

ANNUAL REPORT TO THE SCHOOL COMMUNITY



2019



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	Ms Melissa Jacobson
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, 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA

Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

27/04/2020

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.

September 2018

School Overview

2019 enrolment	36
Number of families	26

Number of teachers:

- 1 Principal (Full Time)
- 6 Teachers (2 Full Time - 4 Part Time)

Ancillary Staff

- 1 Administration Officer – (Part Time)
- 2 Education Support Officers (1 Part Time & 1 Full Time)
- 1 Maintenance Staff (Part Time)

In 2019, 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 36 students from 26 school families, St Joseph's School provided a comprehensive curriculum, aligned to the Victorian Curriculum and differentiated to support student learning needs. St Joseph's 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 2019.

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. 2019 was an outstanding year that saw the three schools work towards improving teaching and learning outcomes in partnership with one another. It was another successful year for the Western Trinity Schools network with the network schools pooling funding and resourcing to bring professional development to the district.

Our Annual Action Plan in 2019 saw us commit to improvement in literacy, particularly in the areas of writing and spelling. In working with our neighbouring Catholic schools, we consolidated SMART spelling as a key strategy across our junior levels, introduced further intervention programs to support literacy development and improved our essential curriculum. With the consolidation of ongoing learning cycles, regular formative assessments and ongoing intervention strategies, we were successful in achieving our strategic priorities in 2019.

Principal Report

2019 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 another exemplary year of school improvement.

This year, we focused on student wellbeing as an Annual Action Plan goal and we introduced the Respectful Relationships program to the curriculum. We continued to engage our Centacare appointed Pastoral Care Worker under the National Chaplaincy Program in 2019 and the students and families continued to build a strong rapport with Lisa Gonnet in her role.

We continued to work with our local community in 2019 and our '3 Star' Resource Smart sustainability program was an ongoing success shared by the school and our families. Our community work with the aged care hostel was once again a feature of our community service in 2019 and our contributions to the local agricultural show, arts gala and pedal car grand prix were greatly appreciated by local community groups.

2019 saw Mr Patrick Sinnott fill the teaching position vacated by Mrs Catherine Egan in the senior school, while Mrs Shannyn McElgunn and Mrs Jacqui Grimmer both left on maternity leave at the end of the year. Mr Brendan Bunworth also joined the school as a Learning Support Officer this year, and focused on supporting the 'Response to intervention' program we initiated. With enrolment numbers set to increase next year, it is expected that up to three new staff members may be required.

2019 was another highly successful year at St Joseph's School, with enrolments continuing to rise and student learning reaching greater levels of achievement. I would like to thank our school community for the confidence and trust they continue to show towards their children's teachers and I look forward to another positive year in 2020.

Yours in faith,



Principal

Catholic School Culture

Goals & Intended Outcomes

- To enhance our 'Catholic Identity' within our community
- Deepen our understanding of our 'Enhancing Catholic School Identity' Data

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 2019. 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 consolidated amongst staff and our Religious Education leaders contributed to the planning of the documents in conjunction with Catholic Education Office consultants.

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 2019, joining students from across our network of Catholic schools and sharing in Mass together.

With a focus on 'Enhancing our Catholic Identity' and in trying to examine who we are as a Catholic education community, our staff took part in a Religious spirituality retreat in Halls Gap. The event, hosted by two religious education consultants from the Catholic Education Office, came 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 2019 that gave life to our ongoing culture of Catholic faith and tradition.

These included:

- School masses and liturgies
- Parish masses
- Religious Education & Spirituality Retreat (Halls Gap)
- 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
- Parish Sacramental Program
- Caritas – 'Catholic Social Teaching' professional development
- RE Coordinator attended network cluster days
- Awakenings curriculum professional development

Community Engagement

Goals & Intended Outcomes

- To build stronger learning partnerships with parents
- To have a stronger presence at wider community events
- To connect more families to the life of our school

Achievements

During 2019 we continued to bring the community into a learning relationship with the school. As a result of our 'ResourceSmart' program continuing to be embedded in our curriculum and sustainability, it was a focus at school as well as in the community. We completed the module on reducing waste at school and in our homes and achieved our third star. Students continued 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. These nights were promoted and involved the wider community, especially new families from Kinder, which contributed to our strong enrolments for 2020.

Social media platforms 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 2019 and as a result we were able to take on a larger variety of catering and stall events. One of the larger catering events involved the local Coleraine Art Show and the group also successfully organised the inaugural 'Twilight Fair', which was a huge community event and a fundraising success.

Our students were also heavily involved in the Lions Club Young Youth of the Year public speaking competition, Spelling Bee Competition and the Coleraine Pedal Car Grand Prix. We came first in the Coleraine Pedal Car Grand Prix where students won \$500 prize money to be used for resources, to support them at school.

INSIGHT SRC DATA

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

PARENT SATISFACTION

In 2019, 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
- Visits to the Wannon Hostel (music, craft, reading and cooking)
- ResourceSmart initiatives (Garden, farm, orchard, waste reduction)
- The Men's Shed (Bee Hotels/Bird Boxes)
- Commissioning Masses and Liturgies
- Poetry at the Coleraine Agricultural Show
- Lions Club Young Youth of the Year
- Spelling Bee Competition
- School website updated and ResourceSmart blog updated weekly
- Clean Up Australia Day and Tree planting activities
- ANZAC Day march
- Coleraine Art Show
- Bees Wax and Produce Bag workshops
- Coleraine Christmas Carnival Parade

Our parent community strongly support the following initiatives:

- School Advisory Council
- Parent Association
- The Twilight Fair
- Cake Stalls
- Town Market Stalls
- Coleraine Art Show
- Bees Wax and Produce Bag workshops
- Parent Forums
- Weekly Assemblies
- Classroom Helpers
- Working Bees
- School maintenance roster

Leadership & Stewardship

Goals & Intended Outcomes

- To develop our Professional Learning Community
- To effectively use data to drive student learning improvement
- To 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 evident in the increasing number of enrolments each school was attracting, the increased number of applicants for teaching positions and the number of students (100%) of our Grade 3 and 5 students meeting national standards.

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

Graduate teacher mentoring and professional coaching sessions were introduced to the termly calendar also as staff worked with a critical colleague to devise, execute and evaluate their professional practice on a five week, cyclical basis. The introduction of the Coaching protocol was designed to build teacher efficacy and to develop reflexive practice amongst the group.

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.

EXPENDITURE AND STAFF PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- Literacy PD – Misty Andoniou (2 days)
- VCOP & Big Write – Literacy PD (Hamilton)
- Religious Education & Spirituality Retreat (Halls Gap)
- Michael Fullan PD
- MultiLit Training: MacqLit
- Literacy (OLSEL, Smart Spelling)
- Numeracy (EMU)
- Learning Diversity – Nation Consistent Collection of Data Briefings
- Graduate Teacher PD (Halls Gap)
- VACPSP – Educational Leadership Conference (Lorne)
- Leadership - Masters of Educational Leadership Studies (Principal)
- Compliance – Reportable Conduct Briefings
- Level 2 First Aid & CPR Training
- Child Safety – Mandatory Reporting e-modules
- Behaviour Management – Dan Petro Presentation
- Sustainability (ResourceSmart)
- Languages (Indonesian immersion and cluster days)

NUMBER OF STAFF WHO PARTICIPATED IN PL in 2019

8

AVERAGE EXPENDITURE PER STAFF MEMBER FOR PL

\$1,602.70

Learning & Teaching

Goals & Intended Outcomes

- To develop an aligned, consistent and shared approach to teaching and assessing spelling
- To develop an aligned, consistent and shared approach to improving writing standards

Achievements

In 2019, we continued to cater to the teaching and learning needs of our students. We focused on two main learning areas, Writing and Spelling.

At the beginning of the year, all staff members attended the VCOP PD. This shared approach was agreed upon to utilise in our classrooms across the whole school. It introduced students to the fundamentals of vocabulary, connectives, openers and punctuation with the aim of giving them 'tools' to support their writing. One shared approach was for all classrooms to have a VCOP wall display, which was built with the interaction of the students. This was referred to and added to throughout the year and we noticed students used improved vocabulary and punctuation as they became familiar with the use of this tool in their writing.

Reviewing our Essential Learning documents in Writing and including the concepts of VCOP, ensured the alignment of 'I Can' statements and a greater focus on baseline writing components, rather than specific writing genre. In Week 7 of each term, we completed a Cold-Write, which enabled us to moderate and analyse student writing with a focus on the VCOP components. A baseline writing spreadsheet was designed to collate this data. This information enabled us to plan accordingly and address any areas of learning need.

Our new staff members attended the SMART Spelling PD with Michelle Hutchison. We utilised this shared approach in the 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). Differentiation of words were provided with guidance for each student. This approach involved parent engagement as students were given a weekly SMART spelling task to complete at home. We noticed in Learning conversations that parents were asking or using the terminology of graphs, digraphs and trigraphs to help consolidate the learning with their child.

Developing our Essential Learning documents in Spelling was an important consolidation process to ensure the alignment of 'I Can' statements, assessments and weekly spelling activities were cohesive. This measured the effectiveness of the specific spelling rules for the week. 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.

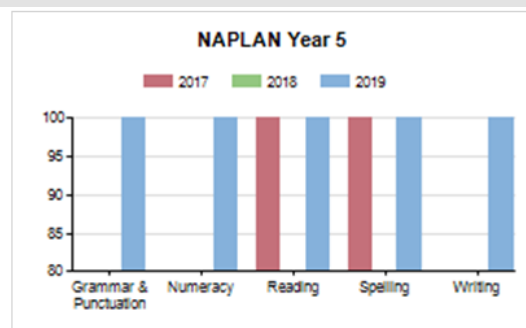
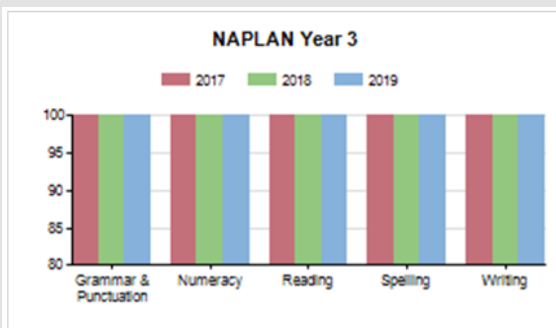
Working with our 'Western Trinity' colleagues weekly, we explored teacher understandings in Writing and Spelling. Concepts, strategies and classroom practices were all focused on, as we developed our shared curriculum. This collaborative approach generated a collegiate environment of mutual accountability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

student outcomes, we attended a spelling competition in Warrnambool for the first time. Two grade five students and one grade four student participated with increased confidence and understanding.

Throughout the Writing and Spelling 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 continued to be displayed to share learning data for each Learning Cycle. Students consolidated and understood how to read these pie graphs and celebrated their continued growth. This data was circulated in the school newsletter to share with our parent community and raised the profile of learning in our community.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	75.0	0.0	0.0	100.0	0.0
YR 05 Numeracy	75.0	0.0	0.0	100.0	0.0
YR 05 Reading	100.0	0.0	0.0	100.0	0.0
YR 05 Spelling	100.0	0.0	0.0	100.0	0.0
YR 05 Writing	75.0	0.0	0.0	100.0	0.0



Pleasingly, the last four years (2015-2019) have seen our Year 3 and Year 5 student cohorts improve to meet or be above the minimum standards. It is encouraging to see the longitudinal data reflecting whole school learning improvement.

Wellbeing

Goals & Intended Outcomes

- To improve student Wellbeing outcomes
- To develop a consistent approach to behaviour management, building relationships and fostering resilience

Achievements

Mrs Shauna Beattie, our Wellbeing Leader for the Western Trinity, was able to monitor student and staff wellbeing throughout the year. Every 5 weeks, termly surveys were administered and data processed to inform teachers of the Wellbeing Climate. A gap analysis was then undertaken to highlight particular areas of need in order to enhance wellbeing for students.

We continued our 'Respectful Relationships' program after taking part in whole staff Professional Development in January of 2019. We ensured explicit teaching and learning took place with weekly timetabled Wellbeing lessons. We were able to utilise Ms Lisa Gonnet, our school pastoral care worker to work with students and families in social and emotional distress, a service 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 Learning Diversity Leader, 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 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 common conflicts with a view to repairing relationships for the betterment of all parties.

VALUE ADDED

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

- Secondary and Kindergarten Transition Days
- Excursions/Incursions
- House Sports - cross country, swimming, athletics, lightning premierships
- Catholic Education Week celebrations
- Meditation & mindfulness sessions
- 'Respectful Relationships' Wellbeing lessons
- Senior / Junior student buddy program
- Termly Wellbeing surveys to offer a forum for anonymous sharing
- Pastoral Care Sessions (National Schools Chaplaincy Funding)

STUDENT SATISFACTION

The Wellbeing data collected each term in 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.

STUDENT ATTENDANCE

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.

Child Safe Standards

Goals and Intended Outcomes

- To improve student inclusion practices
- To provide agency and voice for students

Achievements

In 2019, 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 2018, the school worked hard to embed many of the practices that ensured the safety of young people and the accountability of any adult working within the school environment.

Miss Ellie Guthrie was outstanding in her leadership as school Compliance Officer in 2019, ensuring that policies and procedures were legislatively accurate and easy to access by teachers. Her documentation has ensured that student safety is prioritised by the staff.

The school implemented and consolidated the PROTECT resources within the school and the Child Protection Officer is established and known to the community. Staff underwent 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 met on a bi-termly basis and minutes were taken and shared with the student cohort to demonstrate transparency, agency and advocacy on their behalf. The students created our first Child-friendly 'Code of Conduct' which they presented to the community in April of 2019.

In the classrooms, we continued to develop student voice initiatives in conjunction with our 'Respectful Relationships' program and eSmart cyber-safety curriculum. The school celebrated NAIDOC week and continued to develop our Indigenous Garden along the southern fence line of the site.

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.

School Performance Data Summary

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.1
Y02	90.7
Y03	92.8
Y04	92.4
Y05	92.4
Overall average attendance	92.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	83.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	2.5
Non-Teaching Staff (Headcount)	4
Non-Teaching Staff (FTE)	2.6
Indigenous Teaching Staff (Headcount)	1