



St Joseph's School Hopetoun

2020

Annual Report to the School Community



Registered School Number: 1532

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Contact Details

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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 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.

01/06/2021

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

Our School Vision & Mission

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 2020 school year started with 35 students, which was our enrolment prediction for the year.

End of year statistics:

Boys:	18		
Girls:	21	Total: 39	No of Families: 21

In 2020, Foundation/Grade 1/Grade 2 students were in Room 1, Grades 3/4/5/6 students were in Room 2.

Principal's Report

2020, my goodness me, what a year it was! A year that none of us could ever have imagined. A year that I'm sure we all hope we never have to live through again. The year started like any other ordinary year. As usual we were running Foundation to Grade 2 in one room and Grades 3 to 6 in the other room. Without being able to fill our teaching positions I had the absolute pleasure of teaching in F-2, whilst Mrs Jochinke and Mrs Horman shared the teaching role in Grades 3-6.

The swimming program kicked off our sports events. None of us were to know that our tremendously successful Water Fun Day would be the last sports event we were to participate in for the year.

Approaching the end of term one the COVID-19 turmoil that had struck the world was beginning to make its presence felt in our country. With growing cases in COVID we were suddenly forced into remote learning from home which lasted for most of term 2. One of the great aspects of 2020 was the tremendous resilience shown by all members of our school community. Parents, grandparents and aunties suddenly became stand-in teachers for family members and I cannot emphasize enough how extremely proud and extremely grateful I am to each and everyone of you for your efforts with remote learning throughout 2020.

We were all very excited to be back at school for term 3. We enjoyed a 'drive-by' for Grandparents and Special Friend's Day before yet again being forced into remote learning. Again, parents and extended family members stepped up with their incredible support. Remote learning certainly didn't come with a learning manual and everyone was forced on a steep learning curve but everyone did the very best job that they absolutely could. It was wonderful to see all the exciting learning that students were doing at home, not just with the usual curriculum areas but the extended learning taking place through creating, making, building, cooking and playing games.

A massive shout out to all our fabulous staff. For many of our teachers it was not only preparing learning packs for remote learning, checking in with students and families to see how they were coping, regular Google meets, marking of work and giving feedback to students, it was also managing home learning of their own children as well. Our LSOs and Julie in the office were all a tremendous support for our teachers and to all staff I offer my sincere thanks.

Thankfully we were able to return to school as normal in Term 4 and although we still faced restrictions it was great for our Grade 3- 6 students to be able to go on their overnight camp to the Little Desert Nature Lodge at Nhill and for our F-2 students to enjoy their annual excursion also. We were still able to work with STOMP Dance Company to prepare a Christmas concert although our concert night looked a little different with families enjoying it via YouTube instead of watching it live in the church.

On a personal note I offer my heartfelt thanks to all families and all staff members for your love, care and support throughout the very difficult personal times that I experienced last year during my mother's illness and her subsequent passing during Lockdown and during Term 3 where I

faced my own health challenges. Never have I been more grateful to be part of such an incredible community as I was during 2020! I look forward to an extremely successful and 'normal' 2021.

School Advisory Council Report

2020, in no other words, can only be described as a very different and challenging year for the Staff, Students and Parents of the Hopetoun St Joseph's Primary School. The COVID19 pandemic which has gripped not only our communities, but basically the entire world, has seen our education system as we normally knew it, have to be delivered differently to the traditional classroom methods to the students turning their homes into classrooms and their curriculum be delivered through Remote Learning.

The year started relatively normal with 35 students enrolled. Once again, the school has been capably led by Principal Cynthia Maiden. Teaching appointments during the year saw Miss Maiden in the Junior Room and Donna Horman and Lisa Jochinke sharing the Lead Teacher role in the Senior Room. When Cynthia was unavailable for teaching Mikala Roberts, Shirley Decker and Dianne Phelan were always on hand to fill her role. They were supported initially by Learning Support Officers, Janelle James and Wendy Gunn-Duff and then in Term 2 Cheryl Wellington was also employed as an additional Learning Support Officer. Of course, the teaching staff have again been well served by Administration Officer Julie Grace. Julie's attention to detail and organizational skills no doubt plays a huge role in the success of the school. I would like to thank all staff for their dedication, commitment, respect and resourcefulness they have shown to our children this past year. Remote Learning has no doubt thrown up plenty of challenges for the staff.

COVID19 precautions also meant extra cleaners were needed to keep our facilities in a COVID safe state and to support our current cleaner Barbara Taro. This was provided by Madison Roberts and Kiana Marshman and I thank them for their diligence shown in keeping everyone safe and healthy.

I would like to thank all parents of our school, firstly for their efforts at the New Year's Eve night, where we again successfully ran the bar and raised a huge amount of money for the school. Unfortunately COVID19 restrictions basically stopped the Parents from being able to fundraise from March onwards. However, the parents should be commended for their efforts in tackling the Remote Learning. It was a scenario we probably never imagined or expected, and when it was thrown upon us, it did make you realize how our school provides such a great learning environment for the students. Hopefully we have learnt along the way through two Remote Learning efforts, the good and the bad, so if we are ever presented with this scenario again we can adjust and transition into Remote Learning with little effort.

Before lockdowns and any other disruptions, the students did get to enjoy their annual School Swimming Sports and Water Fun Day in February. Congratulations to them on their competitiveness and spirit shown on these two days. Unfortunately, most other events this year have been cancelled, however I do remember the Grandparents and Special Friends Day was held for our Grandparents and Friends by doing a "drive-by" in their cars, which was a real thrill for everyone involved.

Notable capital improvements made to the school throughout the year have been the installation of new flooring in the Saint Mary MacKillop Room, resurfacing of the cricket pitch and more IT upgrades.

We will farewell one student at the completion of the year and we thank them for their contribution to the school and wish them all the best for their future.

Finally, my last thought of praise and gratitude goes to our Principal, Cyn. She has had a year like no other. In late March her beloved mother passed away and while mourning the loss of her

mother the State of Victoria went into its first lockdown which meant Remote Learning for our students. Just as things looked to be getting back to some normality, at the Start of Term 3, Cyn was presented with her own health battles, all while the State was going into Lockdown 2, back to Remote Learning! I can honestly say I have never met a person so resilient, determined and courageous like Cyn. Even under the pressure of all these setbacks, she never once backed away from the challenges ahead and during all the times I spoke to her she had everyone else but herself as her main concern. It's a quality you rarely see in people today.

In closing I would like to thank Cynthia, the teaching Staff, Julie, Father Glynn and all SAC members for their support and leadership over the last 12 months while I have been Chairperson. A special thanks to Mel Seipolt who leaves the SAC this year after 4 years as Treasurer. It sure has been a challenging year but I'm proud to say that everyone has accepted the year for what it has been and I can only hope 2021 will bring us some sort of normality and prosperity.

Regards, Pat Hallam

Catholic School Culture

Goals & Intended Outcomes

Goal as per 2020 Annual Action Plan:

Staff formation in understanding Catholic identity in order to provide them with the skills and language to further develop this in the students that they teach.

Staff formation in understanding Recontextualisation in order to increase their skills to further enhance the teaching of RE from a Recontextualisation stance.

Explore links between ECSI insights and planned units of work.

Achievements

Fr Glynn continued to work with and support our school throughout this year. His pastoral presence in the school was particularly important during the unusual and difficult 2020 year.

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. Throughout the second half of this year, teachers planned with staff from St Mary's School, Sea Lake. This made the planning process much easier with a shared, collaborative approach.

Our annual Grandparents and Special Friends Day Mass was put on hold last year due to COVID restrictions. Instead we had a "drive-by" where grandparents and special friends drove past the school to see the special people in their lives! Students made a banner for the front fence and we had the music pumping in order to entertain both the students and their special visitors.

Masses and Liturgies that students were able to participate in were: Beginning of School Year, Ash Wednesday, Feast of St Joseph, Anniversary of the Canonisation 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.

Our school's Feast Day celebrations in March were very low-key due to the day landing at the start of COVID Lockdown 1.0. Students participated in a Liturgy at school during the day, remembering and honouring our Patron Saint, St Joseph.

Towards the end of term 2 our students acknowledged Refugee Week. Students learnt a little about the life of a Refugee including why someone might become a refugee and what conditions might be like for them after fleeing their home country.

Room 1 students read a picture story book 'Grandma's Treasured Shoes' that told the story of a girl having to leave Vietnam because of fighting in the country. They also watched a short clip that showed what life was like in Zaatari Refugee camp, which is on the border of Syria and Jordan.

Room 2 students watched a video about Rahila, who now lives in Perth. Rahila was born in Afghanistan and her dream was to attend school, which was not permitted for girls in Afghanistan.

When she was 6, Rahila took herself to school. The teachers refused to teach her because she was a girl and should not have been there. The Taliban found out that she had gone to school and threatened to kill her. Her parents arranged for her to leave Afghanistan and move to Pakistan to live with her aunty and uncle. She is now reunited with her family and they all live in Perth.

Students in both rooms all agreed that we are very lucky to live in Australia and enjoy the freedom we have and the 'luxury' of an education!

Throughout August teaching staff participated in 2 professional development days. Both days were based around "The Catholic Dialogue School". This was directly related to our goal from our 2019 School Review. A Dialogue School promotes all cultures and religious beliefs, whilst still remaining Catholic at the centre. The Dialogue School can be challenging where we do not have a lot of different cultures and religions in our school community however it is allowing those from different cultures and religions to share their experiences, whilst not forgetting our school's catholic background.

VALUE ADDED

Staff participation in Professional Development

Increased knowledge of "The Catholic Dialogue School"

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

Collaborative planning with St Mary's, Sea Lake

Community Engagement

Goals & Intended Outcomes

Goal as per 2020 Annual Action Plan:

Increased parental involvement in student learning. Improved communication between school & home through the use of an online portal to:

- a) inform parents of school happenings and easier return of medical forms and permission notes
- b) inform parents of student work/achievements more closely to the time that it has occurred.

Achievements

The school established the Parent Access Module predominately for parents to record student absence from school, permission notes and updating medical information. Both classrooms were active in their use of Class Dojo last year. This was crucial in informing parents of classroom happenings and student achievement. Class Dojo also became an important tool during remote learning with parents and students communicating to their teachers and sharing of student work. There has been much positive feedback received from parents, indicating they are happy with the use of Class Dojo and enjoy seeing the everyday happenings in the classroom as well as samples of their child's work.

St Joseph's continues to benefit greatly 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

Although our fundraising came to a standstill due to COVID there were certainly many parents who had already put their hand up to organise and assist at some of these fundraising events.

Despite COVID restrictions, the school was still active in its support of Australian Catholic Mission and Red Cross through the fund-raising events organised by the Junior Red Cross and Mission Group.

PARENT SATISFACTION

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

Leadership & Stewardship

Goals & Intended Outcomes

The major focus of School Improvement in 2020 was:

Greater emphasis on performance and development for all teachers (professional growth), linking more closely to the school's Annual Action Plan, teacher Professional Learning Plan and teacher reflection. Regular observation and feedback for all teachers.

Improved communication between school and home through the use of an online portal to:

- a) inform parents of school happenings and easier return of medical forms and permission notes
- b) inform parents of student work/achievements more closely to the time that it has occurred.

Achievements

The school established the Parent Access Module predominately for parents to record student absence from school, permission notes and updating medical information.

Both classrooms were active in their use of Class Dojo last year. This was crucial in informing parents of classroom happenings and student achievement. Class Dojo also became an important tool during remote learning with parents and students communicating to their teachers and sharing of student work. There was positive feedback received from parents, indicating they are happy with the use of Class Dojo and enjoy seeing the everyday happenings in the classroom as well as samples of their child's work.

With 2 rounds of remote learning at home, the focus around performance and development for teachers did not occur. This will be carried over to 2021.

Leadership and teaching staff continue to focus on improving student learning. Careful analysis of student data from PAT testing, Literacy Observation Surveys and Common Formal Assessment Tasks has provided a clear focus for individual students' improvement goals.

The two days of professional development that teachers undertook in The Catholic Dialogue School has been important in increasing teacher's awareness of Catholic Identity. This area will continue to be further developed in 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

The school was closed to students on two occasions to enable staff to take part in professional development activities including:

The Catholic Dialogue School (August 28th)

Classroom Adjustments for students with Diverse Learning Needs (October 5th)

In addition to this, two other pupil free days were held in the last week of term 4. These days allowed staff to continue our Professional Learning Community work with Emma Rutherford (CEOB) and update their First Aid & CPR.

In addition to whole staff professional development, all members of staff took part in a variety of in-services and after school meetings related to specific areas:

- Professional Learning Communities
- Nationally Consistent Collection of Data
- Religious Education
- O. H. & S
- Specific Learning difficulties

Number of teachers who participated in PL in 2020	3
Average expenditure per teacher for PL	\$738

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.

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 within the school, including Professional Development in the Fundamentals of reading and writing, and peer feedback have all contributed to building staff capability.

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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	44.4%
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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)	1.0
Teaching Staff (Headcount)	4.0
Teaching Staff (FTE)	1.5
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	4.0
Indigenous Teaching Staff (Headcount)	0.0

Learning & Teaching

Goals & Intended Outcomes

The Learning and Teaching goal linked to our school's Leadership and Stewardship goal for 2020, which was strengthening the positive, safe and engaging learning environment focussing on embedding a culture of continuous improvement and achievement, including regular observation and feedback for all teachers.

Achievements

The goal of regular observation and feedback for all teachers was hindered by the principal needing to teach full time in 2020, hence she was unavailable for regular observation of teachers. In addition to this, COVID restrictions also meant that our CEB Learning and Teaching adviser was unable to travel to the school from the end of Term 1 onwards, thus she too was not able to observe teachers in their classrooms and provide feedback to them.

Throughout the year, the teachers continued to present a carefully planned and balanced classroom programme following the Victorian Curriculum. Essential Learnings for Literacy and Numeracy were consolidated and further broken down to an "Essential Eight" curriculum for staff to utilise for their planning and teaching.

Our Integrated Studies units of work were: Personal Safety, Earth and Space, Flora and Fauna and Rules and Laws. Much of this work during Terms 2 & 3 was carried out during remote learning. Room 1 made some very interesting bug catchers as part of the term 3 unit Flora & Fauna. Grades 3-6 students created wonderful models of the Solar System as part of their Earth and Space unit.

The swimming program at the start of the school year was again a great success with all students extending their confidence and skills in the pool. Our Water Fun Day was well-attended by parents and the students had a very enjoyable day.

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

Cross-country, Winter Sports and Athletics were unable to go ahead in 2020 due to COVID-19. We look forward to resuming these interschool sports activities in 2021.

Room 2 students had an overnight camp to the Little Desert Nature Lodge in Nhill. They had a jam-packed itinerary with lots of activities that supported their learning from their Flora & Fauna unit. Our F-2 students were able to do a day trip to the Little Desert Nature Lodge also for their annual excursion. They enjoyed a scavenger hunt and bush art activity.

STUDENT LEARNING OUTCOMES

Although restrictions were in place for most of the 2020 school year, teachers were able to provide regular feedback to students in order to focus on continuous student improvement. During home learning this feedback took place through Google Meets, emails and Dojo.

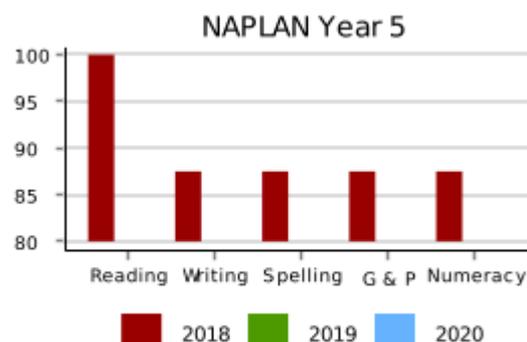
Regular collection of data through PAT, Mathematics assessment, Writing Moderation and Running Records was used to monitor student progress at school. Intervention processes and practices were used to create individualised programs when needed in order to best support and enhance the students' learning outcomes.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	66.7	100.0	33.3		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	66.7	100.0	33.3		
YR 03 Spelling	83.3	100.0	33.3		
YR 03 Writing	83.3	100.0	16.7		
YR 05 Grammar & Punctuation	87.5	**	**		
YR 05 Numeracy	87.5	**	**		
YR 05 Reading	100.0	**	**		
YR 05 Spelling	87.5	**	**		
YR 05 Writing	87.5	**	**		

* 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.



Wellbeing

Goals & Intended Outcomes

There was no specific goal for Wellbeing in the school's 2020 Annual Action Plan, however Wellbeing took an increased focus during COVID and times of remote learning at home.

Achievements

The school continued the explicit teaching of the Rights, Resilience and Respectful Relationships program in the 2020 school year. 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.

In addition to this, students completed a Gratitude Journal during periods of remote learning at home. A gratitude journal is simply a tool to keep track of the good things in life. Research shows that daily acts of gratitude can have a big impact on health and happiness. The practice of gratitude journaling can give a lasting mood boost that can take a person from feeling ok to feeling great. The aim of the Gratitude Journal during remote learning was to emphasise to students that, no matter how difficult life can sometimes feel, there's always something to be grateful for.

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

Information sheets included:

The Messages all boys need to hear.

Five forgotten skill sets that contribute to student success.

Managing separation anxiety at school drop-offs

Parenting in the age of disruption

Respectfully breaking the masculinity strait jacket

Go beyond the fishbowl

Leading the way for children during the Coronavirus pandemic

Tips for coping with coronavirus anxiety

Help siblings resolve their fights

Successful close quarter living

9 Mental health activities to do with your children

How much is too much to tell our kids?

Non-screen activities you can do at home

Mum's the work

Staying active at home

Expect more from kids in these difficult times

Charting a new course for kids post COVID-19

Successfully transitioning students back to school
7 healthy ways to manage emotions
Collaborative parenting style wins the day during COVID19
What content are children watching?
Spending time with kids: How much is enough?
Standing behind difficult decisions
The power of gratitude for a happier life
Daily lessons in resilience
Staying the course in COVID times
Encourage kids to occupy themselves
Maintaining strong family traditions
Developing a resilience mindset
Wellbeing strategies for parents
Hopeful kids are happy kids

During 2020 our school became a member of School TV which includes many videos and information on a variety of topics to assist parents with positive wellbeing for their children. Topics covered by School TV last year were:

Coronavirus - The Transition Back
Mindfulness
Body Image
Physical activity and exercise
Diet and nutrition
Eating disorders
Social media and digital representation
Internet Addiction
Cyberbullying
Sleep
Raising boys

Students' achievements were celebrated at Friday assemblies when students were at school 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 is an opportunity for our school community to celebrate the chosen student. The student is interviewed and a display is 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 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. They also used video conferencing during periods of remote learning to maintain continuity of service.

Ten students have participated in special programs throughout the 2020 school year with a Learning Support Officer. Some of these programs included Speech support, SPELD Reading Program, Toe-by-Toe, Read3, Emotions work and Spelling for Older Students Intervention. A number of these programs continued during times of remote learning at home with learning Support officers video conferencing students to continue this work.

VALUE ADDED

- Student participation in Wellbeing experiences including Rights, Resilience & Respectful Relationships 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:

	2016	2018
Student experience		
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.

Attendance during Remote Learning at home was monitored through check-in meetings with class teachers. Posting of work on Class Dojo was also used as a measure of students attending to their school work whilst at home.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	94.8%
Y02	91.9%
Y03	92.3%
Y04	95.9%
Y05	94.0%
Y06	86.3%
Overall average attendance	92.5%

Child Safe Standards

Goals & Intended Outcomes

To continue to embed the Child Safe Standards into all areas of the school's practice.

Achievements

All staff participated in induction/renewal of the Child Safe Standards

The Principal remained the appointed Child Safe Officer of the school.

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

During 2021 the staff and School Advisory Council will continue to implement the School Improvement Plan.

Areas of focus will include:

Maintaining emphasis on key areas of literacy and numeracy

Continuing the Professional Learning Community journey with an emphasis on inducting new teachers into PLC including Reading and Writing Essential Learnings, Learning Cycles and Proficiency Scales

Further strengthen student engagement in their learning

Continued focus on implementing the Awakenings curriculum for the teaching of Religion

Further strengthening parent and family engagement in student learning.