

ANNUAL REPORT TO THE SCHOOL COMMUNITY



2018



**ST JOSEPH'S
SCHOOL
COLERAINE**

REG. SCHOOL NUMBER: 0684

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Contact Details

ADDRESS	67 Read Street, Coleraine VIC 3315
PRINCIPAL	Mr Joshua McElgunn
PARISH PRIEST	Fr Patrick Mugavin
SCHOOL BOARD CHAIR	Mr Cameron Small
TELEPHONE	(03) 5575 2131
EMAIL	principal@sjcoleraine.catholic.edu.au
WEBSITE	www.sjcoleraine.catholic.edu.au
E NUMBER	E2031

Minimum Standards Attestation

I, Joshua McElgunn, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

Wednesday 24th April, 2019



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



2018 enrolment	32
Number of families	21
Number of teachers	1 - Full Time (Principal) 5 - Part Time
Ancillary Staff	1 Administration Officer – Part Time 2 Education Support Officers – Part Time 1 Maintenance Staff – Part Time

In 2018, class groupings at St Joseph's School were once again divided into two **Learning Groups; A** (Foundation/1/2) and **B** (3/4/5/6). With an enrolment of 32 students and 21 school families, St Joseph's provided a comprehensive curriculum, aligned to the Victorian standards 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 2018.

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. 2018 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 the 2018 Country Education Project Award for excellence in Professional Development.

Our Annual Action Plan in 2018 saw us commit to improvement in wellbeing and in literacy, particularly, in the areas of reading and spelling. In working with our neighbouring Catholic schools, we implemented the Respectful Relationships wellbeing framework school wide and continued with SMART spelling as a key literacy strategy across our junior levels. With the consolidation of ongoing learning cycles, regular formative assessments, ongoing intervention strategies and the employment of a wellbeing coordinator, we were successful in achieving measureable success in both of these priorities in 2018.

Principal's Report

2018 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 school improvement.

In 2018, 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 improved as a result. Our school was recognised for its outstanding commitment to professional development this year, receiving the 2018 Country Education Project Award for excellence in staff training and development.

We underwent a formal, external school review in September and were affirmed by the findings of the report that consolidated in detail, the high level of teacher competency, learning diversity and social support that exists at St Joseph's School.

In 2018, identified wellbeing and curriculum development as key target areas to enhance the engagement and learning at our school. Our staff worked collaboratively within their 'Western Trinity' teams to develop a guaranteed and viable curriculum that was diverse, rich and productive. Our classrooms were environments of gratitude, empathy and mindfulness, coupled with an emphasis on creative learning.

Our NAPLAN results in 2018 showed that we still have work to do across key learning areas in 2019, however our longitudinal school-based 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 2018 and our '2 Star' Resource Smart sustainability program has been an ongoing conduit between the school and our community. Our community work with the aged care hostel was once again a feature of our community service in 2018 and we once again contributed to our local agricultural show, arts gala and pedal car grand prix.

In summary, 2018 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

Catholic School Culture

Goals

- To improve student spelling outcomes
- To improve student reading outcomes

Intended Outcomes

- To develop a shared and consistent approach to teaching and assessing spelling
- To develop a shared and consistent approach to improving reading standards

Achievements

St Joseph's School continued to provide students with the opportunity to explore and deepen their faith experience through the traditions and teachings of the Catholic Church in 2018. Celebrating termly celebrations in our church (liturgies and masses), we enjoyed shared faith experiences with both our parish and inter school communities over the past twelve months. The new 'Awakenings' (Religious Education) Curriculum, was introduced to staff at a draft level and our Religious Education leaders contributed to the development of the document on the school's behalf.

Our 'St Joseph the Worker' Feast Day was another successful event with students dressing up in 'High-Visibility' clothing to honour the labour of our patron saint. The students also celebrated Catholic Education Week in 2018, joining students from across our network of Catholic schools and sharing in Mass in Portland.

The school supported the local Parish in 2018 by taking ownership over the Sacramental program previously run by parishioners. The school offered an after school program that provided theological understanding and information on the Rites of Initiation for students and/or families wishing to join or continue the journey into life as a Catholic community member. Five students took part in the program, with four being baptised. As a result, the school was directly responsible for an 18% increase in Catholic parish/school enrolments.



With a focus on 'Enhancing our Catholic Identity' and in trying to examine who we are as a Catholic education community, our staff helped to organise and deliver the 'Sow & Grow' religious education conference once again in Hamilton. The event saw a host of presenters come together to 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 2018 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
- 'St Joseph the Worker' Feast Day Mass
- Mission Month (Fundraising for Catholic Missions)
- Catholic Education Week Network Celebration in Portland
- 'Sow & Grow' Religious Educators Conference
- Parish Sacramental Program
- Caritas – 'Catholic Social Teaching' professional development
- RE Coordinator attended network cluster days
- Awakenings curriculum professional development

Learning & Teaching

Goals

- To improve student spelling outcomes
- To improve student reading outcomes

Intended Outcomes

- To develop a shared and consistent approach to teaching and assessing spelling
- To develop a shared and consistent approach to improving reading standards

Achievements

In 2018, we continued to cater to the teaching and learning needs of our students. We focused on two main learning areas, Spelling and Reading.

At the beginning of the year, staff attended the SMART Spelling PD with Michelle Hutchison. This was a shared approach that was agreed upon to utilise in our classrooms across the whole school. This spelling approach begins with the expansion of vocabulary, before students break down the words into syllables, sounds, letter patterns (graphs, digraphs and trigraphs) following the SMART spelling routine. Differentiation of words are provided with guidance for each student.



Developing our Essential Learning documents in Spelling was an important process to ensure the alignment of 'I Can' statements, assessments and weekly spelling activities were cohesive. Analysing Pre-Assessment data of Termly spelling assessments, enabled teachers to build accurate Pacing Guides and our Post-Assessment data, ensured that planned and focused intervention, addressed areas of learning need.

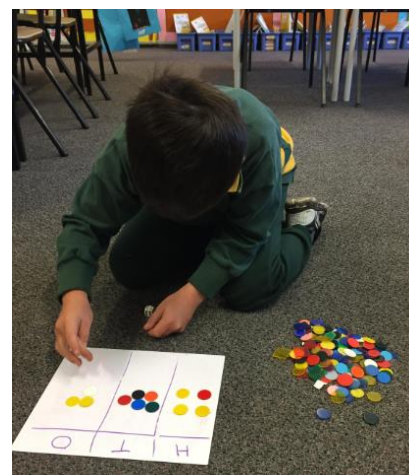
Working with our 'Western Trinity' colleagues weekly, we explored teacher understandings in Spelling. Concepts, strategies and classroom practices were all focused on, as we developed our shared curriculum. This collaborative approach generated a collegiate environment of mutual accountability that ensured that accurate and comprehensive scope and sequences, essential learnings and common formative assessment tasks were developed to improve student learning outcomes.



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Within reading, we focused on broadening the students decoding and comprehension skills. Developing activities that incorporated guided reading groups, the question matrix and specific comprehension activities were factored into daily planning. The use of the online reading resource, Reading Eggs was a successful tool and was used by teachers for a range of reading practises. Running Records, PAT-R, Alpha Assess and Fountas and Pinnell were assessment tools used throughout the year to guide the differentiation of planning to cater for students.

Throughout the Spelling and Reading 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 newsletter to share with our parent community.



STUDENT LEARNING OUTCOMES

There were fewer than 10 students in Year 3 who sat our 2018 NAPLAN, all of whom were at or above the national minimum standards in Writing, Grammar & Punctuation and Numeracy in 2018.

Pleasingly, the last four years (2015-2018) have seen our entire Year 3 student cohort reach the minimum standards. It is encouraging to see the longitudinal data largely reflecting whole school improvement since 2015.

We had no Year 5 cohort in 2018 and therefore, no data set to share.

For privacy reasons, particularly to prevent the identification of individual students, our 2018 NAPLAN data scale will not be shared in this report.

Wellbeing

Goals

- To improve student spelling outcomes
- To improve student reading outcomes

Intended Outcomes

- To develop a consistent approach to behaviour management, building relationships and fostering resilience

Achievements

With the appointment of Shauna Beattie, our Wellbeing Leader for the Western Trinity, we were able to monitor student and staff wellbeing throughout the year and take relevant action. Termly surveys were administered and data processed to inform teachers of the Wellbeing Climate within the classrooms. A gap analysis was done to highlight particular areas of need in order to enhance wellbeing for students.



We introduced the 'Respectful Relationships' program after taking part in whole staff Professional Development in late 2017 and again in January 2018. We ensured explicit teaching and learning took place with weekly timetabled Wellbeing lessons. We were able to continue the role of Lisa Gonnet, our school pastoral care worker, in 2018, 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 Special Education Leader, 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.

The rollout of the Nationally Consistent Collection of Data (NCCD) assisted us in recognising and supporting students with disability to best assist them in accessing and participating in learning. A shared understanding of restorative practices allowed us to approach conflicts with a view to repairing relationships for the betterment of all parties.



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VALUE ADDED

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

- 'Respectful Relationships' wellbeing lessons
- 'Bounce Back' program
- Student Representative Council
- Termly Wellbeing Surveys
- eSmart CyberSafety Week
- NAIDOC Week activities
- Design and construction of an Indigenous Garden
- Indigenous art projects
- Secondary and Kindergarten Transition Days
- Excursions/Incursions
- Camps
- House Sports - cross country, swimming, athletics and lightning premierships
- Catholic Education Week celebrations
- Meditation & mindfulness sessions
- Senior / Junior student buddy program
- Increased provision of Learning Support Officers in classrooms
- Pastoral Care Sessions (National Schools Chaplaincy Funding)

STUDENT SATISFACTION

The Wellbeing data collected each term in our 2018 student surveys indicated that students are happy at school, feel safe and have friends. It has been acknowledged by students that there is great value in termly Wellbeing check-ins.

In our last 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 slight decline in empathy towards teachers and connectedness with school, our student morale and learning confidence is well within the acceptable range.

Our focus going forward will be on finding new ways to support student motivation and stimulating learning in the classroom.

STUDENT 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.



Child Safe Standards

Goals

- To improve student inclusion
- To align behaviour management strategies across our school



Intended Outcomes

- To provide a voice for students in school operations
- To provide consistency for students in meeting school wide expectations

Achievements

In 2018, St Joseph's School, continued its ongoing implementation and review of the Child Safe Standards to bring about positive cultural change in the school community. In further developing strategies and programs established in 2017, the school has worked hard to embed many of the practices that ensure the safety of young people and the accountability of any adult privileged enough to work within the school environment.

In the past twelve months the school has amended its privacy, data collection, safeguarding of children, behaviour management, mandatory reporting and code of conduct policies and procedures to align with the Child Safe Standards, ratified by the School Advisory Council and communicated with the community.



In 2018, we employed Miss Ellie Guthrie to the position of Compliance Officer to ensure that safety needs were being addressed. This position has been instrumental in maintaining accountability, with the principal and school leadership team in constant dialogue with a human resources expert.

The school has implemented the PROTECT resources within the school and the Child Protection Officer is established and known to the community. Staff have undergone Mandatory Reporting training and the Reportable Conduct Scheme was introduced at a Diocesan level to apply another level of professional accountability for staff.

Our student representative council was expanded to take in younger students across all year levels within the school. Council meet on a bi-termly basis and minutes are taken and shared with the student cohort to demonstrate transparency, agency and advocacy on their behalf.

This year we celebrated NAIDOC and Indonesian Cultural Days to recognise the diversity of our student cohort and we enlisted the help of an indigenous artist to create a Catholic Harmony artwork to hang in the foyer of our school.

In the classrooms, we continued to develop student voice initiatives in conjunction with our 'Respectful Relationships' program and eSmart cyber-safety curriculum. We also invited Commonwealth Games gold medallist, table tennis player Melissa Tapper to speak to the students. As a female athlete and competing with a physical disability, Melissa was able to discuss inclusion, breaking stereotypes and being open to diversity for the students, in a powerful and realtable way.



St Joseph's School remains committed to providing a safe environment for all students and to the professional development of staff in order to empower and protect our school community's most vulnerable members.



Leadership & Management

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

Our 'Western Trinity' Professional Learning Community, encompassing the three local, Catholic primary schools at Coleraine, Casterton and Edenhope continued to make significant gains in student learning improvement, with staff members consolidating their teams and developing a robust, shared curriculum. The success of this inter-school professional relationship was recognised as the network of schools took out the 2018 Country Education Project's annual award for excellence in rural education and subsequently picked up a \$6000 professional development grant as a result.



Our Guiding Coalition of joint school leaders, continued to inform the shared direction and vision of the 'Western Trinity' community. In 2018 we were able to bring about shared student learning improvement with greater release time provided to teachers, the consolidation of tiered intervention practices and ongoing professional development in data analysis provided by the Catholic Education Office.

In 2018 we also underwent an external school review in which the school was reviewed across the five key aspects of highly effective Catholic Schools. The review was an extremely positive experience and the school received plaudits for the excellent standard of learning and teaching, our commitment to maintaining a rich, Catholic identity and our ability to engage with our community. The school was invited to create a strategic learning plan in which building staff leadership capacity and improving student wellbeing will be major priorities over the next five years.



EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- PLC –Response to Intervention (Hawker Brownlow)
- Religious Education ('Sow & Grow' RE Closure Day, ECSI Briefings)
- Literacy (OLSEL, Smart Spelling)
- Numeracy (EMU)
- Learning Diversity – Nation Consistent Collection of Data Briefings
- Leadership - Masters of Educational Leadership Studies (Principal)
- Compliance – Reportable Conduct Briefings, First Aid Training
- Child Safety – Mandatory Reporting e-modules
- Wellbeing (Respectful Relationships PD)
- Behaviour Management – '7 Keys to Success' Tom Hierck
- Behaviour Management – Dan Petro Presentation
- Sustainability (ResourceSmart)
- Languages (Indonesian immersion and cluster days)

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

7

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,159.37

TEACHER SATISFACTION

Data from our last 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 build stronger learning partnerships with parents
- To have a stronger presence at local community events

Intended Outcomes

- Connecting more families in the life of our school
- Including families in our ResourceSmart sustainability program

Achievements

During 2018 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.

Family information evenings were highly positive, where parents were invited to experience Learning Walks with a focus on Literacy and Numeracy engagement and games. Grandparents Day was well attended once again and our Mother's Day High Tea and Father's Day Breakfasts were both very successful.

Social media platforms continued to be used very successfully to provide timely communication between home and school and 'Class Dojo' points have been another welcome strategy to inform parents of their children's successes throughout the year.

The Parents Association, grew in 2018 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 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

Our most recent Insight SRC parent opinion data shows that parents deeply value our teacher morale, our focus on learning and our approachability.

In 2018, 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
- Planting Indigenous 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)
- Graduation and Commissioning Masses and Liturgies
- Poetry at the Coleraine Agricultural Show
- Lions Club Young Youth of the Year
- Participation in the Neale Daniher Drive - Support MND Day
- School website updated and ResourceSmart blog updated weekly
- Clean Up Australia Day and Tree planting activities
- ANZAC Day march
- Coleraine Christmas Carnival Parade

Our parent community strongly supported the following initiatives:

- School Advisory Council
- Parents Association
- The Twilight Fair
- Cake Stalls
- Town Market Stalls
- Parent Forums
- Weekly Assemblies
- Classroom Helpers
- Working Bees
- School maintenance roster
- Sports Day Canteens
- Resource Smart Survey



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	%
Y01	92.9
Y02	86.1
Y03	91.4
Y04	93.3
Y06	85.3
Overall average attendance	89.8

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	95.20%

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)	6
FTE Teaching Staff	3.2
Non-Teaching Staff (Head Count)	3
FTE Non-Teaching Staff	1.6
Indigenous Staff	1