

ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Joseph's Primary School
Hopetoun

2019

REGISTERED SCHOOL NUMBER: 1532



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Contact Details

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E NUMBER	2055

Minimum Standards Attestation

I, Cynthia Maiden 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 2019 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.

9th June 2020

Our School Vision

Vision Statement

St. Joseph's School is an inclusive community of faith and learning with Christ at its centre. It will educate its students to be of service to society in the Catholic tradition of love, faith and hope.

Mission Statement

As a Christ centred school we celebrate our Catholic beliefs, values, practices and traditions.

As an educational institution we:

- Will support the development of the whole person.
- Will provide a comprehensive curriculum, which challenges all students in their pursuit of success.
- Will cater for the varied learning styles of our students.
- Will be a child safe school by providing a physical and online environment that is happy, safe and welcoming.
- Will respect the dignity of the individual and value the participation and contribution of all.
- Will work in partnership with parents, the parish and the wider community.
- Will encourage our students to make a difference in the local, national and global communities in which they live.

School Overview

St. Joseph's Primary School is a faith community, which is committed to Catholic Education. The school presents young people a way of understanding themselves and the world in which they live, which is founded on the teachings of Jesus Christ in the gospel.

St. Joseph's School began in 1955 with two Josephite nuns and sixty-eight children. The school was officially blessed and opened on the 12th December 1954 by the Most Reverend J.P. O'Collins, D.D. Bishop of Ballarat. The school and area was indeed fortunate to obtain the services of the Sisters of St. Joseph an order founded by Saint Mary of the Cross McKillop, which was dedicated to the education and service of the poor and underprivileged and those in remote and isolated areas. The nuns remained teaching in the school in the role of Principal / teacher until 1988 when the first lay Principal was appointed. December 1988 marked the end of the untiring dedicated service of the Josephite nuns to St. Joseph's School.

Under the spiritual leadership and guidance of our parish priest the school is serviced by a staff of dedicated lay teachers, office personnel, learning support officers, the School Advisory Council, and a supportive parent body. All involved with our school work to promote and implement the Vision and Mission of the school.

Education at St. Joseph's is a partnership which involves parents and families, staff, the local parish and town communities and government.

The basic philosophy at St. Joseph's is to develop the self esteem of all children and to provide for their individual needs. We offer a comprehensive education that will help children develop a consistent set of beliefs and values: an education that is committed to both spiritual and moral development and the provision of knowledge and skills for the future.

The nature of our school community is diverse, drawing from both the rural and town sectors of the Hopetoun district. The socio-economic makeup of the school community is likewise diverse and also fluctuating, representing a wide range of situations and circumstances. The school, in its work, strives to provide an appropriate education in faith and life for all who are entrusted to its care.

Enrolments:

The 2019 school year started with 39 students, which was 2 more than our enrolment prediction for the year.

End of year statistics:

Boys:	16		
Girls:	23	Total:	39
		No of Families:	21

In 2019, Foundation/Grade 1/Grade 2 students were in Room 1, Grades 3/4/5/6 students were in Room 2.

Principal's Report

2019 proved to be a very busy and successful year at St Joseph's School. The school continued to benefit from our strong links with the Southern Mallee Lakes cluster which saw our students joining for sporting events and camps.

Our students performed very well on the sporting front throughout the year. The swimming program at the start of the school year was a great success with all students extending their confidence and skills in the pool.

We had three students who were awarded with Age Champion at the Southern Mallee Lakes swimming carnival and three other students who were placed in the championship event; a great achievement! As a result of this carnival nine students qualified to represent Southern Mallee Lakes at the Little Desert Carnival in Horsham. From this carnival four students qualified to participate in the Greater Western carnival.

The Southern Mallee Lakes Cross Country took place in Beulah in Term 2. All students acquitted themselves well and are to be congratulated on their efforts. We had three Age Champion and four other students filled placings. Three students qualified for the Little Desert Zone Cross Country in Kaniva as a result of the inter-school event. Following Kaniva, one student qualified for Greater Western Cross Country and then for the State Cross Country, which was held in Melbourne; a terrific achievement!

On the Athletics front, students spent much of their sport time practising for athletics during Term 3 and all students are to be congratulated for their effort and participation in the inter-school athletics carnival. One student was awarded Age Champion at the carnival. We had five students qualify to compete in the Little Desert Zone athletics carnival as a result of this carnival. Following the Little Desert Carnival, we had one student qualify in two events for the Greater Western Carnival held in Ballarat.

In addition to this, senior students also participated in the Football and Netball trials, where five students were selected to represent Southern Mallee Lakes at the Lightning Premiership held in Horsham. Room 2 students participated in a golf clinic conducted by Golf Victoria in Term 2. As a result of this clinic a team of four students was selected to participate in the Primary School Golf Tournament held at Warracknabeal at the end of Term 3.

Camps and Excursions were a highlight for children in all year levels. Grade 3/4/5/6 students participated in an overnight camp to Halls Gap. Students enjoyed a tour of the Murra Warra Wind Farm on the way to Halls Gap before a visit to the Zoo where they got up close and personal with a snake. Other activities included watching a glass blower at work, learning about the sustainability practises of 5 Ducks Farm and visiting the Alpaca and Organic Vegetable farm. Students also enjoyed a game of mini-golf before returning home.

Grade 5/6 students joined students from our Southern Mallee Lakes cluster schools for their Melbourne camp. Students enjoyed a trip to the Melbourne Zoo, the Aquarium, The Channel to compose their own music, the Shrine of Remembrance, ten-pin bowling, Eureka Skydeck, the Science & Discovery Centre, a river cruise back into the city, tour of the MCG and a visit to the Victoria Markets. It was a terrific four days with all students returning home very tired.

The Room 1 students went to Horsham for their annual excursion. They enjoyed a tour and workshop at the Horsham Regional Art Gallery before participating in a competitive game of ten-pin bowling.

St Joseph's continued to enjoy the strong support of the parent community and wider community through fundraising and attendance at special events. Our parent community were also involved in our School Review process with the School Advisory Council actively contributing to the preparation of the school's Self-reflection report and a large number of parents meeting with the review panel as part of the review process.

June saw the construction of a shade structure over our existing playground equipment. This provides students with shelter from the elements when they are playing on the equipment or in the sand.

2019 saw many changes on the staffing front. Ms Penelope Flower left at the end of Term 1. At the end of the year we bid a fond farewell to Room 1 teacher Miss Jacinta Rowles and Learning Support Officers Cathy Roberts and Noleen Hofmaier.

In August we welcomed a student teacher, Ms Brittney Mole, from ACU Melbourne to our school for four weeks. It was an absolute pleasure to have Ms Mole as part of our school community for this time. Unfortunately, we were unable to attract her to apply for our vacant teaching position.

At the end of the year we farewelled eight Grade 6 students. These students had all grown into responsible, resilient and thoughtful young citizens. Whilst it was somewhat sad to be farewelling them from St Joseph's School it was also exciting to see them moving onto secondary college with such a wonderful grounding.

A very sincere thank you to all in our school community -students, staff, parents, wider family members and parishioners for your support throughout 2019 in helping to make it such a successful year.

Catholic School Culture

Goals & Intended Outcomes

Goal as per 2019 Annual Action Plan: To provide additional support to the teachers so that they can dialogue with colleagues in other schools and use the combined knowledge of other teachers to develop appropriate RE units that align with the new Awakenings RE curriculum and are relevant to the lives of our students.

Achievements

The school continued to teach the mandated Religious Education program 'Awakenings', using the Shared Christian Praxis method. This begins with students' life experiences, integrates it into our faith story and then encourages students to integrate the faith story back into their own life. During 2019 we continued to implement the revised Awakenings curriculum. This remains quite challenging for teachers as the format and planning is quite different to the previous curriculum. Mrs Carmel McCormick (Religious Education Advisor from Ballarat Catholic Education Office) has worked with class teachers to assist with planning and help to develop their knowledge and understanding of the curriculum. We were unable to work with other schools on our planning due to a number of difficulties.

School Masses and Liturgies were a feature of the Religious Education Program. Our Grandparents and Special Friends' Day Mass was again a huge success with many Grandparents and Special Friends' attending. Other Masses and Liturgies that students participated in were: Beginning of School Year, Ash Wednesday, Feast of St Joseph, Easter Liturgy, Mother's Day Liturgy, the Feast of St Mary MacKillop and Mission Week. In addition to this, Room 2 students led Stations of the Cross in our church each week during Lent. These Masses and Liturgies were very prayerful experiences and attended by many parents, family members and parishioners.

A highlight of our school's Feast Day celebrations was the creation of wall hangings that now adorn the walls in the Community Room. Each student selected an aspect of our school and created a representation on a material square. These were sewn together as a pictorial representation of all that encapsulates our school.

In 2019 we hosted St Mary's School Warracknabeal for our Catholic Education Week celebrations. Our day began with a Liturgy before all students headed to the Memorial Hall for a performance titled 'Mr Huff'. It told the story of a boy who had a worry, which he carried around with him. Because he didn't deal with his worry it became bigger and bigger until it almost consumed him. The boy then decided to tackle his worry head on. It was only then that he noticed his worry getting smaller. Deep breathing, reading a book, singing a song and talking about your worries were all modelled to students throughout the performance as ways of coping with a 'Huff' or strategies to try when you're having a bad day. As always, this day was a wonderful opportunity to come together with another Catholic school in our cluster to celebrate who we are.

Room 2 students travelled to Penola in June to visit the Mary MacKillop Heritage Centre. Mary MacKillop began the Sisters of St Joseph, who are the congregational founders of our school.

The Sisters of St Joseph taught in our school from 1955-1988. The students enjoyed the opportunity to further develop their knowledge of St Mary MacKillop and were thrilled to see our school listed in Mary MacKillop Park in Penola.

Our students participated in activities for Refugee Week. Room 2 students read the book 'Flight' by Nadia Wheatley. This is a very moving and powerful book. The narrative steers us through one family's perilous journey, with a text rich in both the suspense of external events and the warmth and reassurance between the adults and their child. The author and illustrator have worked together beautifully to begin with the image of Jesus, Mary & Joseph fleeing before shifting historical periods to more contemporary times by portraying a family fleeing from their war-torn country. Room 1 students activities focussed on the book 'Refugees' which focuses on 2 ducks needing to flee their environment due to damage caused by humans. This book is a gentle way to introduce students to the term Refugee. Jesus asks us to continue on his Mission by welcoming and accepting all people, by reaching out to and finding a place at our table for those in need and by advocating for those less fortunate than ourselves. Refugee Week was an important time for us to consider our role in continuing on Jesus' Mission.

In November our staff participated in our annual Religious Education Professional Development day. The topic was Enhancing Catholic School Identity. Staff looked at the different scales of the ECSI surveys, what our school's data says to us and how we can better teach religion and scripture to help our students understand our religion in the world we live in today. This professional development was directly linked to the School Review we undertook in August.

VALUE ADDED

- Staff participation in Professional Development
- Shared Christian Praxis Professional Development
- Improved scripture knowledge through increased focus on background information for staff and students
- Dedicated prayer spaces in both classrooms
- Regular opportunities for prayer and liturgy across the school
- Attendance of family members at school masses and liturgies
- Student participation in Religious Education lessons and prayer
- Supported planning from CEOB personnel

Community Engagement

Goals & Intended Outcomes

There was no specific goal for Community Engagement in 2019.

Achievements

St Joseph's continued to benefit greatly throughout 2019 from the involvement of individuals and groups from the School and Parish Community:

- St Joseph's parents, families and friends
- Volunteer assistance at Sports days and other special events
- Working Parties for catering, fundraising etc
- Attendance at Working Bees

\$10,000 was raised by our parents throughout 2019 from a variety of fundraising events. This money was used for purchasing new classroom readers, science kits, upgrading maths equipment and other resources for students. A new shade structure for the playground and new laptops and printers for both classrooms were also major purchases throughout the year.

The school was active in its support of Caritas Australia, Australian Catholic Mission and Red Cross through the many fund-raising events organised by the Junior Red Cross and Mission Group.

Members of the Junior Red Cross and Mission Group assisted with the delivery of Meals on Wheels, took their turn on the Church cleaning roster, visited Corrong Village and watered the Courtyard at the Memorial Hall as part of their service activities to the community.

Our students participated in a variety of events and activities, both school based and community based. These included the Anzac Day Ceremony, Remembrance Day service, celebrating Book Week and Cluster activities with surrounding schools, in addition to participating in both Clean Up Australia Day and National School's Tree Day. The students showed excellent behaviour and participation in these events and are to be congratulated for the way they represented their school.

Other highlights of special community events were the Mother's Day morning tea, Father's Day breakfast and Grandparents and Special Friends Day celebrations.

PARENT SATISFACTION

The following are extracts from our school's External Review Report regarding Community Engagement.

Partnering with Families:

- CHECS survey results (5.09) respondents believe effective practices are evident
- All focus groups – students, staff and parents – readily state that the school has developed a strong sense of community in which everyone feels safe, valued and respected.
- The school provides many and varied opportunities for families to be involved in the life of the school, and many families have taken up the call to act as volunteers.
- The school newsletter regularly features articles on parenting ideas. In this way the school endeavours to assist parents in raising their children.
- Teachers write weekly articles to keep the parents informed about what their children are learning at school. This enables parents to support the school's efforts and the learning needs of their children at home.
- The family buddy system has been a success in welcoming and inducting new families into the school community.

Community Partnerships:

- CHECS survey results (5) indicate respondents believe effective practices are evident.
- The school has a good reputation in the wider community, and, for many parents, St Joseph's is the school of choice. They declare that their children 'just love coming to school' where they have friends to play with and teachers who care for them.
- St Joseph's recognises the need to build positive relationships in the local community. As mentioned earlier, the school participates in a number of community service activities and, in doing so, it not only enhances its relationships with community organisations, it also continues its contribution to a just society.
- Through its partnership with other schools, St Joseph's provides sporting opportunities for its students which would not otherwise be available

Leadership & Stewardship

Goals & Intended Outcomes

Goal as per 2019 Annual Action Plan: For the school to successfully prepare for and undertake school review.

Achievements

In August 2019 the school undertook a very intensive, and extensive, School Review. The staff and School Advisory Council members put many hours into preparing the school's Self-Reflection Report. The school review was a very affirming process where the terrific work of St Joseph's School was acknowledged and celebrated. The key priorities for the next 5 years of our school's School Improvement Framework are:

- Developing a *recontextualised* understanding of our Catholic faith and traditions, evident in the explicit connections between faith and life in a diverse society.
- Strengthening the positive, safe and engaging learning environment focussing on embedding a culture of continuous improvement and achievement.
- Improving family/school partnership in the wellbeing and learning needs of all members of the school community.

The School Advisory Council met on the third Tuesday of each month, during school terms. During the course of the year, as part of its work, the School Advisory Council revised the following policies:

- * School Fee Policy
- * Discrimination & Harassment Policy
- * Electronic Mail, Intranet & Internet Policy
- * Purchasing Policy
- * Conflict of Interest Policy
- * DOBCEL Occupational Health & Safety Policy
- * DOBCEL Enrolment Policy

In addition, the School Advisory Council also gave time for consideration of the following:

- * Induction/Renewal
- * Child Safe Standards
- * 5 Year Maintenance Plan
- * Annual Action Plan
- * Integrity in the Service of the Church workshop
- * Priority Spending
- * School Vision Statement
- * Pupil Free Days
- * Camps & Excursions
- * Student Voice, empowerment & participation
- * General Maintenance & Improvements
- * VRQA Audit
- * School Review workshops and survey

* DOBCEL (Diocese of Ballarat Catholic Education Limited)

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
DESCRIPTION OF PL UNDERTAKEN IN 2019	
<ul style="list-style-type: none"> • Professional Learning Communities, including Learning Cycles & moderation of student work • Writing Professional Development • Nationally Consistent Collection of Data • Religious Education • First Aid, CPR & Defibrillation • O. H. & S • Learning Diversity • Graduate Teacher days • Mandatory Reporting • Camps & Excursions online modules • Phonological Processing • Work, Health & Safety Compliance Training • Bridges out of Poverty • Disability Standards • Cued Articulation • Fundamentals of Reading 	
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	4
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2 231.50

TEACHER SATISFACTION

The following extracts from our school's External Review Report reflect Teacher Satisfaction.

Shared Leadership

CHECS survey results (4.86) indicate respondents believe effective practices are evident.

Although the Organisational Climate Aggregate has declined the school is well above the mean for Australian schools.

Staff are collegial and work well in teams.

Allocation of extra funds permitted the Principal to have a reduced teaching load, which, in turn, enabled her to 'support teachers and lead learners'. (Unfortunately, inability to fill teaching roles brought this arrangement to an abrupt end.)

The Professional Learning Community process provides teachers with the opportunity to lead.

Building Staff Capability

CHECS survey results (4.71) indicate respondents believe effective practices are evident.

CEOB has provided support for graduate teachers to be mentored and coached.

Positive insight SRC data indicating improvements in many aspects of teaching.

Professional learning plans are directly linked to the school's Annual Action Plans.

The PLC process, PD in the Fundamentals of reading and writing, and peer feedback.

A Culture of Continuous Improvement

CHECS survey results (4.71) indicate respondents believe effective practices are evident. It is worth noting that 6 of the 7 respondents rated this component as 5 out of a possible 6.

A range of Professional Learning opportunities (external and internal) are provided, and all staff are encouraged and supported to participate in them.

Mentoring and coaching for graduate teachers.

High Parent satisfaction with the school's improvement focus.

Stewardship of Resources

CHECS survey results (4.71) indicate respondents believe effective practices are evident.

Allocation of funds to appoint an extra classroom teacher and two extra Learning Support Officers.

Regular upgrading and refurbishment of facilities and resources provide a safe and positive learning environment for students and teachers.

The efforts of all staff are acknowledged and affirmed on days such as World Teacher's Day, Administration Officer's Day and Educational Support Officer's Day.

Learning & Teaching

Goals & Intended Outcomes

Goal as per 2019 Annual Action Plan

For the 2 new graduate teachers to be introduced to and supported in developing their knowledge of Professional Learning Communities, Essential learnings, CFATS, learning cycles, proficiency scales and all other areas related to PLC.

Achievements

Our strategic focus during 2019 was to continue to work towards becoming a Professional Learning Community (PLC). Professional Learning Communities are student centred, ensuring high levels of learning for all. Educators collaborate in planning and ownership is taken for all students in the school, not just the students in a particular teachers' class. During 2019 we worked with Mrs Emma Rutherford, Learning & Teaching Advisor from the Ballarat Catholic Education Office in our PLC work.

Our work on writing that we established in 2016 continued to be consolidated with learning cycles based on different genres of writing happening in each room. Student writing was moderated regularly by teachers and students were given feedback in regards to what they had achieved and their goals for future learning. During 2019 we further developed our BOOST teacher role, ensuring we had a senior teacher in both rooms for 2 days/week with a graduate teacher in order to maximise students learning. Unfortunately, due to staffing difficulties in Room 2, this BOOST teacher role was only for term 1.

Our PLC work with Reading continued with learning cycles established for teaching specific reading strategies throughout the year. 'I can' statements were written for each strategy. The staff began work on developing pre and post testing for reading.

The school continued to use the Numeracy resource, Stepping Stones for classroom use in the teaching of mathematics. In addition to this, the online maths resources Matific and Prodigy were utilised to further improve students' skills and understandings in mathematics.

STUDENT LEARNING OUTCOMES

Over the last three years, most students in grades 3 & 5 have met National Minimum Standards. Where there are small cohorts of students, the examination of percentages alone can lead to quite misleading interpretation as the performance of just one or two individuals can impact significantly on overall percentages. As a result, the teaching staff has engaged in analysis of individual student results to make better informed judgments of student capabilities and educational need to inform future learning.

Wellbeing

Goals & Intended Outcomes

There was no specific goal for Wellbeing in 2019.

Achievements

The school continued the explicit teaching of the Rights, Resilience and Respectful Relationships program during 2019. This program compliments the Bounce Back Resiliency program that has been taught for a number of years. These varied experiences aimed to teach children how to keep themselves safe from harm, how to recognise the 'early warning signs' their body will give them if they are in an uncomfortable or unsafe situation and what to say and/or do to remove themselves from the situation.

Regular information was provided to parents and families throughout the year from a range of Mental Health, eSmart and Parenting resources.

Information sheets included:

- Giving kids scripts for social and school success.
- 35 Comprehension questions to ask at home
- Daily lessons in Resilience
- Balancing extra curricula activities
- Responding constructively to the Christchurch shooting
- Help kids feel good by doing good
- Helping children make and keep friends
- 6 tips for parenting anxious kids
- Encouraging healthy attitudes towards women
- Managing your child's anxiety
- Helping kids tolerate discomfort
- Technology holiday guide for parents
- Developing leadership skills in your child
- The loss of healthy rites of passage
- Leaving your fathering mark
- Protecting your child's online privacy

Our school was involved in recognising National Child Protection Week, which is a key opportunity for school communities to reflect on the centrality of the child in all that we do and the importance of ensuring the school setting is an environment in which our young people feel safe, supported and nurtured. National Child Protection week coincided with eSmart Week. eSmart Week was established to create awareness, solutions and ideas to keep children safe online. It is an initiative of the Alannah and Madeline Foundation, which was set up to protect children from violence.

Students joined with their buddies to create a display promoting ways to stay safe online and how they can create a safe and happy environment for themselves online and offline. This display was put up in our library for our whole school community to see and follow our message of being kind and safe online.

Students' achievements were celebrated at Friday assemblies and awards were given to recognise the efforts and achievements of students. Every Monday morning a student was randomly selected as 'Star of the Week'. This was an opportunity for our school community to celebrate the chosen student. The student was interviewed and a display created outside the classrooms and included in the newsletter as a special way to celebrate the uniqueness of each child.

We were very fortunate to have the continued services of an Additional Learning Needs Advisor, Educational Psychologist and Speech Therapist to work with students. These professionals made several visits to the school during the year to work with students, parents and teachers.

Sixteen students participated in special programs throughout the 2019 year with a Learning Support Officer. Some of these programs included MiniLit, MultiLit, SPELD Reading Program and Sounds & Letters Intervention.

VALUE ADDED

- Student participation in Wellbeing experiences including Rights, Resilience & Respectful Relationships, Bounce Back and eSmart.
- Individual Learning Plans for students with diverse learning needs
- Intervention programs for students with diverse learning needs
- Buddy support
- Continued emphasis on a 'Healthy Community' and making healthy choices

STUDENT SATISFACTION

Most recent Insight SRC Student Data:

<i>Student experience</i>	<i>2016</i>	<i>2018</i>
Student Morale	79%	81%
Connectedness to School	89%	82%

Purposeful Teaching	85%	88%
Stimulating Learning	82%	84%
Learning Confidence	85%	72%
Student Motivation	88%	83%
Connectedness to Peers	85%	76%

It is pleasing to note the improvement in Student Morale, Purposeful Teaching and Stimulating Learning from previous data. Despite improvement in these areas, Student Motivation and Learning Confidence has dropped from previous data.

STUDENT ATTENDANCE

Non –Attendance

Parents are required to notify schools in advance of any absence, where practicable. Where a student is absent and the students' parent has not informed the school by 10am on the morning of the absence, prompt communication occurs with the parents/guardians.

Parents of absent students are required to provide a written note, detailing the reason/s for absence on their child's return to school. If this does not occur an Absence note reminder is sent home from the principal, requesting a written explanation from parents.

Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.

The Principal will, after consulting with the class teacher, attendance records and the student and their parent/guardian, decide upon a strategy to be employed. As truancy is often indicative of other problems including engagement and family issues, the support strategies employed by the Principal will be determined on a case-by-case basis. However, they may include:

- Initial telephone contact with parents
- Counselling sessions for parents and/or students
- Home visits
- Formation of a support group
- School attendance as a prerequisite to extra-curricular activities
- Attendance rewards

Ongoing truancy issues will be reported by the Principal to the appropriate welfare and government agencies.

Child Safe Standards

Goals and Intended Outcomes

To fully inform Graduate teachers of the Child Safe Standards and their subsequent responsibilities.

Achievements

- All staff participated in induction/renewal of the Child Safe Standards
- The Principal remained the appointed Child Safe Officer of the school.
- The Role Description for the Child Safe Officer was reviewed.
- The Child Safe Policy was reviewed and updated to maintain compliance with legislation.
- The Statement of Commitment continued to be communicated to all members of the school community.
- The Code of Conduct continues to be signed by all new staff, volunteers and contractors.
- Documentation regarding the employment of staff and contractors is implemented when required.
- All staff at St Joseph's School have undertaken training in recognising suspected child abuse and the process in reporting suspected child abuse.
- St Joseph's School ensures risk assessments are conducted for all activities that students are involved in.
- The school has implemented strategies to promote the participation and empowerment of children.
- All staff undertook Mandatory Reporting eLearning modules.
- All staff participated in an information session about the Reportable Conduct Scheme.
- All updated documentation regarding the Child Safe Standards was updated on the school's website
- Students were explicitly taught the Rights, Resilience and Respectful Relationships program.
- Students were engaged in eSmart lessons to promote the safe use of digital technologies and safe online behaviour.
- Parents were provided with information about keeping their children safe online.
- Child Safety was a regular item on the School Advisory Council's monthly meeting.

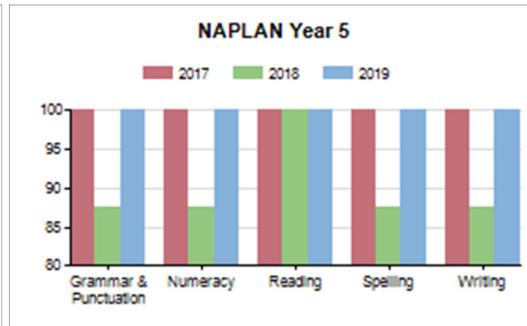
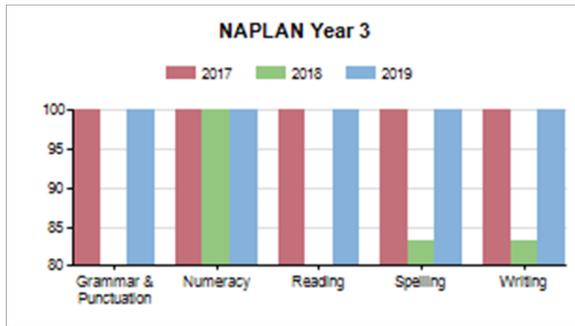
Future Directions

The school review during 2019 was a very affirming process where the terrific work of St Joseph's School was acknowledged and celebrated. The key priorities for the next 5 years of our school's School Improvement Framework are:

- Developing a *recontextualised* understanding of our Catholic faith and traditions, evident in the explicit connections between faith and life in a diverse society.
- Strengthening the positive, safe and engaging learning environment focussing on embedding a culture of continuous improvement and achievement.
- Improving family/school partnership in the wellbeing and learning needs of all members of the school community.

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	66.7	-33.3	100.0	33.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	66.7	-33.3	100.0	33.3
YR 03 Spelling	100.0	83.3	-16.7	100.0	16.7
YR 03 Writing	100.0	83.3	-16.7	100.0	16.7
YR 05 Grammar & Punctuation	100.0	87.5	-12.5	100.0	12.5
YR 05 Numeracy	100.0	87.5	-12.5	100.0	12.5
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	87.5	-12.5	100.0	12.5
YR 05 Writing	100.0	87.5	-12.5	100.0	12.5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	89.9
Y02	90.0
Y03	91.5
Y04	93.4
Y05	90.9
Y06	90.7
Overall average attendance	91.1

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	96.7%

ALL STAFF RETENTION RATE	
Staff Retention Rate	66.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	33.3%
Graduate	0.0%
Graduate Certificate	33.3%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%
STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	4
Teaching Staff (FTE)	2.8
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	3.5
Indigenous Teaching Staff (Headcount)	0

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