



# St Joseph's School Kerang

## 2022 Annual Report to the School Community



Registered School Number: 955

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## Minimum Standards Attestation

I, Chris Mitchell, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
  - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
  - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

22/03/2023

**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](http://www.acnc.gov.au)

## Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

## Vision and Mission

### Identity Statement

St. Joseph's school community provides Catholic Education through which God is glorified in all things.

### Vision Statement

At St. Joseph's we believe we are:

- A school community who celebrates our Catholic Traditions, names Jesus Christ and promotes Gospel values as a framework for participation in society.
- A school community where respect for self, others and environment is nurtured in partnership with all community members.
- A school community that strives to educate and challenge the whole child to reach their full potential and become lifelong learners.
- A school community that challenges all children by planning and facilitating enriching curriculum experiences to prepare them to be responsible local and global citizens.
- A school community committed to social justice including learning about Aboriginal Australia and actively working for Reconciliation.

## School Overview

The Good Samaritan Sisters began teaching in Kerang in 1912. The Most Rev. Stephen Reville D.D.O.S.A. Bishop of Bendigo laid the foundation stone of St. Joseph's School Kerang on March 3rd 1912. Local reports say that approximately 60 scholars started at the school on Wednesday 2nd October 1912. The Sisters remained in charge of the school until the first lay Principal was appointed in 1980.

The school has a strong history of proactive involvement of parents and parishioners from attending to ongoing maintenance through to school governance. The St. Joseph's School Board was one of the first School Board's to be formed and today the School Board is heavily involved in all areas of School Improvement.

We are proud of the origins of the school and strive to maintain the traditions of old and remain a progressive and proactive educational community. We enjoy a high level of parental involvement in the school and continually seek new ways to engage our community.



## Principal's Report

Our parents, carers, staff and students remained up for the challenge, like the previous year, as we worked to the best of our abilities to continue to meet the challenge of our staff mantra, **'ensuring learning for all'**.

The focus of improving outcomes for all students continues to be the challenge that we focus on and tackle in a collaborative manner amongst our community, as everyone in our community is a stakeholder when it comes to improving the learning outcomes of our students.

Our staff have continued to grow in their understanding of what it means to be a Professional Learning Community and the implementation of the 3 big ideas associated with being a PLC school:

1. A focus on learning
2. A collaborative culture and collective responsibility
3. A results orientation

Staff continue to grow in their understanding of how these big ideas are applied to their day-to-day work as teachers, as we continue to answer the critical questions of:

1. What do we want all students to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some students do not learn?
4. How will we extend the learning of students who are already proficient?

The staff at St Joseph's are a credit to the school and worked tirelessly for students, families and each other through 2022, and I am proud of their achievements, and extremely grateful for the support they have provided me throughout the year as principal at St Joseph's.

As with many parts of our life journey, whether as individuals or as a community, the greatest learnings are during times of adversity and the learning of staff in relation to meeting the educational needs of students who have missed large portions of onsite learning over the last two years has emphasised to us the need for our school to adopt a multi tiered system of support, in both academic and behavioural streams.

As per normal there was another twist in the tale of our year when the town of Kerang was isolated due to flooding and our school was temporarily closed due to heightened safety issues. This once again reminded us why it is so important to have students physically at school.

Finally, I thank you all for your support of the students, families and staff at St. Joseph's throughout 2022. We were able to finish 2022 with a great community gathering for our end of year mass and graduation of our outgoing Year 6 students. Hopefully, 2023 will allow us many more opportunities to gather as a school community.

Chris Mitchell

Principal

## Catholic Identity and Mission

### Goals & Intended Outcomes

- Plan, implement and assess engaging curriculum that uses the 'Source of Life' as the core document
- Continue to recognise and develop our connection with the heritage created by the Good Sam Sisters who first established St Joseph's School in 1912

### Achievements

1. Staff has worked collaboratively to incorporate the Religious Education curriculum 'Source of Life' into their planning, with the support of CES RE staff.
2. Religious Education is linked to all curriculum areas to ensure that it is seen to be integral part of our lives in all that we do.
3. Our Religious Education Leader and CES RE staff provides ongoing professional development to our staff regarding our Catholic traditions and the development of masses and liturgies.
4. Sacred prayer resources are in place in each classroom, to provide learners with the opportunity to engage in prayer.

### VALUE ADDED

1. Collaboratively planned Religious Education units, incorporating the REL classroom teachers and CES RE staff, as a team.
2. Professional Learning Team Meetings focusing on RE professional learning - lead and supported by CES RE staff.
3. Opening and Closing of the year School Masses held outside to accommodate a maximum number of families.
4. Church visits by each class for the Parish Mass.
5. Connection to Parish: celebrated St. Patrick's & St. Joseph's Feast Days, and our class masses are the parish mass of the day when held in classrooms on a Friday.
6. Celebrated connection to Good Sam heritage through the holding of the Good Sam Cup, incorporating St Mary's Cohuna & St Patrick's Pyramid Hill.



## Learning and Teaching

### Goals & Intended Outcomes

- To teach and learn collaboratively as a Professional Learning Community.
- To improve student outcomes in the curriculum areas of Reading, Writing and Mathematics.
- For 80% or more of students to reach Stanine 5 or higher on PAT Maths & PAT Reading Comprehension.

### Achievements

1. Continue to develop a collective knowledge and understanding of what it means to be a Professional Learning Community.
2. Established a whole school focus on Writing & Mathematics. Collaborated to review and renew a Collective Commitment for the teaching of Writing & Mathematics.
3. Used the Victorian Curriculum to identify the essential components of our school writing & mathematics curriculum.
4. Teams collaborated to review & develop learning cycles based on the identified essential learnings for writing & mathematics.
5. Taught essential learnings for writing & mathematics within the context of a learning cycle. Collaboratively reviewed the effectiveness of each learning cycle, using classroom based assessments.
6. Reviewed our current teaching practice in the areas of Reading, Writing and Mathematics to identify the best teaching practices being used within our classrooms, as depicted by the data generated by classroom based assessments.

### STUDENT LEARNING OUTCOMES

Through reviewing our Naplan data of 2021 and 2022 we have committed to setting high and achievable expectations to support students learning and growth. Although nearly all Naplan data reflected 100% of students at the minimum standard and was identified that we need to continue to raise expectations and ensure ongoing improvement in student achievement.

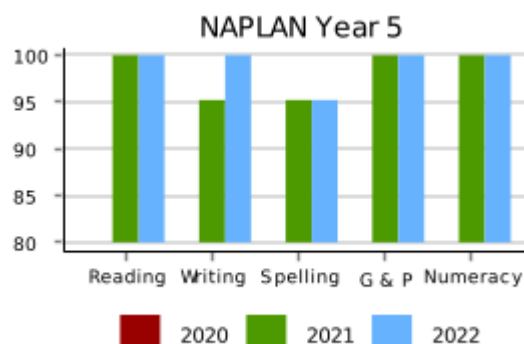
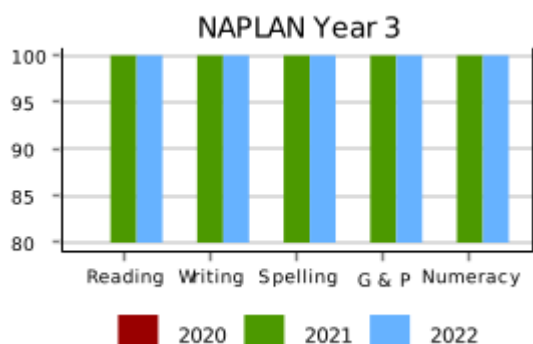
From a practical perspective this is performed through sharing data with students and colleagues, consulting curriculum documents to ensure the appropriateness of standards, planning a range of learning activities to cater for a range of abilities and learning styles, articulation of "I can" statements and their meaning, following up with students after classroom based assessments have taken place, fluid movements between learning groups and the use of strategies such as a 'Bump It Up' wall to create visuals for students to make sense of feedback and their own levels of knowledge and understanding.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	100.0	-	100.0	0.0
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	95.2	-	95.2	0.0
YR 05 Writing	-	95.2	-	100.0	4.8

\* 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

Continuously review and develop St Joseph's School Wide Positive Behaviour Support framework through an ongoing cycle of inquiry.

### Achievements

1. Reviewed and renewed our Positive Behaviour in Schools framework based on three school pillars: Respect for Self, Others and the Environment.
2. Provided alternative play options during lunchtimes, including shed time, gardening, sporting activities and technology activities.
3. Implemented the use of 'brain breaks' to increase student engagement and productivity during 2hr learning blocks.
4. Held student led whole school assemblies to celebrate Positive Behaviour In Schools achievements.
5. Continued Behavioural Tracking via SIMON.
6. Trialled the use of morning check-ins to ensure those students whose school day doesn't always start the best, have the support required to manage complex behaviours.

### VALUE ADDED

1. Continued to support the establishment of a Positive Behaviour In Schools team, including staff members from a variety of positions; i.e. senior leader, classroom teacher, education support officers.
2. Continued term meetings with student representatives, i.e. Just Leaders, to identify potential areas of concern in relation to behaviour in the playground.
3. Used SIMON to provide a consistent means of record keeping and to identify patterns of student behaviour, i.e. identification of potential 'hot spots' in the playground.
4. Developed personalised check-ins for individual students requiring additional support with their playground interactions with other students.

### STUDENT SATISFACTION

Through our once a term meeting with our student leaders we are able to gauge the climate of student behaviour within the school. These meetings have reinforced our commitment to Positive Behaviours In School and the students have expressed that they like the clarity it provides and the way that we celebrate the 'good' behaviour of our students. This has led to

the development of a rewards system that is multitiered; ie. individual, small & large group and whole school.

**STUDENT ATTENDANCE**

St Joseph's attendance is monitored twice daily using SIMON, Daily absence is followed up by the distribution of an SMS message to parents/carers. Unexplained absenteeism of three consecutive days is followed up by a phone call. Throughout the year the school used posters and notices within the school newsletter to highlight the importance of attendance and that everyday counts in a child's education. Attendance counts are documented in school reports.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	84.0%
Y02	89.4%
Y03	83.5%
Y04	85.0%
Y05	84.4%
Y06	86.7%
Overall average attendance	85.5%

## Child Safe Standards

### Goals & Intended Outcomes

To implement Child Safe policy, process and curriculum in line with legislation.

### Achievements

1. Human resource practices, in accordance with CECV guidelines, were implemented when employing staff.
2. Parent and School Advisory Council education around child safe policies and standards.
3. St Joseph's Volunteers Code of Conduct, WWC processes and procedure continue to be implemented.
4. Education of child safety through school publications; (e.g. Newsletter, Skool Bag app, website), open day and induction meetings.
5. Staff professional learning of Child Safe practices and procedures.
6. Staff completed the Protecting Children — Mandatory Reporting eLearning modules.
7. Student participation and empowerment strategies — Resilience, Rights & Respectful Relationships.
8. The ongoing embedding of policies and commitments into every day practice.
9. Ongoing implementation of 'PROTECT — Identifying and Responding to all Forms of Abuse in Victorian Schools'.
10. Child safety — Risk Management practices.

# Leadership

## Goals & Intended Outcomes

To continue to develop a Professional Learning Community to ensure collaboration between staff as they teach essential learnings from the Victorian Curriculum within the context of learning cycles.

To begin to develop a multi-tiered system of support for all learners.

## Achievements

1. Implemented a timetable that provide teachers with collaborative time that is part of the working day
2. All collaborative meetings are conducted in accordance with established team norms and meeting agendas.
3. Participants share the role of meeting chair or facilitator.
4. Meeting agendas are developed with a focus on the four critical questions of PLC:
  - What do we want all students to know and be able to do?
  - How will we know if they learn it?
  - How will we respond when some students do not learn?
  - How will we extend the learning for students who are already proficient?
5. Staff use data to identify students who require adjustments that fall into a multi-tired system of support; ie. Tier 1 - Classroom Based supports, Tier 2 - Small Group supports and Tier 3 - Individualised supports

<b>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</b>
<b>Description of Professional Learning undertaken in 2022</b>
<ul style="list-style-type: none"> <li>• Professional Learning Community — Systematically Meeting the Needs of our Students</li> <li>• Professional Learning Community — Response to Intervention</li> <li>• Professional Learning Community — School wide Pedagogy</li> <li>• Accreditation to teach Religious Education</li> <li>* Global PD Mini Courses</li> <li>- School Improvement for All</li> <li>- Taking Action - A handbook for RTI at Work</li> <li>- Common Formative Assessment</li> </ul>



\* RE Professional Learning Day - RE pedagogy, Shared Christian Praxis and the Source of Life

Number of teachers who participated in PL in 2022	17
Average expenditure per teacher for PL	\$957

### TEACHER SATISFACTION

The overwhelming response from the once a term goal reflections that take place between each staff member and the principal is that they enjoy the current level of challenge associated with their roles, believe they are in a position where they are learning a lot as teachers and really value the 'in school' time they are afforded to collaborate as a staff. The staff have identified that having clearly identified essential learnings for each level of the Victorian Curriculum has ensured that their collaborative time is always focused on improving the learning outcomes of students. They have also reflected that our current goal of "80% or more students at stanine 5 or higher" is proving a challenge for our classroom teachers, it is a challenge they are trying to rise to, through a whole staff collaborative approach.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	81.7%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	88.9%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	16.7%
Advanced Diploma	16.7%
No Qualifications Listed	83.3%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	9.3
Non-Teaching Staff (Headcount)	7.0
Non-Teaching Staff (FTE)	6.6
Indigenous Teaching Staff (Headcount)	0.0

## Community Engagement

### Goals & Intended Outcomes

Reestablish key community events that had been cancelled previously due to COVID-19 restrictions.

### Achievements

Throughout 2022 St Joseph's School has tried to re-engage with our community through events that have previously conducted. As a community we have been restricted by some health restrictions and isolated some isolated flooding that lead to a short period of school closure. With lots of hard work we were able to re-connect with our community through:

- \* Face to Face Parent Teacher Interviews
- \* Circus Challenge Incursion plus Kinder Visit
- \* Gen Bryant Concert
- \* Classroom Masses
- \* School Athletics Sports
- \* Kerang Book Parade
- \* Grandparents Day

### PARENT SATISFACTION

The following feedback was gathered from parents from Council, P&F and formal/informal meetings with parents and families;

- Parents were generally satisfied with the level of communication with the school and teachers. Many were happy with the inclusion of video conferencing as a communication platform between staff and parents for parent/teacher interviews.
- There was a strong response around the decline in 'school community' due to the lack of availability. Many commented on the significance and importance of planning for community events that we have been held in the past; i.e. St Joseph's Fete and Trivia Night plus any other new viable ideas in the future.
- Parents are generally positive about our teaching staff, particularly the level of commitment and care that they show and see this as a strength at St Joseph's.
- Families are excited about being involved in the future of the school with the formation of the new School Strategic Plan and this was emphasised by the number of parents that attended an initial planning evening.

