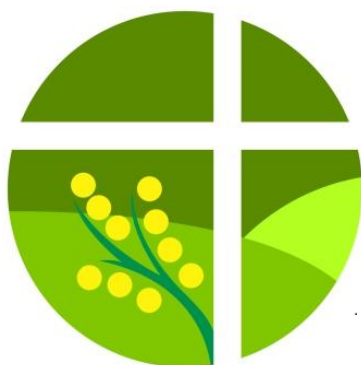


ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2016



**ST JOSEPH'S
SCHOOL**
COLERAINE

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Contact Details

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Minimum Standards Attestation

I, Joshua McElgunn, attest that St Joseph's School, Coleraine 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

"I have come so that they may have life and have it to the full."

John (10:10)

Vision Statement

At St Joseph's school we are faithful to the teachings of Jesus Christ and believe that the Gospel Values are the essence of our relationship with God, each other and our world. We believe that all students can achieve high standards of learning and we are committed to providing a safe and inclusive environment for every person in our school community.

Mission Statement

At St. Joseph's school we will:-

- Work in partnership with the parents, the parish and the wider community to provide Religious Education that is meaningful, challenging and supportive of parents who provide the foundation of their child's faith education.
- Work together to challenge each child to achieve their potential and fulfil their personal goals.
- Provide a learning environment that is welcoming, safe, supportive, and that celebrates success.
- Be vibrant members of our caring, friendly and cohesive community.

Reviewed: April 2016

School Overview

2016 enrolment	27
Number of families	20
Number of teachers	1 - Full Time 4 - Part Time



Ancillary Staff	1 Administration Officer – Part Time 2 Education Support Officers – Part Time 1 Maintenance Staff – Part Time
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In 2016, class groupings at St Joseph's were once again divided into two **Learning Groups – A** (Foundation/1/2) and **B** (3/4/5/6). With an enrolment of 27 students and 21 school families, St Joseph's provided a comprehensive curriculum, aligned to the Victorian Curriculum and differentiated to student needs. St Joseph's has long been recognised in the local community as a school striving for excellence and was well supported in 2016 by an enthusiastic School Advisory Council and hard-working Parent Association.

Professionally, the school staff underwent training to build a 'Professional Learning Community' with our sister schools at St Malachy's, Edenhope and Sacred Heart School, Casterton. 2016 would be the year that the three schools worked collaboratively to improve teaching and learning outcomes in each of our schools.

Our Annual Action Plan in 2016 saw us commit to improvement in literacy, particularly, in the areas of writing and developing oral language. In partnership with our neighbouring Catholic schools, we implemented 'Oral Language to Support Early Learning' (OLSEL) strategies and designed an essential curriculum to unpack and revise the way we delivered best practice in writing. With the introduction of ongoing learning cycles, regular formative assessments and ongoing intervention strategies, we were successful in achieving measureable success in both of these priorities in 2016.

Principal's Report

2016 was another successful year at St Joseph's School. With the support of our Canonical Administrator, Fr Patrick Mugavin, the guidance of our School Advisory Council and the dedication of our exemplary teaching staff, we were able to share in a year that brought about a great deal of school improvement. Without the cooperation of these parties, we would not have had the environment required to bring about holistic learning success for our students.

In 2016, we identified staff faith formation as a key target area and we were keen to further develop the Religious Education practices of our teachers. To support this development we hosted a faith retreat in Penola, South Australia, which was a great success. The retreat greatly informed and improved the delivery of daily prayer and religious education lessons in our classrooms.

Our 'Western Trinity' collaboration with St Malachy's, Edenhope and Sacred Heart School, Casterton, increased our level of professional accountability and our learning data increased dramatically. The staff put in countless hours throughout the year to improve their teaching capabilities, finding new ways to support and extend the learning demonstrated by their students.

Our NAPLAN results in 2016 show satisfactory improvement across all key learning areas and we feel that this success can be directly attributed to the work undertaken collaboratively to build our school into a high-functioning Professional Learning Community.

We continued to engage our local community in 2016 and our Resource Smart – sustainability program was a terrific conduit between the school and the community. Our student representative council was formed this year and the students took part in the Lions Club Young Youth of the Year and National Tree Day.

Our wellbeing program was well supported by our Pastoral Care Worker, Lisa Gonnet and our Bounce Back program helped to develop student resilience in 2016.

In summary, 2016 was a productive and highly successful year for St Joseph's School and I sincerely thank our school community for their ongoing support.

Yours in Faith,



Joshua McElgunn
Principal

Catholic School Culture

Goals:

- To understand and enhance our 'Catholic Identity' within our community

Intended Outcomes:

- Provide staff professional development in 'Catholic Identity'
- Deepen our understanding of our 'Enhancing Catholic School Identity' Data

Achievements:

St Joseph's School has long provided students with the opportunity to explore and deepen their own faith experience through the traditions and teachings of the Catholic Church, a legacy that continued on in 2016. Celebrating twice-termly celebrations in our church (liturgies and masses), we enjoyed shared faith experiences with both our parish and interschool communities over the past twelve months. Awakenings, the Ballarat Diocesan Religious Education curriculum, was once again the cornerstone of our faith learning at St Joseph's School, with the students exposed to number of enriching experiences that typified their understanding of 'Faith to Life' learning.

Our 'St Joseph the Worker' Feast Day was another huge success with students dressing up in 'High-Vis' and sporting tradesperson costumes to honour the labour of our patron saint. The students also celebrated Catholic Education Week in 2016 along with 150 other students from across our network Catholic schools. We were delighted to host the event and, together with our visiting student population, we created a 'Faces of Mercy' display to commemorate the occasion.

With a focus on 'Catholic Identity' and in trying to define who we are as a Catholic school community in the 21st century, our student leaders in Grade 5 and 6, formed a Mini Vinnies team to act as a social justice branch of our student representative council. These students attended the Mini Vinnies Leadership Forum in Penshurst and worked tirelessly throughout Mission Month (October) to raise much needed funds for the Coleraine Flood Appeal.



In 2016, our staff were also keen to develop and/or redefine their own sense of 'Catholic Identity', so we engaged the services of our Deputy Director of Catholic Education in the Diocese of Ballarat, Mr John Meneely, to lead us in a two day retreat in Penola, South Australia. While on the retreat, the staff studied Ignatian Prayer, contemporary classroom worship and studied our 'Enhancing Catholic Schools Identity' project data to better understand our school's faith reality. The retreat provided the staff with terrific insight and certainly developed their skills as faith educators.

VALUE ADDED

St Joseph's School was involved in a number of activities and practices in 2016 that gave life to our ongoing culture of Catholic faith and tradition.

These included:

- School masses and liturgies
- Parish masses
- Way of the Cross – Easter Walk
- Daily class prayer
- Mission Month (Fundraising for Catholic Missions)
- Catholic Education Week Network Celebration
- Mini Vinnies Leadership Forum
- Caritas – 'Catholic Social Teaching' professional development
- Christian meditation
- RE Coordinator attended the NCEC conference (Perth)
- Awakenings curriculum professional development (Halls Gap)
- Staff retreat (Penola)



Community Engagement

Goals

- To strengthen community involvement in the life and learning of our school

Intended Outcomes

- Families taking on more of the maintenance and fundraising tasks at school
- Environmental program, 'Resource Smart', embedded in the curriculum
- Community Farm, Garden and Orchard maintained and utilised by community
- Cyber Safety program (eSmart) completed by students, staff and parents

Achievements

During 2016 we continued to bring the community into a learning relationship with the school. As a result of our 'Resource Smart' program being embedded in our curriculum and sustainability being a focus at school as well as in the community, we completed the Core module and achieved our first star. Students contributed weekly articles in the newsletter and posted a Resource Smart blog on the school website.



In Term 4, we became an eSmart school after students, staff and parents completed surveys and underwent the required Cyber Safety training modules. We developed an eSmart vision and provided weekly cyber tips and updates for families on the newsletter.

The maintenance roster has continued successfully in 2016 and helped to share the load of work between our families. In 2016, every family was involved in maintenance of the school grounds, saving money while further involving the parents in the workings of our school.

Social media such as 'Facebook' and the 'Skoolbag' App have continued to be used very successfully to provide timely communication between home and school.

Community members and the Parents Association, worked with staff and students to produce our cookbook, 'Grow, Create, Celebrate', which was a great success. The recipes promoted healthy eating and sustainable, seasonal produce and were all well tested in our school kitchen by the students. We sold over 100 cookbooks at the Mother's Day fete and at community markets during the year.

PARENT SATISFACTION

In 2016, we undertook the following activities and initiatives to further embed and engage families and community partners into our inclusive school environment:

- Mother's Day Fete
- Mother's Day High Tea
- Father's Day Breakfast (catered with produce from the garden)
- Kinder visits and Kinder to School Transition Program
- Primary to Secondary School Transition Program
- Mission activities including Feast and Famine lunch
- Family Information Nights (OLSEL)
- Open Day – New Families
- Book Week Festivities
- Grandparents and Special Friends Day
- Resource Smart initiatives (Garden, farm, orchard, water saving)
- Graduation and Commissioning Masses
- Performing and Visual Arts Show and Art Auction
- Grow, Create, Celebrate cookbook created and sold
- School website updated and ResourceSmart blog updated weekly
- Clean Up Day and Tree Day activities

Our parent community strongly support the following initiatives:

- School Advisory Council
- Parent Association
- Mother's Day Fete
- Cake Stalls
- Town Market Stalls
- Parent Forums
- Weekly Assemblies
- Classroom Helpers
- Working Bees
- School maintenance roster



In the InsightSRC School Improvement Parent Survey, completed in 2016, indicated that the majority of our parents are very satisfied with the school.

The parent opinion percentile data shows that parents deeply value teacher morale, student connectedness and building partnerships with the school.

Leadership & Stewardship

Goals

- To develop our Professional Learning Community
- To use data to monitor, guide and improve student learning outcomes

Intended Outcomes

- Provide greater opportunities for professional collaboration
- Formalise whole school curriculum documentation
- Gain greater clarity around student data

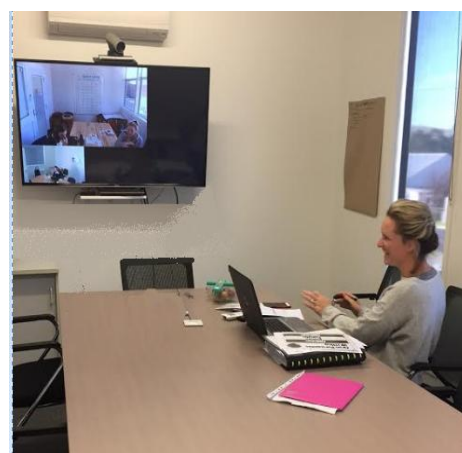
Achievements

At the beginning of 2016 we started the year with 25 enrolments, including 3 new Foundation students in LGA. This number grew to 27 by the year's end with 2 more students joining us from other schools. Class sizes were approximately the same with 14 students in LGA and the remaining 13 students working in the LGB classroom.

In response to the Victorian Parliament's inquiry into child abuse by religious and other non-government organisations, St Joseph's worked closely with the Catholic Education Office and supporting network schools to produce our 'Child Safe Standards' – a seven standard portfolio of policies, procedures and guidelines, designed to ensure the safety of children in our school from all adults involved in 'Child Connected Works'. The completion of the standards demonstrated our commitment to child safety and was a necessary compliance requirement with the Victorian Registered Qualifications Authority.

In order to improve student learning outcomes for our school, our leadership team decided to invest time and resources into the development of our teachers. A 'Professional Learning Community' was established and, uniquely, was rolled out across the three Catholic schools at Coleraine, Casterton and Edenhope.

The goal in 2016 was to bring these three small, independent schools together to operate as a single, high functioning professional team in the hope that by working collaboratively, our students would all achieve greater learning success. A Guided Coalition of joint school leaders was formed to ensure that the direction and vision of our 'Western Trinity' PLC (as the cluster came to be known) maintained its professional focus and achieved its success criteria.



With improvement to student learning outcomes at the heart of the initiative, the staff underwent intense professional development around data collection and analysis, collaborative practices, goal setting, learning cycles, essential curriculum and robust collegiate dialogue. It was an exhaustive and challenging year of professional development, however it was extremely rewarding as our teachers became far more aligned in their teaching practice and our learning data showed improvement across the three schools.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Staff took part in professional learning activities related to:

- Professional Learning Communities (Hawker Brownlow)
- Religious Education (Cluster REL Days, Staff Retreat)
- Literacy (OLSEL, writing genres)
- Numeracy
- Student Wellbeing
- Leadership and Management (Child Safe, NCEC Conference)
- Information and Communications Technology (eSmart)
- Wellbeing (Personal Prayer)
- Sustainability (ResourceSmart)
- Languages (Indonesian immersion and cluster days)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

5

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1631.00

TEACHER SATISFACTION

Data from our last InsightSRC School Improvement Framework Staff Survey, indicated that staff are very satisfied with the school and how it operates.

The staff climate percentile data showed that the staff have high levels of morale, believe they are supported by the school leadership, feel empowered in their work and are engaged in quality professional learning and development.

Learning & Teaching

Goals

- To use data to monitor, guide and improve writing standards
- To strengthen student engagement and responsibility for their learning outcomes



Intended Outcomes

- Begin the PLC journey at our school
- Set targets based on NAPLAN results and trends as well as PAT data
- Utilise the support of CEO staff to implement PLC through professional

Achievements

2016 saw St Joseph's, Coleraine partner with Sacred Heart, Casterton and St Malachy's, Edenhope to become the 'Western Trinity'. This partnership was developed to provide all schools with the opportunity to become a Professional Learning Community (PLC) to enhance the teaching and learning needs of our students.

The PLC teams began unpacking the writing curriculum to determine what was in fact essential at each grade level. All essential learnings were written as 'I can' statements, which were then used daily in classrooms so that the students knew the purpose of each lesson and what was required of them to achieve personal learning success.

Assessments were done at the beginning and at the end of each learning cycle to discover what the students knew prior and what they had achieved. Students were made aware of their own responsibilities in becoming proficient in each of the writing genres covered.

Differentiated curriculum was again an important part of ensuring learning growth for all, however, with teachers having a greater knowledge of proficiency scales, they were able to teach students at their individual points of need.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

There were fewer than 10 students in Year 3 and Year 5 who sat our 2016 NAPLAN.

For privacy reasons, our 2016 NAPLAN data will not be shared in this report.

STUDENT LEARNING OUTCOMES

With no Year 3 students enrolled in 2016 our NAPLAN data has not shifted over the past 12 months. Previous year's data shows that we are meeting the Year 3 national minimum standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

All our Year 5 students were at or above the national minimum standards in Writing, Grammar & Punctuation, Spelling and Numeracy, however less than half of our students will need support in Reading over the next twelve months.

The last three years (2014-2016) has seen our Year 3 student cohort at or above the minimum standards, with the exception of 2016 when there were no students that sat the NAPLAN tests.

Our Year 5 data over the past three years shows that while approximately half of our students need reading support in 2017, our reading scores have improved and the cohort has also made significant gains in spelling. It is pleasing to see the longitudinal data reflect improvement since 2014.



Wellbeing

Goals

- To support the social and emotional wellbeing of our school community
- To continue to encourage and foster leadership skills in our students

Intended Outcomes

- InsightSRC School Improvement Student Survey completed by students
- Our Chaplain (pastoral carer) to work with students, families and the wellbeing team to create positive learning opportunities and strengthen relationships.
- Termly PSG Meetings scheduled with parents, to learn more about their children's learning needs.

Achievements

With the introduction of the program, 'Bounce Back' being used across all year levels in 2016, we were able to ensure specific social and emotional strategies were being taught to our students. As a newly implemented approach used to assist students to develop strategies for resilience, the material this program offered, made a positive impact on our students, especially our senior cohort.

We were able to continue the role of Lisa Gonnet, our school pastoral care worker, in 2016, which many students and families appreciated. Lisa provided valuable support to our staff, students and their families. She worked on enhancing positive relationships within our school community, and offered opportunities for social skill development.

A new student leadership team was appointed in the form of a Student Representative Council, which gave students a voice in school based decision-making and assisted the students in developing their general leadership capabilities.

Our wellbeing coordinator, Catherine Egan, ensured that parents met termly for Professional Support Group (PSG) meetings with families whose children had targeted learning needs. These meetings enabled parents to better understand how the school planned to assist their child's learning at school.



Handling Non-Attendance

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/or the student, decide upon a strategy to be employed. Truancy can be indicative of other problems including engagement and family issues; therefore, the support strategies employed by the Principal will be determined on a case-by-case basis.

These may include:

- Initial telephone/email 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

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

VALUE ADDED

To cater for the wellbeing of all students, we aimed to provide a range of extra-curricular activities for our students including:

- SRC - student leadership
- Australian Pedal Car Grand Prix team
- Transition Days
- Excursions/Incursions
- Sports - cross country, swimming, athletics, lightning premierships
- Catholic Education Week celebrations
- Mission Week Fundraising
- Lions Club – Young Youth of the Year (Public Speaking)
- Pastoral Care Worker (National Schools Chaplaincy Funding)

STUDENT SATISFACTION

In the InsightSRC School Improvement Framework Student Survey, our data indicated that the majority of students feel connected to their school. The student attitudes percentile data indicated that most students have a high level of empathy towards their teachers, feel connected to their peers and find their learning to be stimulating.

Child Safe Standards

Goals and Intended Outcomes

In response to **Ministerial Order 870**, St Joseph's School, Coleraine, actively worked towards making our school a more 'Child Safe' environment in 2016. The introduction of the *Victorian Child Safe Standards* was prioritised by school leadership and a comprehensive suite of policies, procedures and supporting documentation was reviewed, refined and developed to provide a safer school environment for all of students and to ensure higher levels of accountability from all persons engaged in 'child related work'.

Achievements

- The school added a Child Safe statement to its Vision & Mission documents
- A 'Child Safe' Policy was developed to support and provide clarity to all students, staff, governors, volunteers and community members.
- A 'Student Inclusion & Behaviour' policy was produced to demonstrate and clarify acceptable and unacceptable behaviours to all key stake holders.
- Risk Assessments are undertaken from a child safe perspective and are undertaken by all staff prior to incursions and excursions.
- Prospective candidates for school employment or volunteering opportunities are subject to a screening process prior to commencing duties.
- The School Advisory Council reviewed and ratified our Child Safe Standards document which provides structure for all of the supporting policies and procedures
- Staff and volunteers undergo annual 'Child Safe' training, including a demonstration of the processes for reporting abuse or suspected abuse
- A register of 'Working with Children Certificates' has been established to help collate and monitor the validity of certificates.
- 'Child Safe' has its own dedicated page on our school's website



VRQA Compliance Data

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

Victorian Registration and Qualifications Authority

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	99.74%

STAFF RETENTION RATE	
Staff Retention Rate	80.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	0.00%
Certificate Graduate	0.00%
Degree Bachelor	100.00%
Diploma Advanced	0.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	2
FTE Teaching Staff	1.041
Non-Teaching Staff (Head Count)	2
FTE Non-Teaching Staff	0.708
Indigenous Teaching Staff	1

