parents and staff
- The principal consulted the board in regard to timetables and the logistics of remote learning
- Pastoral care of families throughout the year- accommodations with fees for families

## PARENT SATISFACTION

Parent feedback was overwhelmingly positive throughout the year and especially during remote learning. A brief snapshot:

***"After chatting to friends, many of them were quite stressed about trying to teach their kids to use the online learning systems! I felt really lucky we were so prepared!"***

***I was just scrolling through the class dojo and thought I have to email you to say how proud of the school I am. We are so lucky to have you and our wonderful teachers. They are doing such a fantastic job and you can see they are working their hearts out. You've made remote learning look like a piece of cake and I know it's not. From Ms Jackson's phonics videos to Miss Birch down on the ground in her yard leading the PE class, and of course, our wonderful Mrs Murphy and Mrs Davies who I think should be cloned, they are doing a brilliant job.***

***"A big shout out of thanks for the lesson plans that are coming through from our teachers. The lessons have great variety and my daughter is finding them extremely engaging which is fun for her and helpful for me to be able to get my work done."***

I just wanted to drop you an email to thank you for your leadership and communication at this time. The school has flourished under your leadership and strength. I know we will miss the school and you when my daughter finishes at the end of this year. A thank you also to her teachers and all the staff for the extraordinary job of trying to get things on line with no notice. I know firsthand how hard that can be!

***Thankyou Michelle. Thankyou for all that you and all the staff do to keep us parents up to date, children and families encouraged and reassured, and a school community that is doing their best and remaining connected in unforeseen circumstances. I think the fact that our kids are prepared for online learning should the need arise makes such a difference.***

Amazing Michelle, thankyou to you and all the SJM staff for putting things in place so quickly and for how wonderfully the children are being prepared!

Thank you Michelle for the extra effort you and all the staff have put in to have us all well prepared for continued learning and connection in the event of school closure.

***We just wanted to say a huge thank you to you and your staff for being so professional and supportive through what is such a crazy situation we find ourselves all in right now. We can't even imagine how difficult it must be trying to 'keep on keeping on' with information changing day by day. We are so blessed to have such committed, caring teaching staff at the school, who have kept everything so calm for the children - It means such a lot when I'm sure many of you have families of your own you would like to be at home with. We wanted to say thank you at the gate, but figure you have so many people***

***wanting to discuss the situation with you, an email was better right now. Thank you again for your leadership, care and support - and please pass our thanks onto all the staff.***

You and your team are doing a tremendous job. Well done to all, and a big thank you.

## Future Directions

As our 2020 School Review was cancelled we are hopeful that this will go ahead in 2021. The review process will be a valuable opportunity for us to reflect and celebrate achievements and set solid goals for the next four years.

It is also our hope that school life will return to normal; our students are dearly looking forward to events such as the school musical, inter-school sports, the school athletics carnival and other events and celebrations. We pray that the 2021 school year is much more stable for our students, families and staff.