



St Joseph the Worker School Reservoir North

2020

Annual Report to the School Community



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Future Directions **Error! Bookmark not defined.**

Contact Details

| | |
|--------------------|---|
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Minimum Standards Attestation

I, Maria Barnes, attest that St Joseph the Worker 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.

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



OUR VISION

Inspired by St Joseph, we strive to be an inclusive faith community that challenges and supports each individual, ignites a passion for learning and empowers each to be a steward of creation.

Let Us Work Together



School Overview

St. Joseph the Worker School commenced operation in 1978 and quickly grew to a two stream school from Prep to Year Six. The school and parish communities have always worked in close co-operation with one another through the Parish Council and other joint committees.

The property is surrounded on three sides by Edgars Creek and has large playground spaces with shaded areas for the students. The school has three separate permanent structures, which house 14 classrooms, computer lab, library space, Music, Art and LOTE rooms, hall and a school administration centre. The buildings are well maintained and in good condition.

The current school population is 206 This year we welcomed 30 Preps which is an increase in numbers from the past few years. The percentage of children who are Catholic has remained steady on 80%. Our students are currently grouped in two Prep classes, three Year One and Two classes, two Year 3 & 4 classes and two Year 5 & 6 classes. The socio-economic status band is 92.

St Joseph the Worker serves a range of ethnic backgrounds which is reflected in the school population. The school maintains a high level of families with an Italian background and welcomes families from a diverse range of cultures including Vietnamese, Chinese, Indian, Maltese, Greek, Arabic and Sri Lankan.

Currently, we have 28 dedicated members of staff; including classroom teachers, a Principal, Deputy Principal/Learning and Teaching Leader, Literacy Leader, Maths Leader, Student Wellbeing Leader and Religious Education Leader. We have part-time Italian, Music, Library, Art and Physical Education teachers. There are two administration officers and four learning Support Officers. The teachers are committed professionals who are respected by all members of our school community.

We have a strong community who work together to support the learning and teaching at our school. We ensure that Catholic education at St Joseph the Worker is accessible, affordable and inclusive for all students who attend our school. We work closely with our parish community to ensure that we 'Make Jesus Real' in our actions and our words ensuring that our students grow in their faith knowledge.

Student leadership roles include School Captains and Vice Captains, Sports House Captains, a Liturgy Team, Arts Team and Green Team. These students work closely with staff leaders to plan and organize a range of school activities and who take an active role in informing the school community of our accomplishments and upcoming events.

I wish to acknowledge and thank all the staff for their dedication and commitment to the students of St Joseph the Worker Primary School. I wish to thank the Leadership team who has greatly assisted throughout the year. In 2020 special thanks to Maria Raso (Deputy Principal, Learning & Teaching Leader), Vicki De Leo (Religious Education), Jessica Milessi (Literacy Leader), Jill Marr (Maths Leader) Christine Hawkins (Learning Diversity Leader) and Connie Bof (Student Wellbeing Leader)

Principal's Report

St Joseph the Worker Primary School has endured a very challenging year. It started with bushfires in January and then when COVID struck, we joined the world in retreating into our homes to stop the spread of this invasive disease.

The ongoing landscape of COVID lockdowns and remote learning was our new normal and a very challenging time for everyone. Wonderfully our community continued to work together to support each other during this time.

Learning remotely and maintaining education during CO-VID

Due to COVID, schools were required to constantly interpret and respond to directives from DHHS, Department of Education and Catholic Education Melbourne. Restrictions for attendance were put in place and lengthy documentation and risk management plans were enacted to ensure the safety, health and wellbeing of everyone in our community. There was no simple formula to follow and each school had to find their own way forward quickly to inform, enact and respond to the changing environment in which we worked and lived.

At St Joseph the Worker we began investigating a new IT platform to connect and engage our students in their learning whilst learning remotely. Staff were required to quickly learn new ways of teaching via MS teams and how to support their students working with this. It was not easy. Many of us felt overwhelmed and concerned not only about this new way of learning but also about the changed world in which we found ourselves.

And as we all worked from home, we missed the important of connections to families, friends and each other. All of us had to learn new ways of doing things. The spirit of St Joseph the Worker was alive in the support we shared between members of our community. The offering of assistance when we could see that some of us were struggling and the regular checking in with each other helped support our community and each other during this time.

Finally in October we returned to school. We were all so glad to be back onsite and reconnected with our friends, teachers and each other after such a long time working remotely.

Sacraments 2020

Our Education in Faith learning this year was challenging due to our parish being closed and students working remotely. We were able to celebrate the Sacrament of Confirmation in December, with families who elected to participate. Whilst numbers were limited in the church, it was wonderful to celebrate this important milestone with our community. No other sacraments were celebrated last year due to COVID restrictions.

Annual Commission on School Uniform Sales:

We received a cheque for \$2563.94 from Academy Uniforms based on commission for a twelve month period. Mark, from Academy Uniforms wrote and thanked our school for the fantastic co-operation and support with the introduction of the new school uniform. He greatly appreciated being acknowledged and included in the official launch celebrations.

Masterplan 2021

The School Advisory Board Executive team have worked with Baldasso Cortese to redesign the Administration/Junior classrooms building. This has been a collaborative process that culminated in our applying for both a state and federal building grant in February and will hear the outcome of this application in June/July.

This is exciting for our school community as this building is dated. The master planning process has enabled us to collaborate in designing a contemporary, flexible, child safe learning space that will benefit our community for many years to come.

School Advisory Board

A big thank you to our School Advisory Board for their work this year. We continued to meet regularly via teams and recently have been busy working with Baldasso Cortese on a masterplan for our school. We look forward to sharing this with our community early next year. A special thank you to our retiring Board members: Julie Zucco, Joe Sinopoli and Riccardo Luele. On behalf of the school community, I thank Julie, Joe and Riccardo for their valuable contribution as members of the School Advisory Board.

Gratitude and thanks

I am extremely grateful to all members of our school community.

Thank you to our staff for their continued hard work, professionalism and dedication during the year. We are very fortunate to have such great teachers and support staff and I thank them for all that they have done. They are a tremendous group of people who work extremely hard and show great care towards the students.

Thank you to our parents for the comfort, support and encouragement they have provided to their children during this time. Parents have done an amazing job and I thank them for all their work.

Thank you to our students for their great efforts working remotely and remaining positive in difficult circumstances.

Thank you to our School Advisory Board members who continued to work together remotely to support our community and our vision for the future.

Thank you to Fr Manny for his ongoing support, care and consideration during this time.

Finally, thank you to everyone in our community for working together to support each other during this time.

Parish Priest's Report

St Joseph the Worker Primary School and Parish community continue to work together in our celebrations of important events: Sacraments of Reconciliation, Communion and Confirmation. In preparation for these important sacraments students also attended weekday masses and weekend commitment masses. During the year the school and parish celebrated the beginning of the year mass and Ash Wednesday.

While faces were covered and doors were closed during the year, we kept our hearts open with thoughts and prayers for one another, looking after each other, cooperating with the restrictions for the benefit of our own health and the health of others. For each of us here in St. Joseph the Worker Parish and School we followed all the required measures to support the health to our community

Despite the challenges of this year, we continued to try to deepen our values of Faith and Trust in God as well as deepen in our hearts the values of charity and love respecting one another. We were strongly encouraged to make sure that we don't give up, that we won't stop living out our Christian values.

I thank everyone for doing all that was possible so that we continue moving on, regardless of the limitations that we have during this year. I admire you for continuing living our motto: "Let us work together" and working for one another and making Jesus Real.

During this year we opened our hearts to live out the fruits of the Spirit and as St. Paul says receive in our hearts what the Spirit brings: LOVE, JOY, PEACE, PATIENCE, KINDNESS, GOODNESS, TRUSTFULNESS AND GENTLENESS.

Thank you to Maria Barnes, Maria Raso and all teachers and staff for their work and care of the students in our school.

Thank you to all students, parents and families for their support in being a community that works together.

Fr Manny Bonello

School Education Board Report

The 2020 school year was like no other. The year began with our traditional school mass, and the welcoming of new students and families. After nearly two years of implementation, we began the transition period of our new school uniform with a significant number of the school community embracing the change at the commencement of the school year.

The School Advisory Board welcomed three new members, Jed Nadler, Sera De Pace and Belinda Calello. All members commenced the year with enthusiasm and passion to explore new opportunities for our school. Early in the year, the board developed and endorsed some new procedures to support the functionality of the board in line with governance changes which were to be introduced in 2020.

On 17th March 2020, the announcement of a world- wide global pandemic became our reality with our country entering stage four restrictions and an uncertainty of what was to come. Teaching and Learning as we knew it required an immediate overnight transformation, with teachers across the country moving to online learning platforms and away from tradition learning environments.

The pandemic presented challenges like no other, however throughout 2020 our schools' motto '*lets work together*' was profoundly evident. Staff demonstrated strength, leadership and encouragement to our students during remote learning. Families reached out to each other to offer support and guidance, and we saw our students build resilience and determination to continue with their learning journey despite the new learning environment.

Although we faced many challenges in 2020, the School Advisory Board was still determined to ensure we didn't lose focus on keep objectives for 2021 and beyond. This included undertaking an interview process to appoint an architecture firm to support the development of the school masterplan. Baldasso Cortese was the chosen firm and worked with the executive subcommittee during term four to finalise a plan for grant submission. A very special thank-you to Jed Nadler and Belinda Calello for dedicating additional time to support this process.

2020 concludes with three retiring board members, Joe Sinopoli, Riccardo luele and Julie Zucco. Each member has been an integral part of our school community and on behalf of the board I would like to thank-you for your dedication, knowledge and passion for our school.

Vanessa Rendina
Chairperson 2020

Education in Faith

It takes a village to raise a child

It takes an entire community of different people interacting with children in order for children to experience and grow in a safe environment.

At the very heart of each Catholic school is a desire for the full flourishing of each student, across religious, physical, cognitive, emotional and social domains. Here we support our students to grow in virtue and to embrace a view of themselves and the world that leads to peace, justice, and the prospering of the whole of creation.

All members of a Catholic school community are learners who:

- **honour the sacred dignity of each person**, believing that everyone can be successful and supported to see their lives as being shaped by the God who is at work in all of creation
- **search for truth**, continuously critiquing, questioning, inquiring, imagining and re-imagining themselves and their world in an ongoing engagement with Catholic beliefs and practices
- **embrace difference and diversity** as the context for dialogue, engagement and a deeper understanding of self, others and God
- **build a culture of learning together** through collaboration, partnerships and life-giving relationships which enable all to flourish
- **engage with the deep questions of life**, constantly opening up spaces of meaning which engage Catholic faith with what matters most in the minds and hearts of the students
- **honour equitable access and opportunity for all**, with a particular commitment to those most in need
- **commit to achieving the highest standards possible** based on reflective practice, using data, research and evidence to ensure progress and growth in learning
- **make a difference in the world**, inspired by the Gospel and led by the Holy Spirit to grow in virtue and act for justice and the common good.

Horizons of Hope 2017 - Catholic Education Melbourne



Our School Prayer

Dear Lord,

We ask you to guide and watch over us through our journey at St Joseph the Worker. Let us Make Jesus Real by working together each and every day.

Help us to make our school a safe and happy environment for all teachers, parents and students. Let us keep the ill and less fortunate in our hearts and hope that they find love, strength and protection.

St Joseph the Worker, Pray for us.

Explicit Improvement Agenda:

To develop a 'Whole School Approach' to learning through collaboration (so that all can flourish)

Goals & Intended Outcomes

- To establish a professional learning community.
- To develop a shared understanding and commitment of effective assessment practices.
- To build staff capacity to analyse, interpret and use data to inform learning and teaching.

Achievements

- Due to CO-VID 19 restrictions and because of the remote learning that took place in 2019 some of our work in Education in Faith was adapted and some of the liturgical celebrations were suspended for 2020 and rescheduled for 2021.
- The Learning, Life and Faith Leader continued to support the learning throughout the school during both remote learning and face to face learning to ensure that there was progression and continuity across all levels in LLF.
- The Learning, Life and Faith Leader supported and led the staff by providing assistance with both content and materials to support remote learning and face to face learning.
- The staff worked together to plan the Learning, Life and Faith inquiry units for the year in line with the Victorian Curriculum and the RE Curriculum Framework, ensuring a strong link between the Religious Education Learning Foci and secular inquiry areas wherever possible.

- Making Jesus Real (MJR) was and continues to be a major focus at St Joseph the Worker Primary School. With explicit links made to the Scriptures, students are encouraged to make Jesus real to others through their words and actions.
- Students were nominated for the W.E.S.T (Welcoming, Encouraging, saying Sorry and Thanks) Wall of Fame during this year when their actions and words were observed to be continually reflecting the words, actions and teachings of Jesus.
- The REL met regularly with the Parish Priest to plan liturgies that could be conducted via Microsoft teams to ensure continuing connectedness of the students and the wider school community with our faith community during the time of restrictions and during remote learning.
- Staff, students, and families had opportunities to celebrate online liturgies and prayer services via links on Microsoft teams.
- The students and their families continued to be an integral part of the social justice program of St Joseph the Worker school during times of restrictions. This occurred through prayer and material support of our global community by means of Project Compassion and by supporting the School of St Jude in Tanzania.
- As restrictions were eased in Term 4, the students in Year 6 were able to celebrate both the sacrament of Confirmation and Graduation with their immediate families by attending these celebrations in our Parish Church.
- Staff continued to unpack the CEM Horizons of Hope Framework, with a focus on the Vision for Catholic Education in our Archdiocese and to be involved in other school based professional development opportunities.

VALUE ADDED

- The Senior Liturgy team assisted in the preparation and presentation of Masses and other prayer times before COVID-19 restrictions impacted on this involvement.
- Students were regularly involved in prayer and liturgies both at school when allowed and remotely via Microsoft teams.
- Students were able to celebrate our Opening School Mass in Term One. We then went to an online format to remember Ash Wednesday and Holy Week, ANZAC Day, St Joseph the Worker Feast Day, Pentecost, All Saints Day, the Rosary and our End of Year liturgy. These occasions were commemorated on Microsoft teams both as a class and/or as a whole school.
- Students continued to celebrate the life of St. Joseph the Worker by commemorating his feast day and by singing our School song which was written in collaboration with our students and music teacher.
- Prayer life was and continues to be visible and active in classrooms (seen via prayers tables, changing liturgical seasons and colours, crucifixes, and a range of prayer

resources) to ensure that prayer and liturgical celebration is an integral part of school life.

- Class levels continued to share their LLF learning both at school and remotely by contributing to lessons, discussions, prayers, reflections and/or songs to deepen their understandings.



- Students were given the opportunity to submit their artwork to be used on the cover of our 2021 Student Faith Diaries. Artwork was chosen to represent the various levels of our school and diaries were distributed to all students in Years 3 to 6.
- Students participated in the learning and preparation for the Sacramental program with the guidance of both their families and teachers in anticipation of being able to celebrate the sacraments of Penance, Eucharist, and Confirmation when possible.



- The celebrations of the sacraments of Penance and Eucharist had to be deferred to 2021 to comply with current COVID-19 restrictions on Church celebrations and gatherings.
- Staff were involved in developing their faith and understandings in various PD opportunities
- Lent and Holy Week - reflecting on the Gospel
- Assessment in Religious Education
- Dialogue, deep thinking and engagement within our Catholic story
- Advent - seeing the virtues of love, peace, joy and hope in our world today

Learning & Teaching

Goals & Intended Outcomes

Due to COVID planned outcomes were impacted greatly.

To develop a 'Whole School Approach' to learning through collaboration (so that all can flourish)

To establish a professional learning community.

To develop an evidence based approach to learning that is student centred.

To develop teacher capacity to meet all students' learning needs.

To build stronger partnerships within the learning community.

Achievements

- SJW whole staff worked to embed our 'How and Why' statements to drive the school's shared vision. These are now visible on all Meeting pro-formas and referred to regularly.
- Universals revised and updated.
- Mindframes book John Hattie - Professional Reading and discussion groups
- MS Teams used as new platform for staff, students and parents to facilitate remote learning
- The Facilitated Planning timetable, with Literacy and Numeracy Leaders, was revised in light of COVID to weekly, this had a significant impact on planning at students' point of need. During Facilitated Planning teachers further developed their pedagogy to address the needs of remote learning and using the MS Team platform.
- Aspects of the Assessment Schedule 2020 were completed where possible in light of COVID and limited face to face contact with students.
- Continued use of Essential Online Assessment in Mathematics and the Benchmark Assessment System (BAS) in Literacy has enabled teachers to analyse, interpret and use data to identify and teach at students' point of need.
- Literacy and Numeracy PLT's were limited due to COVID
- Students who displayed learning needs were catered for through targeted support, by Learning Support Officers both onsite and in the remote space. The use of a range of assessment tools including YARC and SPAT provided additional information regarding specific areas of focus for these students.
- A modified approach to Parent / Teacher / Student exchanges (3 way conversations) across Years P-6 was implemented using MS Teams (online). Students shared their learning goals and achievements with their parents.

- All teams are now using Google Suite to plan collaboratively, share with others and store on Google Drive. The Senior and Middle Teams are using Google Classroom. Our Year 3-6 students have a 1:1 laptop and are encouraged to use it as a tool for learning and creating. Following staff consultation MS Teams was our chosen platform for communicating learning from P-6, whole school staff, students and parents began using this platform.

STUDENT LEARNING OUTCOMES

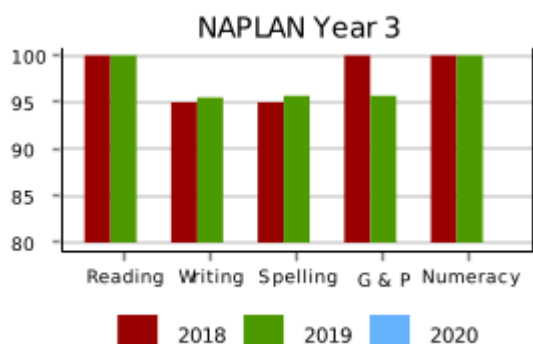
In the absence of NAPLAN data and a range of assessments were used for the purpose of tracking student learning and progress. For example in Literacy, BAS, Alpha Assess and PAT R were used to determine students' decoding and comprehension growth and progress. In Mathematics, Essential Online Assessment and PAT M was used for tracking student growth and progress across the three strands of the Victorian Curriculum. Teachers used Anecdotal Notebooks to gather small data, including observations and discussion. All of the above was used to triangulate data for each student and plan for their next steps in learning. Students at risk were identified and a list was compiled for possible intervention and support in 2021.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-------|-------|-------------|------|-------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 | 2020 | 2019 – 2020 |
| | % | % | Changes | % | Changes |
| | | | % | * | * |
| YR 03 Grammar & Punctuation | 100.0 | 95.7 | -4.3 | | |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | | |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | | |
| YR 03 Spelling | 95.0 | 95.7 | 0.7 | | |
| YR 03 Writing | 95.0 | 95.5 | 0.5 | | |
| YR 05 Grammar & Punctuation | 94.9 | 91.7 | -3.2 | | |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | | |
| YR 05 Reading | 100.0 | 100.0 | 0.0 | | |
| YR 05 Spelling | 100.0 | 95.8 | -4.2 | | |
| YR 05 Writing | 94.9 | 95.8 | 0.9 | | |

* 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.



Student Wellbeing

Goals & Intended Outcomes

To develop responsible, independent and resilient learners equipped to thrive in a contemporary works.

Achievements

- All staff display Restorative Practice lanyards with a reminder to review affective questions
- We continue to promote Child Safety and data from behavior management illustrates a high impact on student behavior. Whilst we are happy that student behavior has improved, we continue to support students in thinking about their choices and being considerate of others.
- Revising the Zones of Regulation, a framework for SEL & self-Regulation strategies for students to support regulating behaviour. As a result of this strategy The Zones of Regulation teachers created Ready to learn charts that are designed to help students recognise when they are in different states or "zones," with each of four zones represented by a different colour. If teachers observe that students are not in the ready to learn zone, they check in with students to support them moving towards being ready to learn.
- Weekly Circle time is encouraged in all classrooms.
- All staff participated in Berry street education model PD.
- Mandatory Reporting: All Mandated staff completed e-module by the end of term 2.
- OH&S: All Mandated staff completed e-modules by the end of term 1.
- Photo & Action plans for children with health risks displayed in First Aid room. Medical Management folders are in every classroom. Photo cards also in first aid bags.
- Students with academic, emotional or social needs are catered for through our school Wellbeing Team. Phycologist-Holly Moreton, Wellbeing Leader-Connie Bof and Learning diversity- Christine Hawkins.

Students and families are supported by;

- Program Support Group meeting, Group (PSG) Meetings that are arranged for families of children identified with specific needs
- Individual Learning Plans
- Social groups were supported online during remote learning
- Families were supported by Wellbeing Leader and with check in phone conversations.
- LSO worked with students with additional needs onsite and on Microsoft Teams during remote learning.
- Regular parenting information is provided to parents with many useful ideas and strategies.

- Senior students involved with Leadership roles, including Liturgy, Library, Art Team and Sports Captains and SRC representatives. The SRC have regular meetings to enhance student involvement and promote student voice.
- Michael Grose - 'parenting Ideas' are regularly shared via the school Newsletter.
- Student attendance is monitored daily using Nforma. Any student that is absent without notification, a parent will be contacted by the school administration officer.
- Parents of any students who are consistently late or absent are sent an initial note reminding of the importance of attendance. If there is not a positive response this issue is taken up between the parents and the Principal.

VALUE ADDED

- Restorative Practices brochure distributed to new families
- Zones of regulation charts distributed to new families
- All students receive, Take a Stand Together Student pocket cards. Parents received "Bullying, No Way!" Parent information cards
- Children protection and Child Safe Standards (PROTECT), have become standard items at both leadership and staff meetings. This has provided staff with the opportunity to raise and discuss concerns they may have with particular students. As a result teachers now have an increased awareness of the support and resources available to them, are better equipped to manage issues; identify early intervention and intervention plans are designed to support the student and the broader school community.
- The support of student learning and development and enhancing social inclusion has led to development of multi-aged 'Connect groups' which take place once a fortnight for a thirty minute block. Every student is assigned to a teacher with vertical groupings that gives students an opportunity to interact with other students and teachers developing positive relationships within our school.
- The 'Imaginarium', a space available to our students twice a week to come in at lunchtime and experience new activities, become problem solvers and seekers, build friendships and learn to handle the challenges of social situations. It is also a space to ignite passion, build confidence and learn new skills which can then be transferred into the classroom and beyond, building confidence and self-esteem. Teachers are invited to observe and engage with their students identifying capabilities beyond the classroom setting. An online platform for the 'Imaginarium' was available to our students during remote learning.

- The chicken coop and the hens have formed part of our school environmental program. Our students have been provided with opportunities to care for them, gather eggs and learn about sustainable living. During lockdown the chooks were offsite for the remainder of the year. The students are very excited about the chooks returning and are looking forward to taking on the responsibility of caring for them.
- Online Visual Art Show, showcasing student learning in Art .The Art show was available to all parents to view on the PADLET website- <https://padlet.com/conniebof/iq894yir43g3irof>

STUDENT SATISFACTION

At St Joseph the Worker we are sensitive to the importance of supporting and developing the health and wellbeing of our community, including children, families and staff. We acknowledged that this was particularly important during Covid 19 lockdown.

To support students on their return to school we focussed on their social and emotional wellbeing as a starting point. Creating safe and secure classrooms for our students was very important with lots of predictability, routines and opportunities to engage with each other. Our teaching lens focussed on supporting students to reconnect with their peers and eventually with their learning. Time was allocated each day to provide many opportunities for students to express their thoughts and feelings on the return to school. These were conducted in a mediated environment where feelings were explored, validated and problems solved collaboratively to ensure students felt secure, safe and supported within the school.

COVID-19 and remote learning also presented its own set of challenges. It became evident post COVID lockdowns that some students bounced back into school and school routines, while others continued to experience the emotional effects of COVID-19 lockdowns for much longer. Through their participation in the 'Imaginarium' (STEM based classroom) students were able to gain the support needed to re-establish routines with peers and promote personal wellbeing through learning activities in a fun and safe environment.

Data gathered in the 'Imaginarium' through observing and, listening to conversations with students at lunchtime has allowed us to identify at risk students and apply early intervention strategies. Collecting this data together with teacher and family input, we continue to equip our students with tools they need to respond to personal challenges.

Due to COVID-19 lockdown, the Bi-annual art show was unable to be held in person, so we created a virtual art show on Padlet. <https://padlet.com/conniebof/iq894yir43g3irof> This was an option for celebrating students' hard work and also a way to increase accessibility to the community.

STUDENT ATTENDANCE

St Joseph the Worker Primary School is required to record every student's attendance twice, daily. The schools must maintain attendance records, identify and follow up unexplained absences when they occur.

Parents must provide an explanation if their child is absent where there is no exemption in place. St Joseph the Worker Primary School Principal will determine whether the reason for the absence is acceptable and ensure that the reason for the absence is recorded in writing. Parents are required to ensure their child attends at St Joseph the Worker Primary School every day, during normal school hours of each term.

Where their child is unable to attend school it is the parent's responsibility to contact the school on that day to inform them and to provide the school with an explanation for their absence.

Parents should inform the school in advance of any planned absence to gain approval from their classroom teacher and the Principal. Sufficient notification must be given where the absence is anticipated for greater than 2 weeks to enable teaching staff to prepare a learning plan for the student during this absence. Correspondence can be emailed to principal@sjwreservoirnth.catholic.edu.au

Note: Long periods of absence are discouraged. Parents are expected to plan family holidays during school holiday periods where possible.

Parents are responsible for ensuring they contact the school if they anticipate their child attending school after commencement. A call to the office may be made from 8:30am on (03) 9469 7800.

Where a student is late for school it is the parent's responsibility to contact the school. During the COVID-19 Remote Learning was implemented and children were required to check in with their teachers on a daily basis by a certain time each morning. Any absences were recorded in NForma.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 91.3% |
| Y02 | 92.9% |
| Y03 | 93.7% |
| Y04 | 89.6% |
| Y05 | 94.6% |
| Y06 | 92.8% |
| Overall average attendance | 92.5% |

Child Safe Standards

Goals & Intended Outcomes

St Joseph the Worker Primary School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Joseph the Worker Primary School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.

Throughout 2020, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and students' management, duty of care, and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in Restorative Practice and our revised behaviour management policy played a fundamental role in achieving this outcome.

Consultation with the community

- St Joseph the Worker Primary School continues to actively engage the school community in all aspects of Child Safety. Information has been shared with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.

- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website

Human Resource Practices

- St Joseph the Worker Primary School continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Joseph the Worker Primary School remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Leadership & Management

Goals & Intended Outcomes

To develop a 'Whole School Approach' to learning through collaboration (so that all can flourish)

To establish a professional learning community.

To develop an evidence based approach to learning that is student centred.

To develop teacher capacity to meet all students' learning needs.

To build stronger partnerships within the learning community.

Achievements

At St. Joseph the Worker we acknowledge that the policies, plans and procedures relating to the organisation and management of our school have a major influence on student learning outcomes. We aim to use time and resources efficiently and effectively to increase the amount of learning time and maximise learning outcomes for students.

- Continued to promote the Catholicity of our school and ensured our introduced new vision to the school community.
- The leadership team continue to ensure that we work towards achieving the milestones identified on our strategic direction.
- Continue to implement our Professional Learning Plan to effectively meet the goals in our School Improvement Plan.
- Learning needs and the wellbeing of students continued to remain central to all decisions made. Support has been provided by the diversity leader to ensure staff understand our requirements re the national consistent collection of data.
- Continue to ensure that communication is effective for all members of the community via skoolbag and newsletters.
- Structures such as staff meetings, professional learning team meetings, and facilitate planning provide opportunities for ongoing professional dialogue and the sharing of ideas.
- The leadership team continue to implement all aspects of the School Improvement plan. The School Leadership team meets on a weekly basis. We have endeavoured to keep staff informed of leadership conversations by posting weekly minutes for all to view.
- Professional Learning Teams (PLT) work weekly with leaders to ensure that all students' needs are effectively met.
- Professional learning is highly valued at our school. All professional development is aligned to our School Improvement Plan.

- Maximised timetable structures to enable teachers to be released together in teams to work with leadership to analyse data, evaluate and plan programs to meet the learning needs of students
- Despite the challenges of COVID in 2019, we remained sensitive to the wellbeing of our community. Ensuring timely and regular updates regarding school operations ensured clarity for our community during this challenging times.

During 2020 we worked together to ensure that we remained safe and all students could access teaching, learning and support during remote learning. It was a very difficult time and I am extremely grateful to our Leadership team, staff and families who worked together tirelessly, during this time to do the best they could. We were all so happy to welcome our students back to school and support them emotionally as they adjusted again to life onsite. Working together helped all of us manage a very challenging year and provided parents with a valuable insight into how their child learns and the important role of the teacher in this learning.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- Religious Education – new framework for teaching and learning
- Mathematics PL
- Berry Street PL
- Restorative Practice & Circle Time
- Child Safety Update
- Mandatory Reporting Update
- Reportable Conduct
- eLearning
- Mental Health and Wellbeing PL
- Anaphylaxis and Asthma Management
- Emergency Management Procedures
- Inquiry Approach to learning, including facilitated planning
- National Consistent Collection of Data – compliance and expectations
- Gifted Learning – how to extend and deepen student knowledge
- Behaviour Management
- Microsoft Teams – ongoing professional development
- Principal, Deputy Principal, Religious Education Coordinator, Literacy and Maths Leaders Networks, Learning Diversity Networks.
- National Consistent Collection of Data - How best to catering for additional learning needs incorporating individual learning plans
- O.H.&S Practices and Procedures with Safe Smart Solutions
- Physical Education Network Meetings
- Risk Management
- ICON training and implementation

| | |
|---|--------|
| Number of teachers who participated in PL in 2020 | 30 |
| Average expenditure per teacher for PL | \$1250 |

TEACHER SATISFACTION

Our school data indicates a high level of satisfaction by our teaching staff. The staff feel they receive good recognition with our school data higher than average for Catholic Schools.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 90.2% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 93.6% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 46.2% |
| Graduate | 7.7% |
| Graduate Certificate | 7.7% |
| Bachelor Degree | 84.6% |
| Advanced Diploma | 30.8% |
| No Qualifications Listed | 7.7% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 3.0 |
| Teaching Staff (Headcount) | 22.0 |
| Teaching Staff (FTE) | 13.7 |
| Non-Teaching Staff (Headcount) | 6.0 |
| Non-Teaching Staff (FTE) | 8.0 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

School Community

Goals & Intended Outcomes

To develop a 'Whole School Approach' to learning through collaboration (so that all can flourish)

To build stronger partnerships within the learning community.

Achievements

- St Joseph the Worker Primary school has undertaken the following actions in order to strengthen our partnerships with the learning community:
- Opportunities for parents to further their understanding of the learning process are provided through 3 way conversations which are organised twice yearly and enable parents, students and teachers to discuss the progress of students.
- During 2020, opportunities for parents to meet with teachers via MS teams to share the challenges of remote learning and to work together to support their children.
- Students on individual learning programs met formally at a Parent Support Group meeting once a term to monitor student progress.
- Incorporating excursions as part of student learning.
- Attendance at special events which welcome parents to participate in their children's learning in a variety of ways. These include meeting online via MS teams to check in with parents and students regarding learning and meeting online to reflect and pray.
- Promoting community events and information via our online newsletter, website and through our skoolbag app.
- Our School Board continues to play a vital role in the School Community. Members are involved in an advisory basis and support the direction of the school.
- Established Playgroup operates in the School Hall weekly.
- Orientation sessions organised in Term 4 for beginning Preps were organised via MS teams. Due to COVID restrictions, information was shared with new parents in our school via skoolbag and email.
- Overviews from each level that outline the teaching and learning that will take place during the term are provided to parents each term.
- Information regarding Sacraments was shared with families via email.
- Working with specialists from outside agencies to support student learning e.g. Speech Therapist, Psychologists.

PARENT SATISFACTION

Whilst we have no data this year to substantiate parent satisfaction, 2020 provided parents with the opportunity to work closely with teachers to support the learning of their children. Surveys were shared with parents to seek their feedback regarding remote learning and how best to support students on their return to school. This ongoing collaboration between school and families was an important part of working together in 2020.