

# ANNUAL REPORT TO THE SCHOOL COMMUNITY

2017



**ST JOSEPH'S  
SCHOOL  
COLERAINE**

REGISTERED SCHOOL NUMBER: 0684





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## Contact Details

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<b>FEDERAL DET NUMBER</b>	1075 (AGEID)

## 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Tuesday 8<sup>th</sup> May 2018

## 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 levels 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 2017

## School Overview

<b>2017 enrolment</b>	35
<b>Number of families</b>	20
<b>Number of teachers</b>	1 - Full Time 4 - Part Time



<b>Ancillary Staff</b>	1 Administration Officer – Part Time 2 Education Support Officers – Part Time 1 Maintenance Staff – Part Time
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In 2017, 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 35 students and 21 school families, St Joseph's provided a comprehensive curriculum, aligned to the Victorian Curriculum and differentiated to support student learning needs. St Joseph's School has long been recognised in the local community as an institution striving for excellence and we were well supported by our enthusiastic and capable School Advisory Council and Parent Association in 2017.

Professionally, the school staff continued their professional learning towards building a more collaborative 'Professional Learning Community' with our sister schools at St Malachy's School, Edenhope and Sacred Heart School, Casterton. 2017 was an outstanding year that saw the three schools work towards improving teaching and learning outcomes in partnership with one another, an achievement that saw the school win a number of local and state education awards, including the 2017 John Laing Award from the Principal's Institute of Australia for excellence in professional development of our teachers.

Our Annual Action Plan in 2017 saw us commit to improvement in literacy, particularly, in the areas of writing and spelling. In working with our neighbouring Catholic schools, we implemented SMART spelling as a key strategy across our junior levels, introduced intervention programs to support literacy development and designed an essential curriculum to unpack and revise the way we delivered best practice in writing and spelling. With the consolidation of ongoing learning cycles, regular formative assessments and ongoing intervention strategies, we were successful in achieving measureable success in both of these priorities in 2017.

## Principal's Report

2017 was another successful year at St Joseph's School, Coleraine. 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 of sustained 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 2017, our 'Western Trinity' collaboration with St Malachy's, Edenhope and Sacred Heart School, Casterton, continued to enhance our level of professional accountability and our learning data increased as a result. 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 staff were recognised for their outstanding commitment to professional development this, receiving the 2017 Ballarat Diocesan School Advisory Council's Partnership Award in Ballarat in May.

This year we also identified curriculum development as a key target area to enhance the professional capabilities of our teachers. Our staff worked collectively within their 'Western Trinity' teams to develop a guaranteed and viable curriculum that synthesised an overcrowding syllabus into a manageable and concise, essential learning program.

Our NAPLAN results in 2017 showed that we still have work to do across key learning areas in 2018, however our internal data shows that our differentiated learning, data analysis and response to intervention are supporting our junior students in building stronger learning foundations, which will in turn lead to improved academic success over the coming twelve months.

We continued to engage our local community in 2017 and our Resource Smart sustainability program was a terrific conduit between the school and the community. We received our second 'star' in December. Our community work with the aged care hostel was a feature of our community service this year and we once again contributed to our local agricultural show, art show and pedal car grand prix.

In summary, 2017 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 enhance our 'Catholic Identity' within our community

### Intended Outcomes:

- 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 2017. 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-Visibilty' wear or tradesperson costumes to honour the labour of our patron saint. The students also celebrated Catholic Education Week in 2017 along with other students from across our network of Catholic schools. We were delighted to host the event and, together with our visiting student population, we created a 'Sharing the Journey' display to commemorate the occasion.

With a focus on 'Enhancing our Catholic Identity' and in trying to define who we are as a Catholic school community in the 21<sup>st</sup> century, our staff helped to organise and deliver the 'Sow & Grow' religious education conference in Hamilton, which saw presenters from across Victoria professionally develop our staff members in contemporary theological, pedagogical and spiritual practices and understandings.





## VALUE ADDED

St Joseph's School was involved in a number of activities and practices in 2017 that gave life to our ongoing culture of Catholic faith and tradition.

These included:

- School masses and liturgies
- Parish masses
- Stations of the Cross – Easter Liturgy
- Daily class prayer
- Mission Month (Fundraising for Catholic Missions)
- Catholic Education Week Network Celebration
- 'Sow & Grow' Religious Educators Conference
- Caritas – 'Catholic Social Teaching' professional development
- RE Coordinator attended network cluster days
- Awakenings curriculum professional development
- Enhancing Catholic Identity Survey





## Learning & Teaching

### Goals

- To use data to monitor, guide and improve writing standards
- To improve data and strengthen mathematical understandings from F-6.

### Intended Outcomes

- Set targets based on NAPLAN results and trends as well as PAT data
- Utilise the support of CEO staff to implement mathematical understandings

### Achievements

In 2017, we continued to cater to the teaching and learning needs of our students. We focused on two main learning areas, Writing and Mathematics.

Developing our Essential Learning documents in Writing was an important process to ensure our Common Assessment Tasks (CFAT's), Marking Guides and 'I Can' statements all aligned cohesively. Analysing Pre-Assessment data of each Learning Cycle, enabled teachers to build accurate Pacing Guides and our Post-Assessment data, ensured that planned and focused intervention addressed areas of learning need.

Working with our 'Western Trinity' colleagues fortnightly, we explored teacher understandings in Mathematics. Concepts, strategies, professional readings and classroom practise were all focused on, as we developed our shared curriculum.

With the assistance of the Catholic Education Office, we were assisted in co-ordinating the delivery of our mathematics curriculum across the three schools in the 'Western Trinity'. This collaborative approach generated a collegiate environment of mutual accountability that ensured that accurate and comprehensive scope and sequences, essential learnings and common formative assessment tasks were developed to improve student learning outcomes.

Throughout the Writing and Mathematical Learning Cycles, students were made aware of their specific 'I Can' statements and knew what was required of them to achieve personal learning success. Pie Graphs were displayed to share learning data for each Learning Cycle. Students were shown how to read and understand these pie graphs and celebrated their growth. This data was circulated in the school newsletter to share with our parent community and raised the profile of learning in our community.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

There were fewer than 10 students in Year 3 and Year 5 who sat our 2017 NAPLAN. For privacy reasons, our 2017 NAPLAN data will not be shared in this report.

### STUDENT LEARNING OUTCOMES

With no Year 3 students enrolled in 2016, our NAPLAN data in 2017 has not demonstrated any movement over the past 2 years. 2017's data shows that, like 2015, we are meeting the Year 3 national minimum standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.

All of our Year 5 students were at or above the national minimum standards in Writing, Grammar & Punctuation and Numeracy in 2016, however there has been a slight decline in each of these learning areas over the past 12 months. Reading and Spelling however, have both improved in 2017.

Pleasingly, the last three years (2015-2017) have seen our entire Year 3 student cohort at or above the minimum standards.

Our Year 5 data over the past three years shows improvement in Reading and Spelling, therefore it is important that intervention strategies for supporting Writing, Grammar & Punctuation and Numeracy are introduced in 2018.

It is encouraging to see the longitudinal data largely reflecting whole school improvement since 2015.



## 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

- Survey data to be collected on student wellbeing
- Create and strengthen relationships between students, families and school
- Meet regularly with parents, to learn more about their child'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 in 2017. We attended Respectful Relationships training that was introduced by the Victorian Government and used this program to support our wellbeing curriculum.

Our student leadership team formed a Student Representative Council, which gave students a voice in school based decision-making and assisted the students in developing their general leadership capabilities.

We were able to continue the role of Lisa Gonnet, our school pastoral care worker, in 2017, 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.

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 communication from parents/guardians 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:

- Telephone/SMS/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:

- Student Representative Council
- Secondary and Kindergarten Transition Days
- Excursions/Incursions
- House Sports - cross country, swimming, athletics, lightning premierships
- Catholic Education Week celebrations
- Meditation & mindfulness sessions
- 'Bounce Back' wellbeing lessons
- Senior / Junior student buddy program
- Pastoral Care Sessions (National Schools Chaplaincy Funding)

### STUDENT SATISFACTION

In the Insight SRC School Improvement Framework Student Survey, our data indicated that the majority of our students feel safe at school and connected to their peers. While there has been a decline in empathy towards teachers and connectedness with school, our student morale and learning confidence is largely within the acceptable range. Our focus going forward will be on finding new ways to support student motivation and stimulating learning in the classroom.



## Child Safe Standards

### Goals

- To introduce a cyber-safety culture in our school
- To improve student inclusion and behavior management in our school.

### Intended Outcomes

- All Grade 3-6 students will be accredited with digital safety licenses in 2017
- All volunteers in our school will have Working with Children's Certification

### Achievements

In response to **Ministerial Order 870**, and informed by our Child Safety Plan, St Joseph's School, Coleraine, actively worked towards making our school a more 'Child Safe' environment in 2017. This year our focus was to work towards embedding the practices and procedures established in 2016.

Student welfare and behaviour were two key focus areas for our school in 2017, with the introduction of cyber-safety and digital literacy programs high on our list of priorities. We gained our 'eSmart' cyber safety accreditation early in the year and with the students we developed an online behaviour matrix and reviewed our internet and social media policy with the students' assistance.

We surveyed families to determine online user activity and looked at ways that our school program could reinforce positive online behaviours at home. In purchasing our digital licence program, we sought the financial assistance of the Bendigo Bank, who were extremely generous in their support, helping us to prepare our students for the 21<sup>st</sup> century technological classroom. We were very grateful for their support.

In 2017, we improved our employment screening processes, which required extensive background checks on all individuals looking to work within our school community.

Our School Advisory Council were proactive in their assistance with creating, revising and reviewing our Child Safety standards, polies and our school chaplain, Ms Lisa Gonnet, continued to deliver her pastoral care program to support our students in need.



## VALUE ADDED

St Joseph's School was involved in a number of activities and practices in 2017 that supported and promoted child safety across our school operations.

These included:

- A Child Safe statement added to our Vision & Mission documents
- 'Child Safe' Policy was shared with our parent community
- Our 'Student Inclusion & Behaviour' policy was created to demonstrate and clarify acceptable and unacceptable student behaviours
- Risk Assessments were undertaken from a child safe perspective and were undertaken by all staff prior to incursions and excursions
- Prospective candidates for school employment / volunteering opportunities were subject to rigorous screening processes
- Our school chaplain met weekly with students in need
- An 'eSmart' cyber safety program was rolled out in partnership with our local Bendigo Bank branch
- Staff and volunteers underwent 'Child Safe' refresher training, including a demonstration of the processes for reporting abuse or suspected abuse
- A register of 'Working with Children Certificates' was maintained to help collate and monitor the validity of certificates
- 'Child Safe' was assigned a dedicated page on our school's website
- Student representative council met termly to give a student voice to school based decision making



## Leadership & Stewardship

### Goals

- To develop our Professional Learning Community
- To effectively use data to drive student learning improvement

### Intended Outcomes

- Provide greater opportunities for professional development

### Achievements

At the beginning of 2017 we started the year with 35 enrolments, including 10 new Foundation students in LGA. Class sizes saw 20 students in the junior class while the remaining 15 made up our senior learning group from Grades 3 – 6. For the first time in many years, St Joseph's had raised the enrolment numbers in the mid-thirties.

The Federal Government's Royal Commission into child abuse by religious and other non-government organisations continued into 2017 and St Joseph's worked closely with our Advisory Council, the Catholic Education Office and our supporting network schools to continually revise and update our 'Child Safe Standards' – a 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 maintenance and embedding of these standards affirmed our commitment to child safety and was a necessary compliance requirement of the Victorian Registered Qualifications Authority.

Our 'Western Trinity' Professional Learning Community, encompassing the three local Catholic primary schools at Coleraine, Casterton and Edenhope continued to make significant gains, with staff members consolidating their teams and developing a robust, shared curriculum. The success of this inter-school professional relationship was recognised as best practice by both the Catholic Education Office of Ballarat and the Principals' Institute of Australia, with the awarding of the BDSAC Partnership Award and the 2017 John Laing- Professional Development Award to our staff members respectively.

Our Guiding Coalition of joint school leaders, continued to inform the shared direction and vision of our 'Western Trinity' community and its professional focus and we were able to bring about shared student learning improvement with greater release time provided to teachers, the introduction of literacy interventions and the ongoing professional development in learning data analysis that was provided by the Catholic Education Office.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2017**

- PLC –Response to Intervention (Hawker Brownlow)
- Religious Education ('Sow & Grow' RE Closure Day, ECSI Briefings)
- Literacy (OLSEL, Smart Spelling)
- Numeracy (EMU)
- Leadership (VACPSP Conference – Lorne, SZ Conference - Warrnambool)
- Compliance – Reportable Conduct Briefings, First Aid Training
- Child Safety – Mandatory Reporting
- Wellbeing (Respectful Relationships PD)
- Sustainability (ResourceSmart)
- Languages (Indonesian immersion and cluster days)

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL****5****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$1,163****TEACHER SATISFACTION**

Data from our 2017 Insight SRC School Improvement Survey, indicated that staff are very satisfied with the school and how we operate as a team. The school climate percentile data shows 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. Since introducing our Professional Learning Community and increasing professional development opportunities, there has been a significant rise in teacher confidence, engaging practice and quality teaching.





## Community Engagement

### Goals

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

### Intended Outcomes

- Connecting more families in the life of our school
- Embedding our environmental program into the curriculum

### Achievements

During 2017 we continued to bring the community into a learning relationship with the school. As a result of our 'ResourceSmart' program being embedded in our curriculum and sustainability being a focus at school as well as in the community, we completed the Biodiversity module and achieved our second star. Students continue to contribute articles to the weekly newsletter and 'ResourceSmart' blog on the school website.



The maintenance roster has continued successfully in 2017 and helped to share the load of work between our families. In 2017, 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.

The Parents Association, grew in 2017 and as a result we were able to take on a number of additional catering jobs for the Coleraine Art Show, Southern Grampians Shire and Coleraine Lions Club. The group also successfully organised the inaugural 'Twilight Fair', which was a huge community event and a fundraising success.

Our students were also heavily in the Lions Club Young Youth of the Year public speaking completion, the Wannon Hostel aged care buddy program and the Coleraine Pedal Car Grand Prix.



## PARENT SATISFACTION

In 2017, we undertook the following activities and initiatives to further embed and engage families and community partners into our inclusive school environment:

- 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
- Family Information Nights
- Open Day – New Families
- Coleraine Pedal Car Grand Prix
- Book Week Festivities
- Grandparents and Special Friends Day
- Termly Visits to the Wannon Hostel (music, craft, reading and cooking)
- ResourceSmart initiatives (Garden, farm, orchard, waste reduction)
- Community Orchard Pruning Workshop
- Graduation and Commissioning Masses
- Nesting Boxes Project with the Men's Shed
- School website updated and ResourceSmart blog updated weekly
- Clean Up Australia Day and Tree Day activities
- ANZAC Day march

Our parent community strongly support the following initiatives:

- School Advisory Council
- Parent Association
- The Twilight Fair
- Cake Stalls
- Town Market Stalls
- Parent Forums
- Weekly Assemblies
- Classroom Helpers
- Working Bees
- School maintenance roster
- Resource Smart Sustainability Annual Survey.



In the Insight SRC School Improvement Parent Survey, completed in 2017, indicated that the majority of our parents are very satisfied with the school.

The parent opinion percentile data shows that parents deeply value our teacher morale, our focus on learning and our approachability.

## School Data

### VRQA Compliance Data

The school's Financial Performance Information is no longer included in the ARSC. The CECV now provides a consolidated report to satisfy this and other reporting requirements for all its schools.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.58
Y2	90.31
Y3	89.65
Y5	89.05
Y6	93.88
Overall average attendance	91.09

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	99.18%

STAFF RETENTION RATE	
Staff Retention Rate	100.00%

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)	4
FTE Teaching Staff	1.677
Non-Teaching Staff (Head Count)	4
FTE Non-Teaching Staff	2.585
Indigenous Teaching Staff	1