

St Joseph's School Coleraine

2020

Annual Report to the School Community

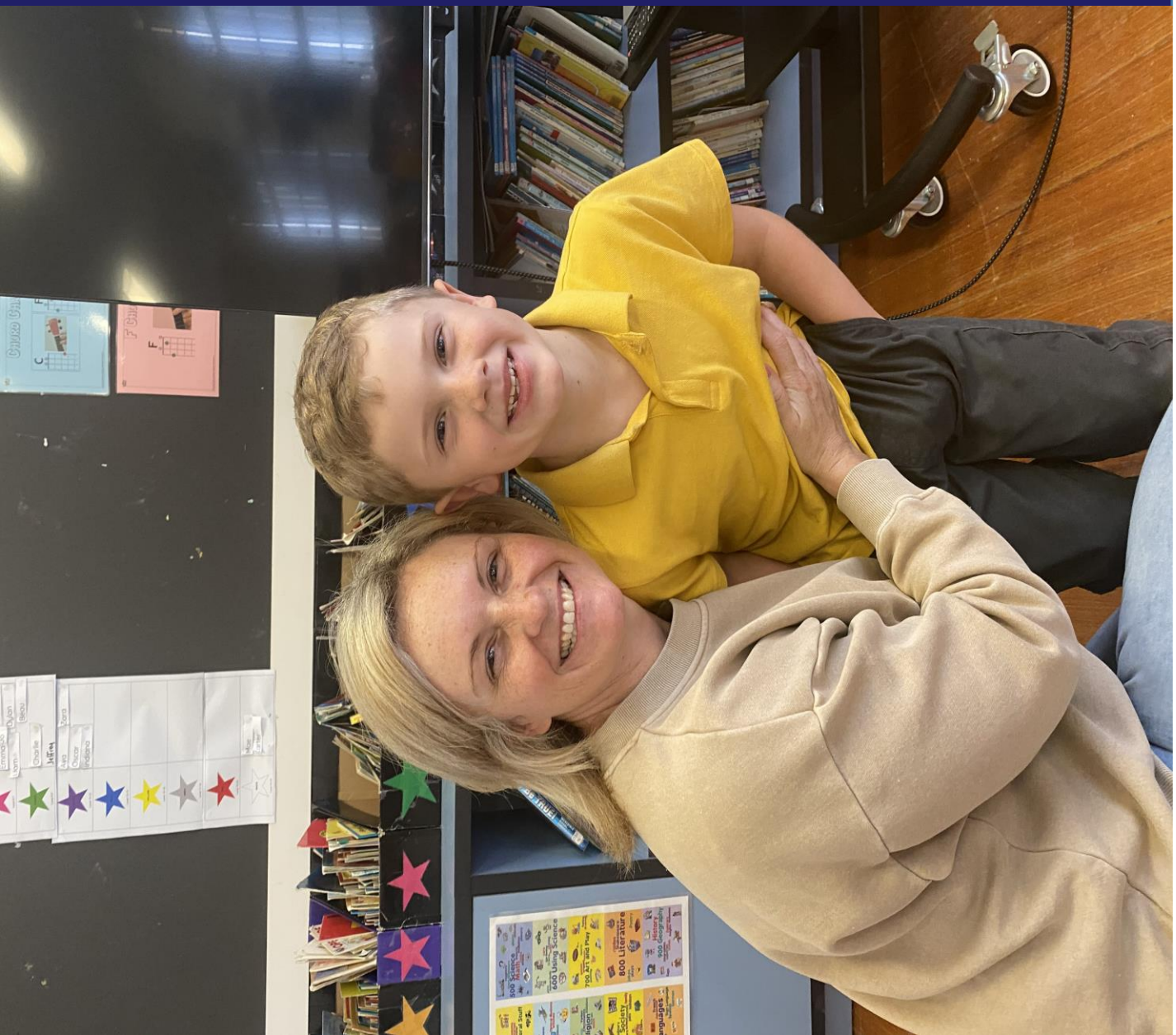


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E NUMBER	E2031

Minimum Standards Attestation

I, Karl Dwyer, attest that St Joseph's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2020 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in School.

Karl Dwyer

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Our School Vision & Mission

Our School Vision

"I have come so that they may have life and have it to the full."
John (10:10)

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

School Overview

2020 enrolment Number of families 44 30

Number of teachers:

1 Principal (Full Time) 5 Teachers (2 Full Time - 3 Part-Time)

Ancillary Staff

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

In 2020, our school community and the wider district were severely impacted by the coronavirus Covid19 pandemic. The government closures, remote learning arrangements and essential worker supervision requirements were an extremely difficult process to manage, however, our community came through with flying colours and the credibility and trust built between all stakeholders throughout this shared hardship has made our community stronger.

This year, class groupings at St Joseph's were divided into three Learning Groups - A (Foundation/1), B (2/3/4) and C (5/6). With an enrolment of 44 students and 30 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's reputation in the local community as an institution that strives for excellence was consolidated in 2020 and the school was well supported by an enthusiastic and capable School Advisory Council and Parent Association.

Professionally, the school staff continued with professional learning towards building a collaborative 'Professional Learning Community' with sister schools at St Malachy's School, Edenhope and Sacred Heart School, Casterton. Despite many geographical and social constraints, 2020 was another outstanding year from a staff perspective that saw the three schools work towards improving teaching and learning outcomes in partnership with one another. The resilience and commitment of all staff were put to the test and it was amazing to see the teachers, administration staff and learning support officers work together to achieve positive learning outcomes.

Our Annual Action Plan was greatly impacted this year as our attention focused on wellbeing and community support more than teaching and learning outcomes. NAPLAN and other assorted assessments were postponed for 2020 and a refocused energy was placed on communicating virtually or socially distanced with students and parents on a daily basis. Despite the many challenges faced in the Covid-19 lockdowns, staff committed to delivering sound learning and

teaching in both literacy and numeracy. Term 4 was dedicated to the reintroduction of students to formal learning and while some assessments did take place, the school recognises that a considerable part of the first semester of 2021 will be dedicated to learning recovery and the consolidation of concepts previously taught.

Principal's Report

Principal's Report

2020 was a challenging yet pleasingly successful year at St Joseph's School, Coleraine. With the support of our Canonical Administrator and Parish Priest, Fr Patrick Mugavin and Fr George Kuruvila, the guidance of our School Advisory Council and the dedication of our exemplary teaching staff, we were able to navigate our school through the worst pandemic in living memory. Our students and families showed remarkable resilience and determination throughout two lockdown periods of remote learning and the open and constant communication between home and school was an overwhelming success. Without the cooperation of these parties, our school community may well have fallen apart, but instead, we have forged stronger relationships and St Joseph's is in a strong position to make great student learning advancements in 2021.

In 2020 we began the year welcoming six Foundation students and our highest enrollment number (44 students) in nearly 15 years. We welcomed Nicky Lowe, Chelsea McQueen and Alesha Currie into our junior and middle school classrooms respectively, to cater for the growth of a third classroom. Our new portable classroom was installed and refurbished over the Easter break with a view to the senior class moving into the learning space for term 2, however, the Coronavirus lockdowns soon put that on hold.

The Covid 19 pandemic had far-reaching consequences across all industries and sectors and education was no different. In Term 2 our students were forced into remote learning from home and the staff were able to adapt their professional work practices to cater for the needs of children learning off-site. Not without its challenges, remote learning initially was administered in hard-copy packs as only 64% of our families had a reliable internet connection, thus making online classes inequitable and unachievable. The teachers planned, personalised and produced weeks of authentic learning tasks that were then driven out to remote home environments on weekends to ensure every family had access to the learning material. Staff pulled enormous work hours, sharing dinner at school and working well into the night. Their efforts were extraordinary.

Unfortunately, Term 3 brought about a second wave of lockdowns, however, this time families and staff were better prepared. Most families had sought internet connections at home and those unable to do so were permitted time onsite to attend short periods of structured learning under our 'vulnerable student' provision. Wider afield, the 'cancel' culture hit the school hard with athletics carnivals, camps, excursions, NAPLAN assessments, feast days, family days and fundraisers all succumbing to the pressures of social distancing. We did however; find creative ways to celebrate Mothers' Day and Fathers' Day with an afternoon tea pack sent home for mums and a drive-through barbeque breakfast for the dads.

As the year rounded out, we had six students enrol in Baptismal preparation through our Sacramental program, another nine celebrated their Reconciliation and two of our senior students made their Confirmation and Eucharist. The last term saw my departure as Principal after nearly seven years as leader of the school community and Mrs Kate Plush, one of our long-serving and most capable staff members filling the interim position. Moving on from the lockdowns and remote learning provisions, Term 4 was spent readjusting students to school norms and expectations, building learning stamina and generating a data picture that could show where the learning gaps are that will need solid intervention in 2021.

After what has been the most challenging year of my career and most likely our school community's history, I would like to extend my sincerest thanks to our students, parents and staff for the patience, understanding and empathy you showed one another throughout these extremely difficult times. After seven wonderful years in Coleraine, I will be taking up a principal position at St Therese' School, Torquay in 2021. I am forever grateful for the success we have shared and the friendships made in this wonderful community. I wish everyone in the St Joseph's School, Coleraine family every success for the future.

Thank you again for the love and support you have given my family and I over the years. This school and its people will always be dear to my heart.

Mr Joshua McElgunn

Principal

Catholic School Culture

Goals & Intended Outcomes

Goal:

To live justly, love tenderly, and walk humbly with our God.

Intended Outcome:

Deepen our understanding and enhance our 'Catholic Identity' within our community

Achievements

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 2020. With the challenges presented to us during the Covid 19 Pandemic, along with our school community forced into Remote and Flexible Learning, we endeavoured to be creative and find ways to continue to instil faith experiences and opportunities for our students, staff and families.



Our 'St Joseph the Worker' Feast Day was a successful event, with students dressing up in 'High-Visibility' clothing to honour the labour of our patron saint.

During Remote and Flexible Learning, students participated in activities about St Joseph the Worker and we offered families the opportunity to send in photos of their students dressed up, to share on our social media platforms.

With a focus on 'Enhancing our Catholic Identity' and in trying to examine who we are as a Catholic education community, our staff participated in a Catholic Social Teaching Professional Development day. The event professionally developed our staff in understanding the Four Pillars of our Church's Social Doctrine and reflecting on how we can enable social justice activities in our school community.

We were able to celebrate our Beginning of the Year Mass, welcoming 8 new Foundation students, along with the new staff. It wouldn't however be until Term 4, that we could enjoy further shared faith experiences with our families and parish for Sacramental celebrations.



In Term 4, we had 6 students enrol in the Baptismal Sacrament program and celebrated their Baptism with family and parishioners. 9 students celebrated their Reconciliation and our senior students made their Confirmation and Eucharist.

VALUE ADDED

St Joseph's School was involved in a number of activities and practices in 2020 that gave life to our ongoing culture of Catholic faith and tradition.



These included:

Beginning of Year Mass

Parish Masses (Not during Covid 19 Lockdown)

Daily class prayer

'St Joseph the Worker' Feast Day

Mission Month (Fundraising for Catholic Missions)

Parish Sacramental Program

Caritas - 'Catholic Social Teaching' professional development

RE Coordinator attended network cluster days (Video Conference)

Awakenings curriculum professional development - CEOB Consultants (Video Conference)

Community Engagement

Goals & Intended Outcomes

Goals

To build stronger learning partnerships with parents

To have a stronger presence at wider community events

Intended Outcomes

Connecting more families in the life of our school.

Achievements

During 2020, parent engagement became a huge priority in fostering partnerships to support Remote and Flexible Learning arrangements. Our students and families showed remarkable resilience and determination throughout two lockdown periods of remote learning and the open and constant communication between home and school was an overwhelming success. Without the cooperation of these parties, our school community may well have fallen apart, but instead, we have forged stronger relationships.

In Term 1, we were able to host a Family Information evening for new and present families to connect and learn more about St Joseph's school. This was a highly positive experience and saw a wonderful turnout of families coming together to be involved. It was really our last opportunity together before we were sent into lockdown with the Covid19 pandemic.

In Term 2 and 3, we were hit with two lockdown phases throughout Remote and Flexible Learning due to the Covid19 pandemic. The connection between school and families became paramount. With constant and numerous communication options, regular wellbeing check-ins, and a school community willing to listen to each other and be proactive support, we found our grounding and strengthened our appreciation and love for the entire school community. Our social media platforms such as 'Facebook', 'Skoolbag App' and our School Website were widely utilised to cater for the communication between home and school.



Wider afield, the 'cancel' culture hit the school hard with athletics carnivals, camps, excursions, NAPLAN assessments, feast days, family days and fundraisers all succumbing to the pressures of social distancing. We did, however, find creative ways to celebrate Mothers' Day and Fathers' Day with an afternoon tea pack sent home for mums and a drive-through barbeque breakfast for the dads.



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 at home during Remote and Flexible Learning. We saw students cooking, gardening, harvesting, recycling and connecting with many skills learnt at school to then adapt to student's own homes. We applied for and received a Wannan Water Ripple Effect Grant to add a drip watering

The Parents Association connected virtually to host meetings throughout the year. As a result of Covid19, many fundraising and social events were cancelled and this time was really used to remain connected and share check-in with one another. Our 'Twilight Fair', which is a huge community event and fundraising success has been scheduled for March 2021.

PARENT SATISFACTION

In 2020, 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 - Covid19 Restrictions

Father's Day Breakfast - Covid19 Restrictions

Kinder visit by Teacher and Kinder to School Transition Program (Term 4 - COVID 19 Protocols)

Primary to Secondary School Transition Program (START program with Lisa Gonnet)

Book Week Festivities

ResourceSmart initiatives (Garden, farm, orchard, waste reduction)

The Men's Shed (Bee Hotels/Bird Boxes)

Sacraments - Baptism, Reconciliation, Confirmation and Eucharist

School website updated and ResourceSmart blog updated weekly

Bees Wax and Produce Bag workshops

Leadership & Stewardship

Goals & Intended Outcomes

Goals
 To embed professional dialogue in teacher development.

Intended Outcomes
 To engage in professional learning and build the capacity of staff.

Achievements

In 2020 we began the year welcoming six Foundation students and our highest enrollment number (44 students) in nearly 15 years. We welcomed Nicky Lowe, Chelsea McQueen and Alesha Currie into our junior and middle school classrooms respectively, to cater for the growth of a third classroom. Our new portable classroom was installed and refurbished over the Easter break with a view to the senior class moving into the learning space for term 2, however, the Coronavirus lockdowns soon put that on hold. In Term 3, our students had some time in their new classroom, before Remote and Flexible Learning 2.0 came about.

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. We were able to foster this collaboration with the establishment of the Corinthian Project. Partnerships right across the Catholic Diocese of Ballarat worked together during the Remote and Flexible Learning lockdowns to deliver an enhanced and creditable curriculum. Our Term 4 Planning Day saw schools across the Diocese invited to 'zoom' in and observe how we plan together through PLC and as a Western Trinity.

Peter McElgunn was employed across the Western Trinity to deliver 'coaching' around our Annual Action Plan priorities. Peter met with staff twice a term to assist them in building their Professional Learning Plans and embedding professional dialogue into their individual teacher development. During the two lockdown phases in 2020, staff were eager to meet with Peter to foster and support their wellbeing through such trying times and these sessions were recognised as highly valued experiences.

With the Federal Government's Royal Commission into child abuse by religious and other non-government organisations been recognised, St Joseph's has 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 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 Professional Learning undertaken in 2020	
Catholic Social Teaching PD	
Literacy Learning	
Graduate Teacher PD	
Catholic Social Teaching - Social Justice PD	
Professional Conversations with Peter McElgunn	
Inquiry PD and Planning Sessions	
Interactive Writing	
New Learning Diversity	
Level 2 First Aid and CPR Training	
Number of teachers who participated in PL in 2020	5
Average expenditure per teacher for PL	\$964

TEACHER SATISFACTION

Data from our 2020 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, strong knowledge of curriculum processes, a passion and innovation for school improvement, 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.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	99.2%
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ALL STAFF RETENTION RATE

Staff Retention Rate	80.0%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	6.0
Teaching Staff (FTE)	4.3
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	2.5
Indigenous Teaching Staff (Headcount)	1.0

Learning & Teaching

Goals & Intended Outcomes

Goals:

To link reading, writing and spelling to improve student outcomes in Literacy.

Intended Outcomes:

To develop an aligned, consistent and shared approach to teaching reading, writing and spelling.

Achievements

In 2020, the teaching and learning dedication within our school community will go down in history, with the recognition and validation of educators being significantly admired and appreciated. The Covid19 pandemic, saw our staff working tirelessly to adapt their professional work practises to cater for Remote and Flexible Learning arrangements. Wellbeing and Community support became a priority over many of our teaching and learning outcomes, however, staff effectively delivered a credible learning program. The entire school community went above and beyond throughout the two lockdown periods with their agility, flexibility, openness, trust and commitment to strengthen and support one another during an unpredictable and challenging period.

At the beginning of the year, we engaged with Helen Bettes to begin the Early Literacy Inquiry PD for Foundation/Grade 1 teaching staff. This introduced staff to fundamental skills for early literacy learning and ignited collaboration and support for all the staff involved. Future sessions were put on hold during Covid19 and in Term 4, sessions were able to continue virtually.

Essential Learning documents and Learning Cycles were put to the side during Remote and Flexible Learning, however, our curriculum approach was still planned using effective 'I Can' statements to support our learning intentions. In Term 2, Remote Learning packs were initially administered in hard copy packs as only 64% of our families had access to reliable internet connectivity - this, therefore, made online learning inequitable and unachievable. Staff became 'experts' in a curriculum area and focused solely on planning activities for F-6 in this field. We also ensured in Literacy that the same text was being utilised from F-6 to support families at home. The authentic learning packs that were produced were personalised and delivered to families in remote locations to ensure they had access to the learning materials.



In Term 3, most families had sourced internet connectivity and those families who didn't could be onsite for a short period of time for their learning, under our 'vulnerable' student provision. In order to bring about the partnership, and collaboration to provide a core curriculum for teachers in Remote Learning, the Corinthian Project was established across the Diocese. Educators were given a chance to collaborate, plan, develop, questions and deliver a highly effective curriculum in such aprecedented time. The support of the CEOB staff enabled highly efficient professional development to be delivered during the planning phase and our staff found increased values from this experience. Staff were able to deliver three, daily virtual classroom sessions along with the improvement of ICT skills to effectively use Google Classrooms to deliver the learning content. This proved to be invaluable in maintaining students' wellbeing and engagement, along with assisting families at home with specific 'teaching' time during the virtual sessions.

We were able to effectively continue our SMART Spelling foci, with weekly video sessions hosted by Michelle Hutchison, which students had individual login details to access. This approach involved parent engagement as students were given a weekly SMART spelling task to complete at home. We noticed in weekly communication check-ins that parents were asking or using the terminology of graphs, digraphs and trigraphs to help consolidate the learning with their child. This was a fabulous outcome of their involvement in accessing and viewing this spelling approach with the students throughout Remote and Flexible Learning.

In Term 4, we were able to complete some assessments and efficiently analyse the PAT data with the Western Trinity Network and CEO consultants Teresa Hadden and Matt O'Brien. A thorough analysis of this information enabled our staff to stand back and be proud of the students' results. We were able to identify significant areas, which will require intervention leading into 2021 and set a Pacing Guide to drive the learning and teaching for the remainder of Term 4. Having the support of the 'Western Trinity' throughout 2020 has been a huge incentive with support for our shared curriculum. The collaborative approach has generated a collegiate environment of mutual accountability and respect towards ensuring improved learning outcomes for all our students.

STUDENT LEARNING OUTCOMES

There was no Year 5 cohort in 2019. All of our Year 3 students were at or above the national minimum standards in Writing, Grammar & Punctuation and Numeracy in 2019. Pleasingly, the last four years (2015-2019) have seen our entire Year 3 student cohort at or above the minimum standards.

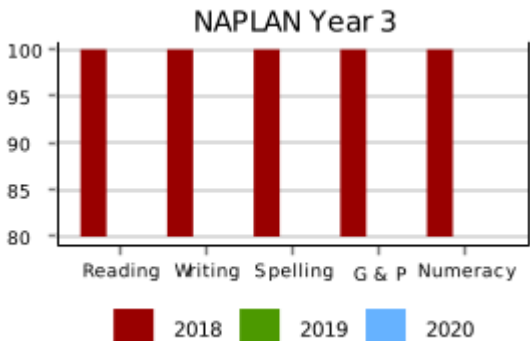
It is encouraging to see the longitudinal data largely reflecting whole school improvement and we look forward to observing the data in 2021 when NAPLAN will be administered again. This will give us insight into the implications of Remote and Flexible Learning arrangements during the Covid-19 in 2020 and the impacts it has had on student data.

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

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



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Wellbeing

Goals & Intended Outcomes

Goals:

To teach students how to articulate and regulate their emotions.

Intended Outcomes:

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

Achievements

With the support of our Canonical Administrator and Parish Priest, Fr Patrick Mugavin and Fr George Kuruvila, the guidance of our School Advisory Council and the dedication of our exemplary teaching staff, we were able to navigate our school through the worst pandemic in living memory. Our students and families showed remarkable resilience and determination throughout two lockdown periods of remote learning and the open and constant communication between home and school was an overwhelming success. Without the cooperation of these parties, our school community may well have fallen apart, but instead, we have forged stronger relationships and St Joseph's is in a strong position to make great student learning advancements in 2021.

We continued to administer Termly Wellbeing surveys throughout the 2020 year. Our Western Trinity Wellbeing Team met to incorporate questions around Remote and Flexible Learning. Students completed these surveys online and the data helped to inform teachers of the Wellbeing Climate within the classrooms and at home during 'off-site' learning. A gap analysis was done to highlight particular areas of need in order to enhance wellbeing of students.

To support the wellbeing of our staff, Peter McElgunn offered two sessions a term for Coaching. Staff used these Google Meet sessions to set wellbeing goals throughout Remote and Flexible Learning, which built their Professional Learning Plans. This was also a forum and check-in for staff to open up to Peter about the challenges, experiences, and even successes throughout this time. The Western Trinity ensured that teams had weekly 'check-in' meetings to support one another during this challenging time.

A Well-being team was created within the Corinthian Project, with a wealth of knowledge and experience planning weekly wellbeing sessions throughout Remote and Flexible Learning and into Term 4. We were able to continue the role of Lisa Gonnet, our school pastoral care worker, which many students and families appreciated, especially given the circumstances of the year. 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. Lisa ensured she met with her students and did this via Google Meet to ensure this service continued. In Term 4, Lisa worked with the Grade 6 students on School Transition and

Resilience Training (START) activities. As the students couldn't have their transition experiences due to Covid19, this was a valuable program to support our students with.

Our Learning Diversity Leader, Joshua McElgunn, ensured that parents met each term 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. We were able to administer these via Google Meets or on the phone from in Term 2, 3, & 4.

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 common conflicts with a view to repairing relationships for the betterment of all parties.

Our main priority this year has reflected the wellbeing of our school community and we feel the support, collaboration and communication have strengthened the well-being of our staff, students and families.

VALUE ADDED

- Kindergarten Transition Days following Covid19 protocols.
- Excursions/Camps
- House Sports - Swimming (Term 1)
- Meditation & mindfulness sessions
- 'Respectful Relationships' & Corinthian Project 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. 2020 was a significant year to monitor these surveys and during Covid-19, students were finding it exceptionally hard not to be surrounded by their friends. It has been acknowledged by students that there is great value in termly wellbeing check-ins.

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	93.3%
Y02	93.4%
Y03	94.7%
Y04	93.9%
Y05	95.3%
Y06	97.7%
Overall average attendance	94.7%

Child Safe Standards

Goals & Intended Outcomes

Goals

To continue a cyber-safety culture in our school
To continue to improve student inclusion and behaviour management in our school.

Intended

To provide a voice for students in school operations.
All volunteers in our school will have Working with Children's Certification

Outcomes

Achievements

In 2020, St Joseph's School continued its ongoing implementation and review of Child Safe Standards to continue the positive cultural change in the school community. In further developing strategies and programs established in the last few years, 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.

We have amended the privacy, data collection, safeguarding of our 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. Our school chaplain, Ms Lisa Gonnet, continued to deliver her pastoral care program to support our students in need and this even occurred safely online, when Covid-19 restrictions prevented Lisa and students from being onsite.

Elle Guthrie, our Compliance Officer has the position to ensure that safety needs are being addressed within our school. Employing Elle in 2018 has been instrumental in maintaining accountability with the principal and school leadership team over the last two years. This year, more than ever, Elle has ensured that our school operated safely and adhered to the Covid-19 policies and procedures that were required.

Our Student representative council was appointed in Term 1 with a mix of students from all grade levels. The plan was to have our bi-termly basis, minutes to be taken and shared with the student cohort, to demonstrate transparency, agency and advocacy on their behalf. Unfortunately, due to the Covid-19 pandemic, this consultative committee was unable to meet throughout the year. In the classroom, either remotely or onsite, St Joseph's was committed to developing student voice initiatives with our 'Respectful Relationships' program and esmart cyber-safety curriculum.

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.