



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Joseph's Primary School - Crib Point

2018



REGISTERED SCHOOL NUMBER: 1260

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Contact Details

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Minimum Standards Attestation

I, Gabrielle Espenschied, attest that St. Joseph's Catholic Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

May 2019

Our School Vision

Growing Together in Knowledge, Faith and Friendship

St Joseph's aspires to be a school of excellence building knowledge, faith and friendship

KNOWLEDGE- We aim to empower the school community with skills and attitudes to recognise, create and participate effectively in a changing world.

FAITH- We aim to foster an environment where the Catholic Faith is celebrated, communicated and lived, in a spirit of respect for the dignity of each person.

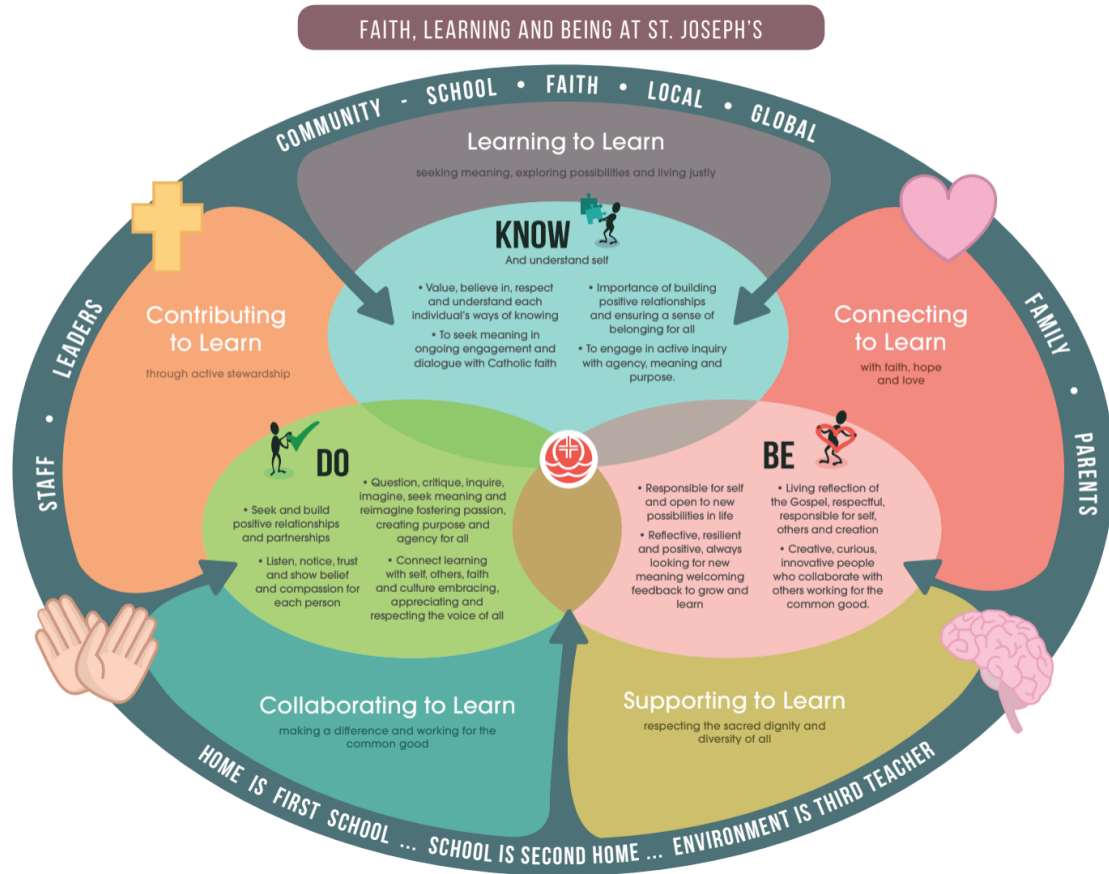
FRIENDSHIP- We aim to develop a caring and supportive school where all members of our community experience a sense of belonging and each individual uniqueness is valued and nurtured.

School Mission

"Education through Inspiration, Innovation and Compassion".



Our School Framework



School Overview

St. Joseph's school, Crib Point, first opened in 1927 to provide a Catholic Education for children of Defence Force families. St. Joseph's school is situated in a small coastal community on the Mornington Peninsula and belongs to the Parishes of Westernport and HMAS Cerberus. Enrolments are drawn from Crib Point, Bittern, Somers, Balnarring, Shoreham, Point Leo and HMAS Cerberus community.

Learning is Life! Our school is based on a landscape of positive learning experiences where we promote students making sense of the world around them, knowing themselves, their identity, and their beliefs within a context of their faith and being inspired and committed to craft their future with optimism and hope.

Each individual is at the centre of all that we do – developing a love of learning, a strong sense of self and the skills and attitudes to be successful in a changing world. Our Catholic school is a community where positive relationships and belief in people are at the core of what we do. We believe in the promotion of positive education where wellbeing and learning connect ensuring the flourishing and growth of each individual. We believe that building an understanding of self and wellbeing is as important as academic pursuits.

We respect the dignity of every person in our community. We promote and value that each person is an individual, diverse and different in his or her own way. "Every individual has a personal narrative- experiences that colour what they question, the answers they seek, the possibilities they see, and the ways they come to know the truth." (Horizons of Hope 2015)

In our Contemporary world, we recognise the importance of the development of the whole child- spiritually, intellectually, morally, physically, socially and emotionally. Within this ever-changing world we strive to ensure our children are enlivened by the life of Jesus and have a strong sense of respect, compassion and justice.

We promote our students constructing their own beliefs and building character to live a life full of hope and meaning. We encourage our students to continually explore, question, wonder and create inciting curiosity and thinking about the world around them making meaning and understanding.

Learning to learn, partnering to learn, collaborating to learn, connecting to learn, contributing to learning are our key drivers building a wonderful culture of learning for all in our community. We believe that every person in our community is important and deserves the best opportunity to grow and learn by providing access and equity to all regardless of their needs.

We are committed to the highest of expectations based on data and evidence promoting growth and success for every person. We promote the achievement of high academic standards

through the connection of learning and life where students can make the necessary meaning from their learning. We promote our students being drivers in their learning and being active citizens committed to making a difference and crafting the world around them. By providing students with the Know, Do and Be of learning our students can develop an understanding of the world, a sense of self and the necessary dispositions and actions to be confident, curious, creative and committed to ensuring the very best learning for their future.



Principal's Report

2018 was a wonderful year of learning and reflection at St. Joseph's where our whole school community embraced and immersed themselves in a deep investigation and inquiry through a specific focussed school review process. We recognise that we have a unique context at St. Joseph's with our diverse and changing local community and we launched into a deep inquiry process to understand who we are as a school community. This included our journey of where we have been, where we are now and our next horizons.

Throughout our 2018 specific focussed review we aimed to provide staff with opportunities to know themselves as learners, understand the ways of knowing and learning of our students, to reflect on our pedagogical practises and on what our learning culture truly presents as.

We investigated through action working in partnership with staff, students, parents and community to answer the following driving questions.

Who are we as a learning and faith community?

What's our next horizon as a learning and faith community?

We recognised some key drivers in this inquiry and aim to explore the following key concepts.

- Our Culture and Collective Identity
- Learner Agency, Self Understanding and Growth

We engaged in a partnership with Dr Maureen O'Rourke and Larissa Raymond from Ed Partnerships International which set the scene for a deep, insightful and reflective process of investigating our key driving questions. Throughout the year we also continued to design our framework ensuring a consistent understanding of the learning we engage in at St. Joseph's.

Throughout 2018, we focussed on strengthening our St. Joseph's Crib Point Learning Community. We continued to co- design a curriculum together with students, staff and parents that is contemporary in design, connecting learning and life in a meaningful way and relevant to every learners needs. Using our schema, outlined below through a focus on the Know, Do and Be of learning, we continued to build our curriculum and philosophy of learning throughout the

2018 school year.

In 2018, we continued our whole school focus on understanding the Ways of Knowing of every individual in our school. We believe every individual is important and unique. We strive to ensure children understand themselves, others and the world around them by building important relationships and connecting to community.

In 2018, we continued to encourage a journey of self-improvement for all in our community. We encourage our students to strive for excellence by making the best possible use of all of their talents and abilities. We believe good learners are knowledge critics, are persistent, have grit and resilience and collaborate with others.



Parish Priest's Report

We are truly blessed within our Westernport Parish to have three excellent Catholic Schools catering for the educational and pastoral needs of our Primary aged children. St Mary's in Hastings, St Brendan's in Somerville and St Joseph's at Crib Point offer to our families and their children an important link to the Catholic community, with opportunities to grow in faith and service as well as educational outcomes of which we are rightly proud.

While celebrating the many achievements of all of our schools, we are alert to the need to foster pro-active responses in our children, and networks of trust in our communities, that promote resilience and self-esteem through faith in God and Our Lord Jesus Christ.

Our green and fertile Peninsula environment is important to us, and each of our schools develops ecologically sustainable programs that help children take pride in and appreciate the beauty that surrounds us, within the school grounds and beyond.

We believe that what happens at home is an important and integral part of each child's development in faith and life skills, and our schools seek to reach out through the children to promote in every family a love of learning, within a spirit of hope and confidence, resilient through difficult times. Every child is different and individual learning plans are structured to nurture and grow the personal talents, leadership skills and opportunities of every child.

As the spiritual leader of our vibrant Western Port Catholic community I congratulate the Principals and teachers, aides, children and volunteer helpers for the great spirit that motivates and enriches all of our schools on an everyday basis. God bless you all and keep up the good work.

Fr. Michael Miles Parish Priest

Education in Faith

Goals & Intended Outcomes

To enrich and deepen personal and communal engagement in and understanding of Catholic faith across the whole school community.

That students are more engaged in the Religious Education programs that reflect Contemporary pedagogy.

Achievements

In 2018 we continued to enrich and deepen personal and communal engagement and understanding of Catholic faith across the whole school community. Our Catholic Identity data continues to be positive with celebrations, traditions and social justice activities highlighting our catholic culture as being a valued part of our school.

We continued to strengthen links between school, parish and the wider community to enhance learning and relationships. Our St. Joseph's Pastoral Council met monthly and continued to be an important link between Parish and school. Included were parishioners from Western Port Parish, Star of the Sea Cerberus, school staff and parents. Our wonderful priest Father Michael Miles, attended our school when possible and continued to ensure a positive identity and connection in our Parish. Monthly masses were held on a Friday afternoon, with many of our Parishioners joining our school families to celebrate Mass.

We involved students from Prep to Year 6 in substantial and meaningful social justice outreach programs. This included fundraising for causes chosen by the social justice action team.

Faith Data was collected from multiple sources including Enhancing Catholic Identity Data, Insight SRC Catholic Culture and data from our specific focus review inquiry.

We reviewed who we are as a faith community, inclusive of staff and students reflections on both personal and school faith.

There were strong links to faith in our community and a positive response to social outreach across all stakeholders. Evidence of positive links between social-emotional learning and scripture was noted demonstrating that at St. Joseph's our faith is embedded in who we are and how we interact on a daily basis. The dialogue across the stakeholders was strong with many examples of positive faith action in our schools. The teaching of Catholic Social teachings and call to action within the St. Joseph's school community was very strong across the school.

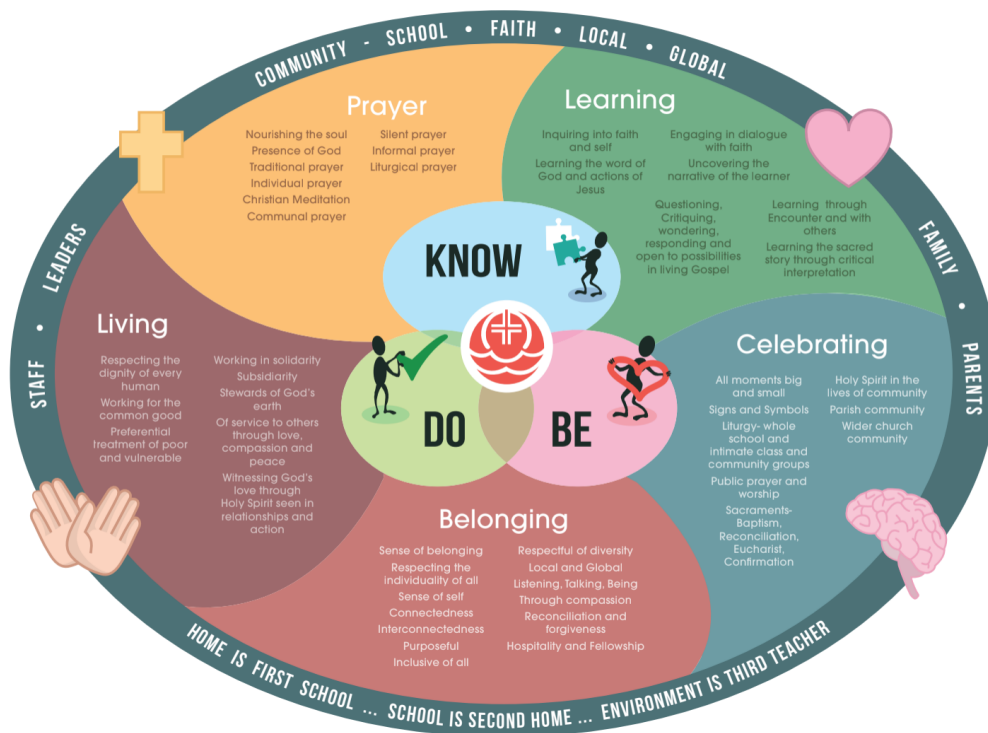
Staff: Insight SRC data demonstrated high levels of opportunity for staff to participate in faith-related learning, high recognition of faith-filled behaviour in staff and students and a high level of compassion and social justice all in the top 25% of Australian schools.

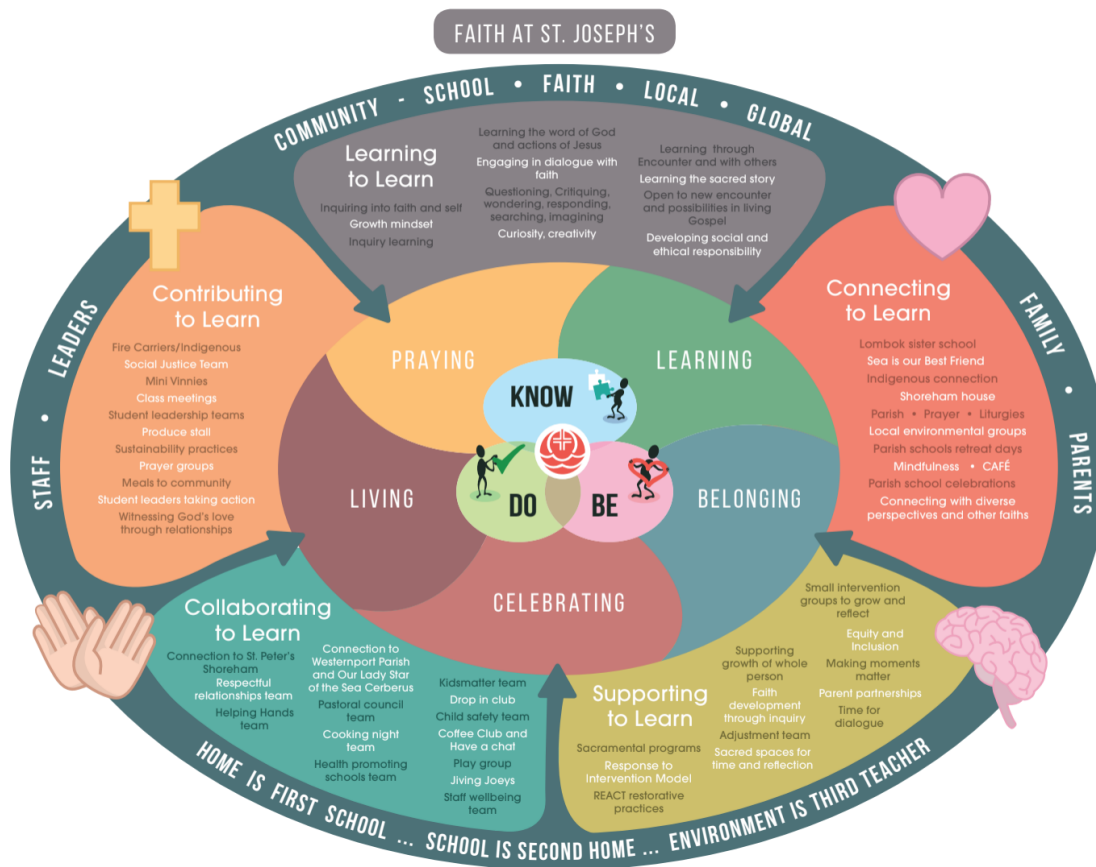
Data from staff reflections demonstrated that staff have a strong belief in connecting faith through life experiences using Catholic Social teachings as a connecting point between scripture, sacred story and faith in action. Staff have a strong connection to the Horizons of Hope and Pedagogy of Encounter documents and are making links with teaching RE through inquiry. Staff are connecting scripture to their inquiry concept ensuring faith is an interwoven learning experience for all students promoting dialogue, reflection and promoting students making meaning for themselves. Staff have a definite preference for being a dialogue school.

Student data from insight SRC data showed positive results in compassion, social justice and faith filled behaviours being in the top 25% of schools in Australia. Enhancing Catholic identity Data demonstrated students faith is indicative of the Horizons of Hope documents where students are connecting faith to life and making meaning of the faith for themselves. Students demonstrated post critical belief highlighting a symbolic belief in their actions and in the symbols they associate with the Catholic faith. The student data demonstrated there is positive literal belief showing they are able to make meaning of the traditional scripture, act with agency and engage in dialogue around this. Data demonstrated that our students don't want the traditional Catholic school the way it used to be but would prefer a dialogue school where we learn from each other and make meaning of our faith.

Fifteen of our students have celebrated the Sacrament of Baptism which is a very positive part of our school where many students express the desire to become a part of our Catholic community.

Below is the faith component of our framework. We look at faith through the five areas of prayer, learning, living, celebrating and belonging. The second visual represents the many practical examples of faith connecting to life through following in the footsteps of Jesus in our school.





Learning & Teaching

Goals & Intended Outcomes

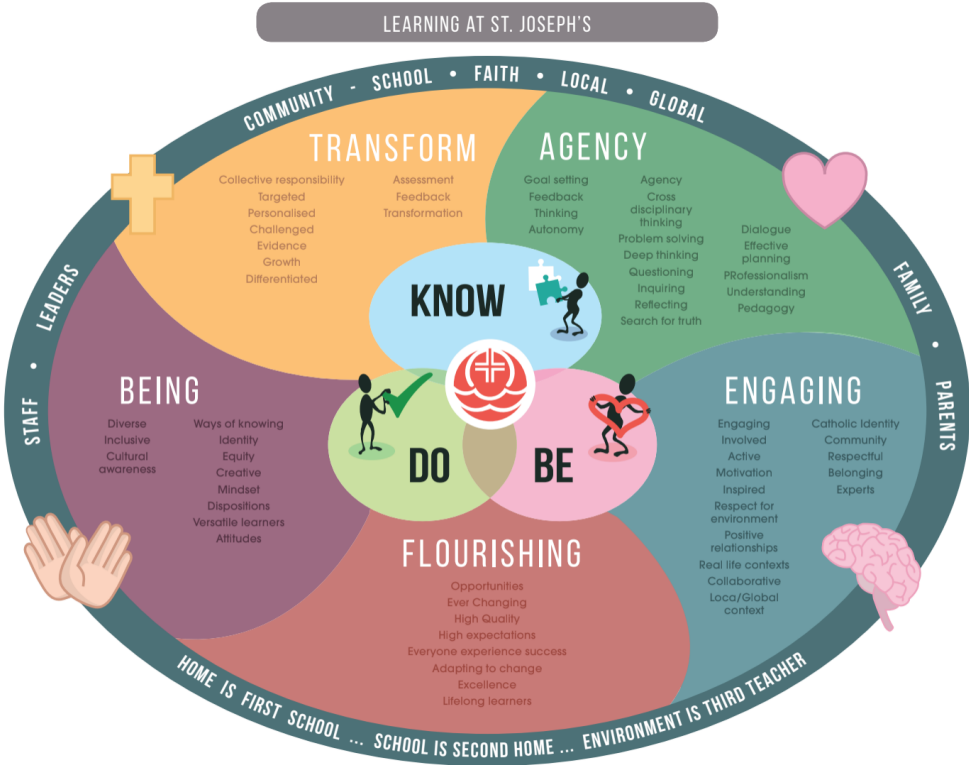
To develop a dynamic Contemporary learning culture that maximizes learning for all, and builds learner confidence and efficacy.

That student achievement in English (Oral language and Writing) will improve.

That student achievement in Numeracy (problem solving) will improve.

Achievements

In 2018, we worked to ensure a consistent understanding of our learning philosophy at our school. Together staff devised a learning framework to understand and implement a consistent approach to learning.



In our Specific Focussed review we reflected on the principles of:

- Teaching students how to learn
- Positioning students as active partners

Thinking routines, attending to effective learner dispositions, visual scaffolds and reflection on process are all examples of ways St Joseph’s teachers strive to enact these principles. There is currently a groundswell of students being positioned with stronger agency in their learning. Class meetings are providing students with a chance to make decisions that are more purposeful – and teachers are scaffolding this better. Teachers want to learn more about their own role in developing student ownership of their learning and how they could ensure students were intrinsically motivated. They wanted to see passion and excitement in all areas of the curriculum and encourage discursive classrooms where different opinions and fresh ideas were seen as valuable contributions to class conversations.

Students were invited to share feedback on their experiences of learning more regularly and this is being used to understand the implications for teaching. Progress has been made in designing for and growing opportunities for students to become assessment capable learners and teachers are keen to continuing exploring how to strengthen their pedagogical approaches with learner agency in mind.

The principles deemed to be priorities for action in light of both teacher and student reflections were:

- Analysing and responding to evidence of learners needs
- Stretching and challenging learners

Teachers identified a strong desire and need to expand the ways they **capture and analyse evidence** to move student learning forward. They want to become better able to monitor and track growth in student learning progress throughout a unit or term as a priority for their own professional learning.

Teachers **connected deep learning and understanding to the principle of stretching and challenging learners** and were keen to better understand the depth of learning, how children act on their new learning and the implications if they are to effectively track and document this. Embedding thinking routines into everyday learning and making sure that children were making connections in their learning were also identified as areas for pedagogical strengthening.

Teachers noted that while the learning dimensions of *Know-Do-Be* are now embedded in planning, they will continue to focus on the pedagogical enactment and how to differentiate the different pedagogical approaches to align with each learning dimension.

Introducing co-design and greater flexibility in discerning the direction of learning was also identified as a way to stretch and challenge students, as was a focus on enabling them to **become assessment capable learners**. Prioritising this focus has implications for the ways teachers uncover where children are in their development; documenting and gathering evidence in relation to children's learning growth and development; and analysing and designing for learning. For students, it means coming to better know themselves as learners, what their next horizon is and what evidence will help them to determine their own growth.

Students clearly indicated that they would like stronger connections between their school learning and real life. Teachers identified that talking more regularly to their students was a valuable way to inform their own learning and practice.

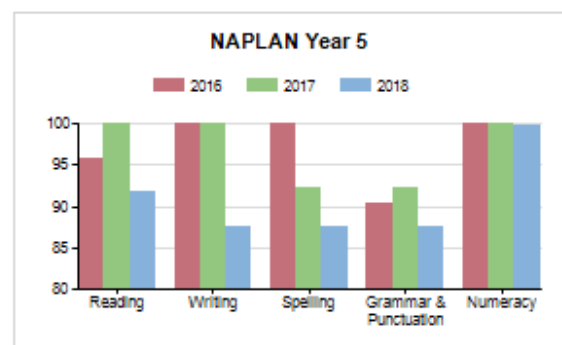
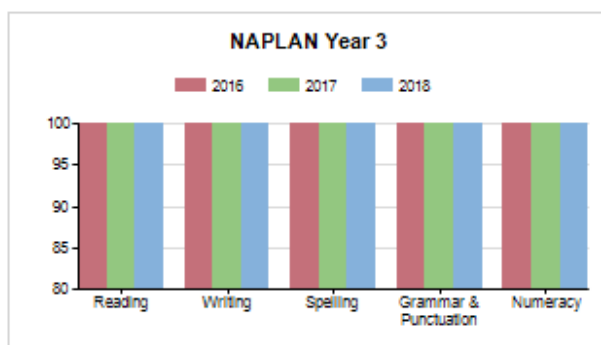
Learning from Standardised Testing

At St. Joseph's we use various forms of data to track student growth and to determine areas of strength and need across the school. Standardised whole school testing includes NAPLAN for levels 3 and 5, as well as PAT online testing in Comprehension from years 2-6 and Mathematics from years 1 to 6.

NAPLAN data shows that throughout the review period of 2014 to 2017 we have consistently met state means in all areas of Literacy, with the exception of the 2016 Year 3 cohort in reading. This is consistent with PAT Comprehension trend data which has shown between 2015 to 2017 all year levels from 2-6, have met the expected mean. This data did show a drop in 2018 which the school has reflected upon and are putting in place a specific and targeted action plan to lift the data back up to the positive results seen in the previous years.

While student growth in Spelling, Grammar and Writing has been below the state growth it has continued to improve each year. However, in Reading there has been a steady decline in growth.

In Numeracy NAPLAN data shows that Year three's have consistently reached both state and national means. The Year five standards have seen a decline in all areas other than Numeracy in 2018. This is consistent with PAT growth data that shows a decline in growth in Mathematic between years 2-5. A possible reason for this is the staff turn over and the need to build teacher content and pedagogical knowledge in this area.

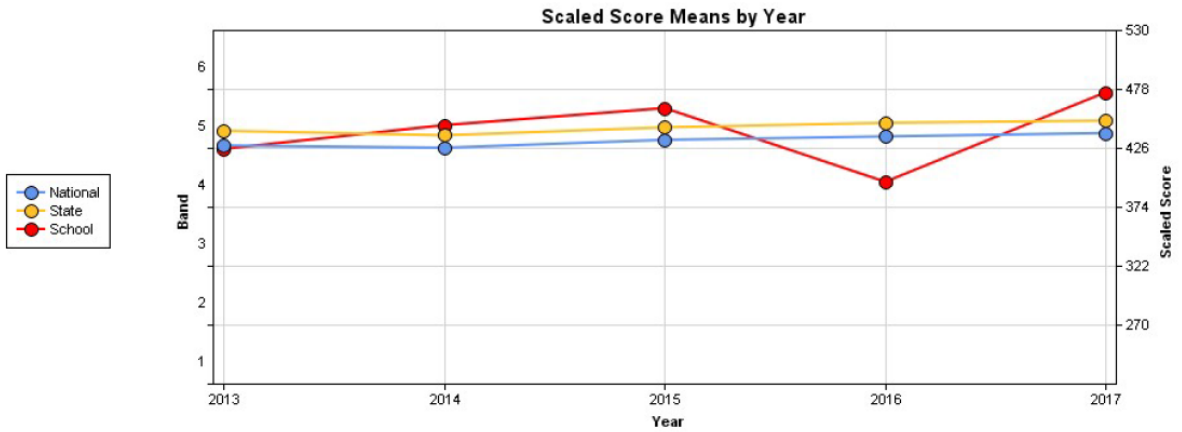


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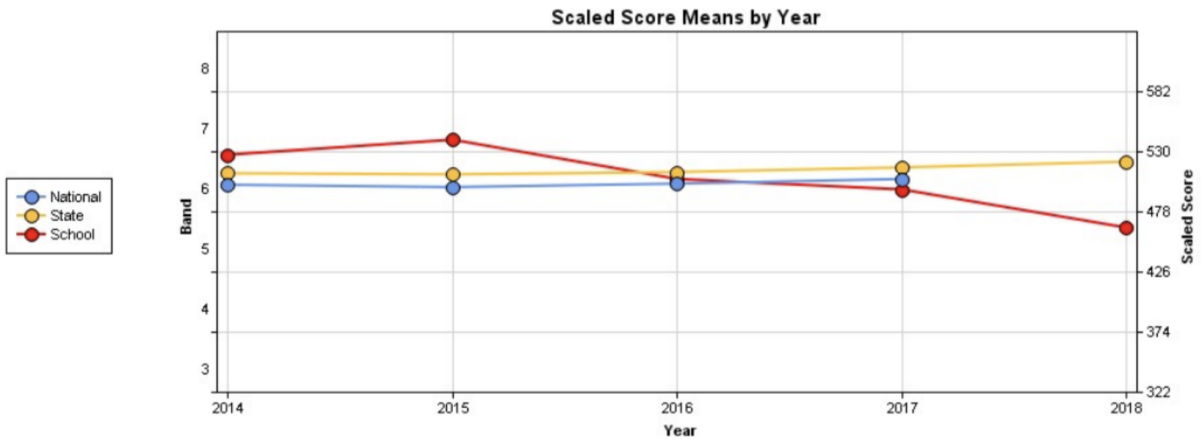
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
|-----------------------------|-------------------|-------------------|--------------------------------------|-------------------|--------------------------------------|
| YR 03 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Spelling | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| | | | | | |
| YR 05 Grammar & Punctuation | 90.5 | 92.3 | 1.8 | 87.5 | -4.8 |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Reading | 95.7 | 100.0 | 4.3 | 91.7 | -8.3 |
| YR 05 Spelling | 100.0 | 92.3 | -7.7 | 87.5 | -4.8 |
| YR 05 Writing | 100.0 | 100.0 | 0.0 | 87.5 | -12.5 |

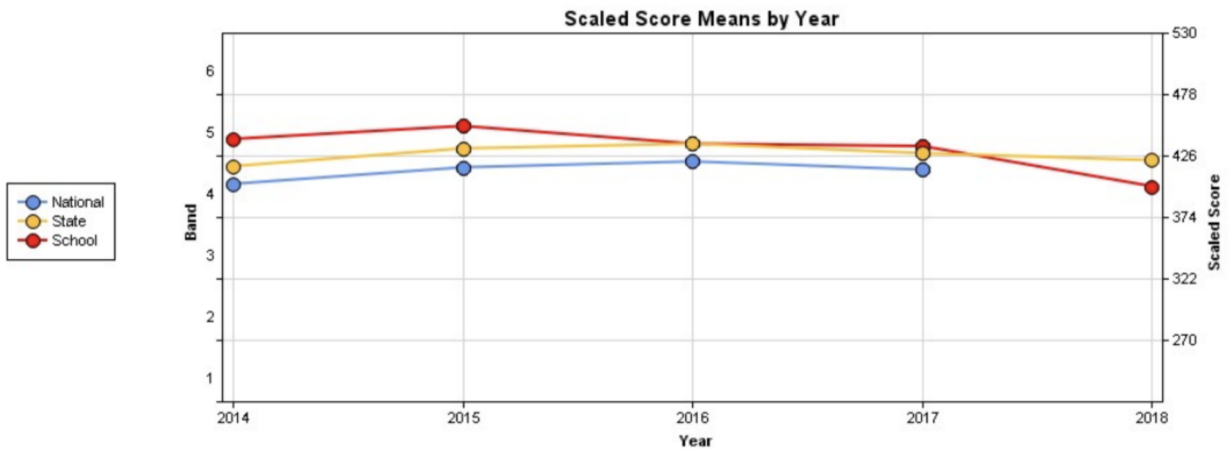
a) Year 3 Reading



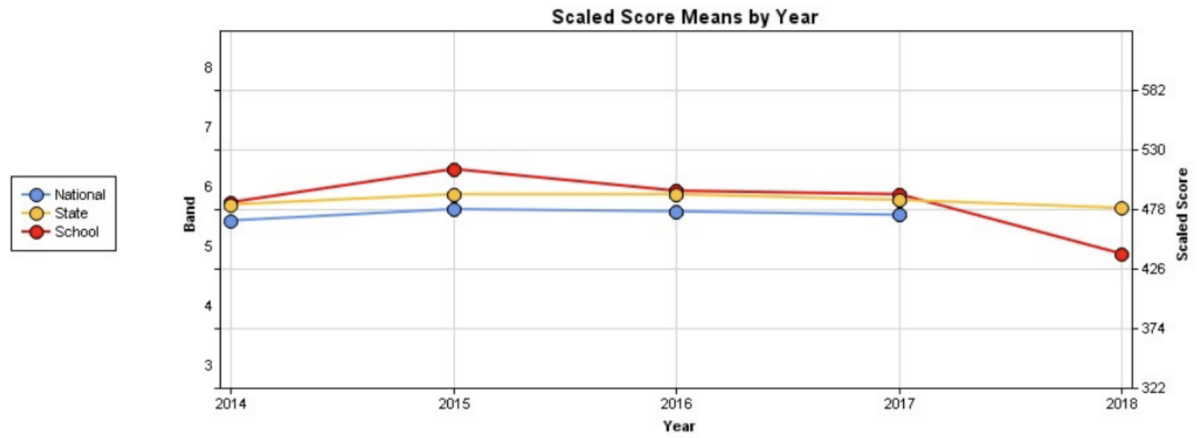
b) Year 5 Reading



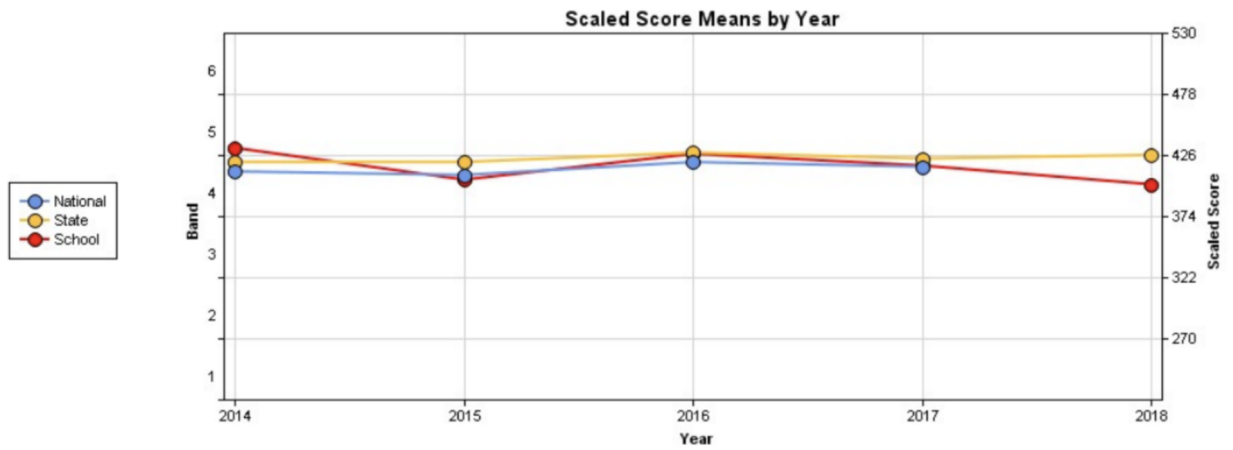
c) Year 3 Writing



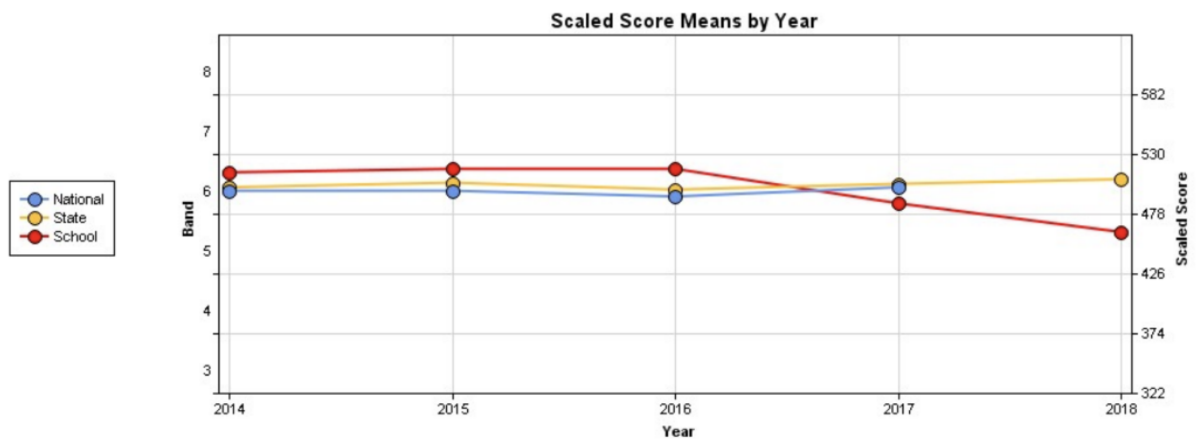
d) Year 5 Writing



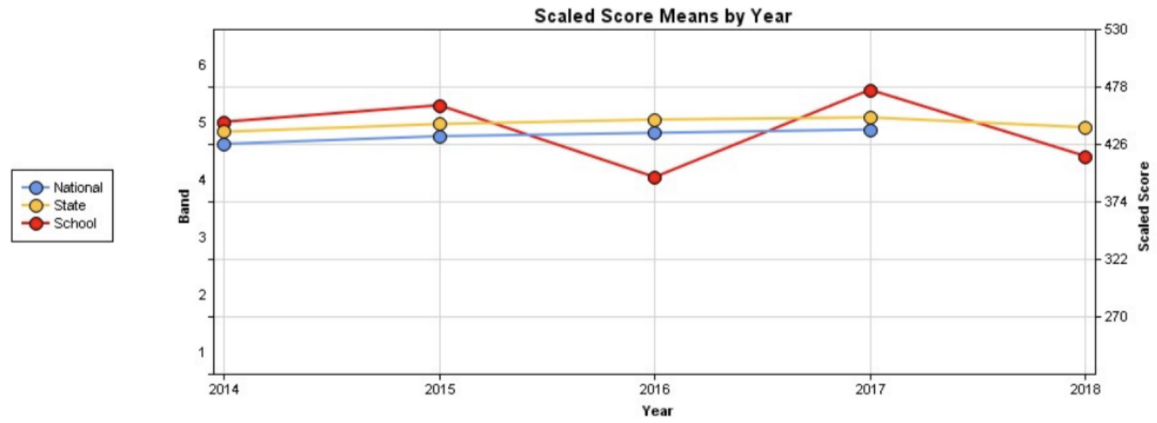
e) Year 3 Spelling



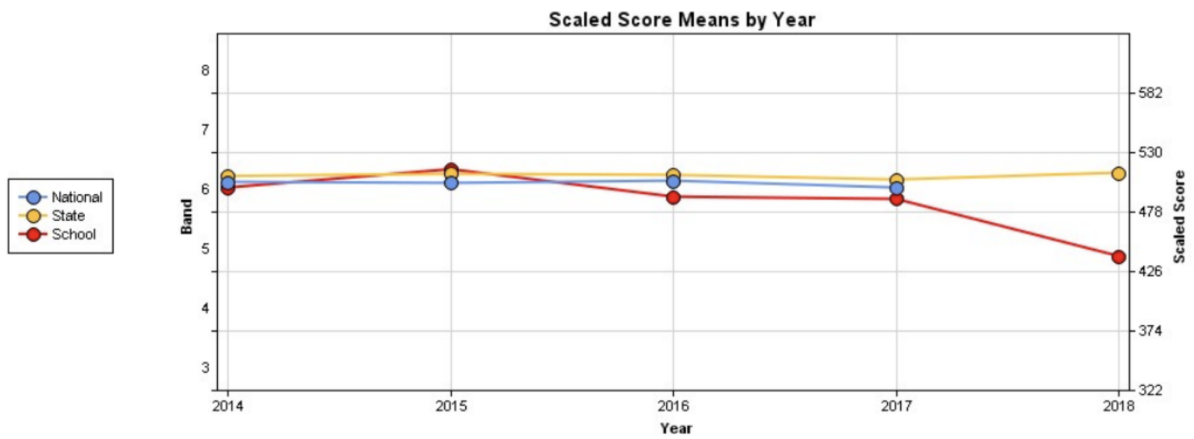
f) Year 5 Spelling



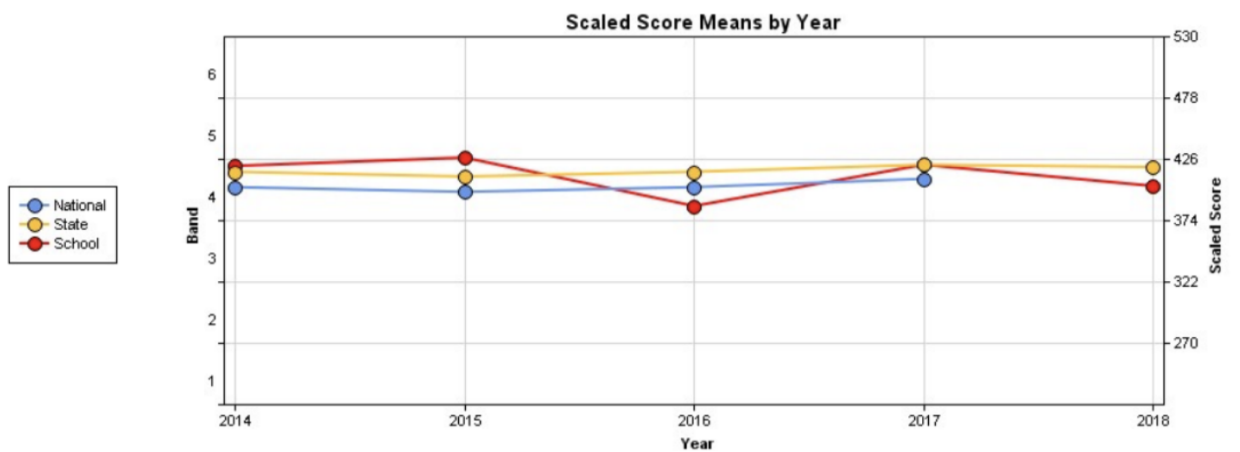
g) Year Three Grammar & Punctuation



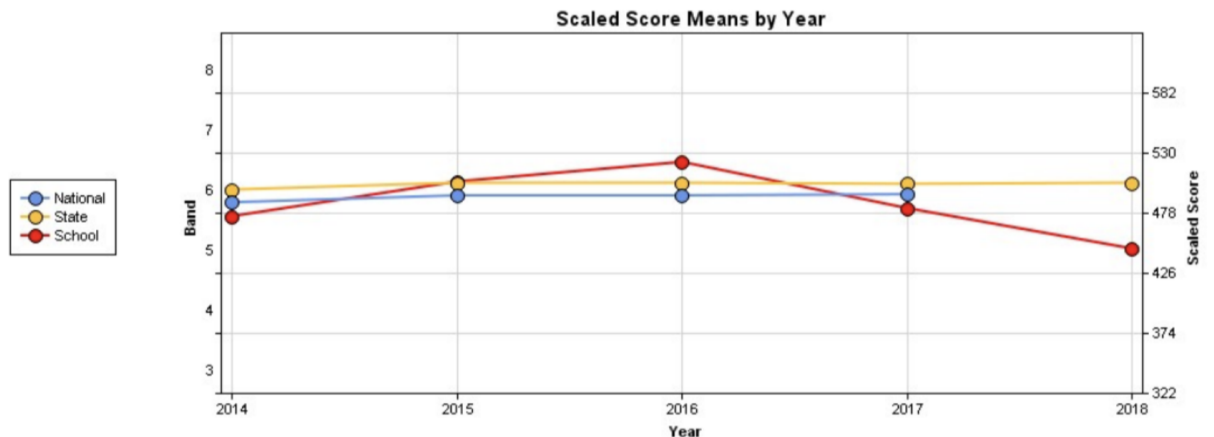
h) Year 5 Grammar & Punctuation



i) Numeracy Year 3 Number



j) Numeracy Year 5 Number



Growth

Student Wellbeing

Goals & Intended Outcomes

Create a positive school and classroom environment, which empowers students to be independent, self-motivated, successful and resilient learners and leaders.

That students will demonstrate greater resilience and develop an enhanced sense of responsibility for their own learning and behavior

That students feel confident to be active participants in their learning and engage in a range of enriching experiences within the school and broader community.

That students voice will be strengthened.

Investigations and Achievements

Learning from and with our Students regarding Wellbeing

As part of our Specific Focussed review we interviewed students on how it felt to be part of our school learning community.

School values were being **talked about and enacted** by students across the communities notably:

- Respect
- Caring and helping each other
- Calm environment and sense of community

- Individuality – Different children need different things – Everyone is unique
- Children have a language for discussing mindsets and dispositions

Children recognised the **value of diversity** and the **uniqueness** of everyone – something that had been emphasized at St Joseph's in recent years. Their responses also indicated that an environment of calm respect, caring and safety has been created here.

Children were able to talk about the dispositions and mindsets needed to be a learner as well as their sense of community and belonging.

Teachers at St Joseph's spend considerable time **getting to know their students and families** as individuals and students commented they appreciated this and feel safe and happy at school. Efforts to **engage with parents differently** in 2018 included the *Making Moments Matter* approach, which commenced prior to children starting school. Families were invited to the school during the Joey's program to learn about ways they could engage with their children and make different moments matter. *Family Friday* also invited parents into the classroom, and children taught their parents a range of different maths games.

The **design and diversity of play spaces** has evolved over time fostering further opportunities to strengthen curiosity through play and engagement with nature. These spaces have contributed to a stronger sense of calmness amongst children while the overall comments about the learning community indicated that an environment of calm respect, caring, helping and safety has been created here. A **stronger sense of community** was in evidence where children weren't physically separated.

In general in 2018 children across the school valued working together and being part of the community. Evidence of this was seen in comments such as '*we learn best when we work together*'. There was evidence of a high level of caring in the learning communities and a respect for different strengths. Older students had a **strong sense of justice** and grappled with considerations of what they thought was fair or not.

b) Strengths of Learner Agency, Self Understanding and Growth

The trajectory observed from F- 6 is that **learner agency and self understanding** is developing with children in Foundation as they begin to use the language of 'know, do, be' to demonstrate deeper learning.

In Years 1 / 2, teachers were able to articulate their children's individual and collective strengths and needs and children's **confidence to share their learning was observed to be building.**

The creation of a **safer and stronger social-emotional space**, particularly as a result of a focus on positive education, contributed to **cultural changes** that were creating the conditions for stronger learner agency.

In Years 3 / 4, **children have been invited to contribute to identifying their own learning needs**. They have expanded their buddy system from learning buddies in the classroom to social responsibility in the playground. Children are more aware of the importance of process and sharing answers with each other. They are also **more confident to initiate a learning conversation** with peers, rather than sit back and 'be a passenger'. Children have experience agency through their opportunities to **make choices** – e.g. what they wanted to champion in the Bay – which resulted in **igniting passion** about their focus.

Children are becoming **more researchful**, expressing that they want to **learn in depth** and share what they are learning to 'spread the news'. This includes 'fact sheets' on what they have championed. Teachers observed **a strengthening of respect** for everyone to learn, and a building of self-belief and self-regulation. Children are demonstrating a better understanding of the **importance of stretching themselves** and why teachers are asking this of them. Children are recognising the purpose of learning and teachers are creating a strengths based culture in this community.

In Year 5 / 6, we observed **more respectful relationships** across the learning community and **stronger collaboration**. Students were observed having **stronger learning conversations with each other**, recognising each others' individual strengths and making contributions to collaborative learning experiences. They were **more confident** to talk about their learning and the process of learning. The physical learning spaces offer scaffolds through visual displays and there is a high level of interaction with this. Students were **speaking up more about what they needed and what worked for them**. Their understanding of what helps them to learn, such as **reflecting on their thinking and actions**, has grown and had a significant impact on their learning.

Students are becoming increasingly strong and confident in **the naming of learning mindsets, dispositions and social emotional strategies**. They are able to articulate what it takes to be a great learner they are growing as **assessment capable learners**.

In 2018, we further developed student leadership opportunities by working in partnership with the House Spirit Initiative with our student action teams going from strength to strength and the

students feeling a deeper connection and sense of belonging to their house teams.. We continued to use Health Promoting Schools initiatives to provide frameworks for our Wellbeing Programs. Explicit teaching of social emotional capabilities was a high priority using the domains articulated in the Australian Curriculum; Self Awareness, Self Management, Social Awareness and Social Management. We continue to use a variety of Social Emotional Strategies on our school tool kit to support students.

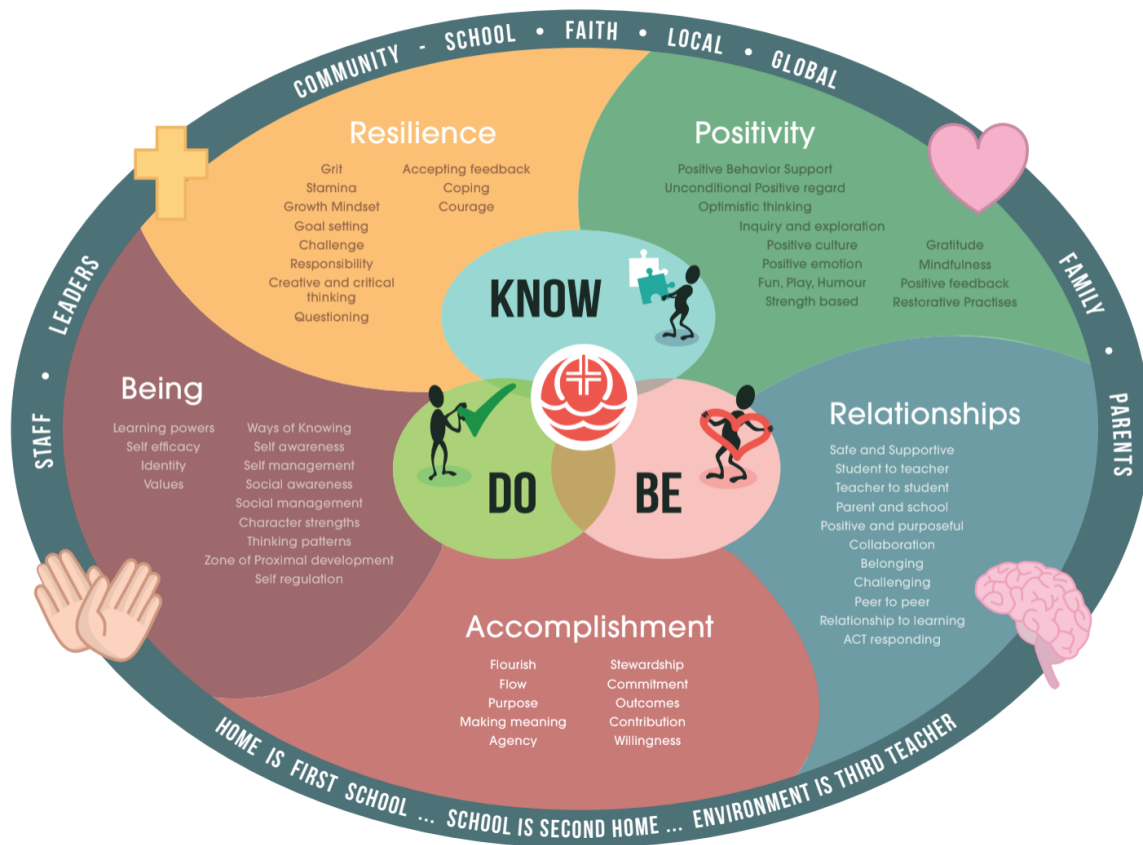
Children were also explicitly taught and can articulate the social expectations, rules and consequences as part of our School-wide Positive Behaviour Support. Staff have completed Professional Learning specifically related to our Wellbeing Approach either as a whole school or as part of our induction program. St Joseph's Wellbeing Strategies continue to be displayed in each classroom – Problem Solved, REACT, social expectations, rules, consequences, and most importantly our vision of 'Growing together in Knowledge, Faith and Friendship'. This has ensured a whole school approach to Social Emotional Learning as well as consistent expectations across the school.

Strategic individual support has been implemented across the school on a needs basis as part of our Wellbeing intervention. This has included programs and strategies such as - MPower girls, Revved up, anxiety groups, friendship groups.

Lunchtime activities are held every day to ensure there is extensive support in the playground. All playground incidents are recorded, analyzed and acted upon to ensure intervention is in place for children showing vulnerabilities.

The health and wellbeing of all our community continues to be a high priority and is evident in activities such as our weekly Running Club and our focus on healthy nutrition with our wonderful community garden, Cafe program and breakfast club. Our Defence Force Transition Aide also assists with the implementation of wellbeing initiatives and supports all students with their transition to and from St Joseph's.

We designed and implemented a new Positive Education Framework as part of our focus on building a consistent philosophy and implementation of curriculum in our school. Our school is based on a Positive Education model. The following framework has assisted staff to ensure a deep understanding of what Wellbeing is for us at St. Joseph's and how we can use this framework to ensure all elements of our Positive Education model are deeply understood ensuring the flourishing of all students.



STUDENT SATISFACTION

We continue to use a range of data to ascertain the level of our student wellbeing. This includes Insight SRC, ACER wellbeing survey, school prepared Google surveys and the LSAE index which is supported by the Schools Focussed Youth Group Initiative led by Mornington Peninsula Shire.

Students experience at school had shown positive growth in 2017 with many areas sitting in the top of the middle band of schools across Australia. Connectedness to school had shown significant growth along with purposeful teaching and learning confidence which was on the 74 percentile in 2017. Connectedness to school had shown improvements and is now at the top of the middle band of schools.

Using all of the above data collection then provides a baseline set of data that we then address. Any vulnerabilities are then addressed both through the classroom social emotional

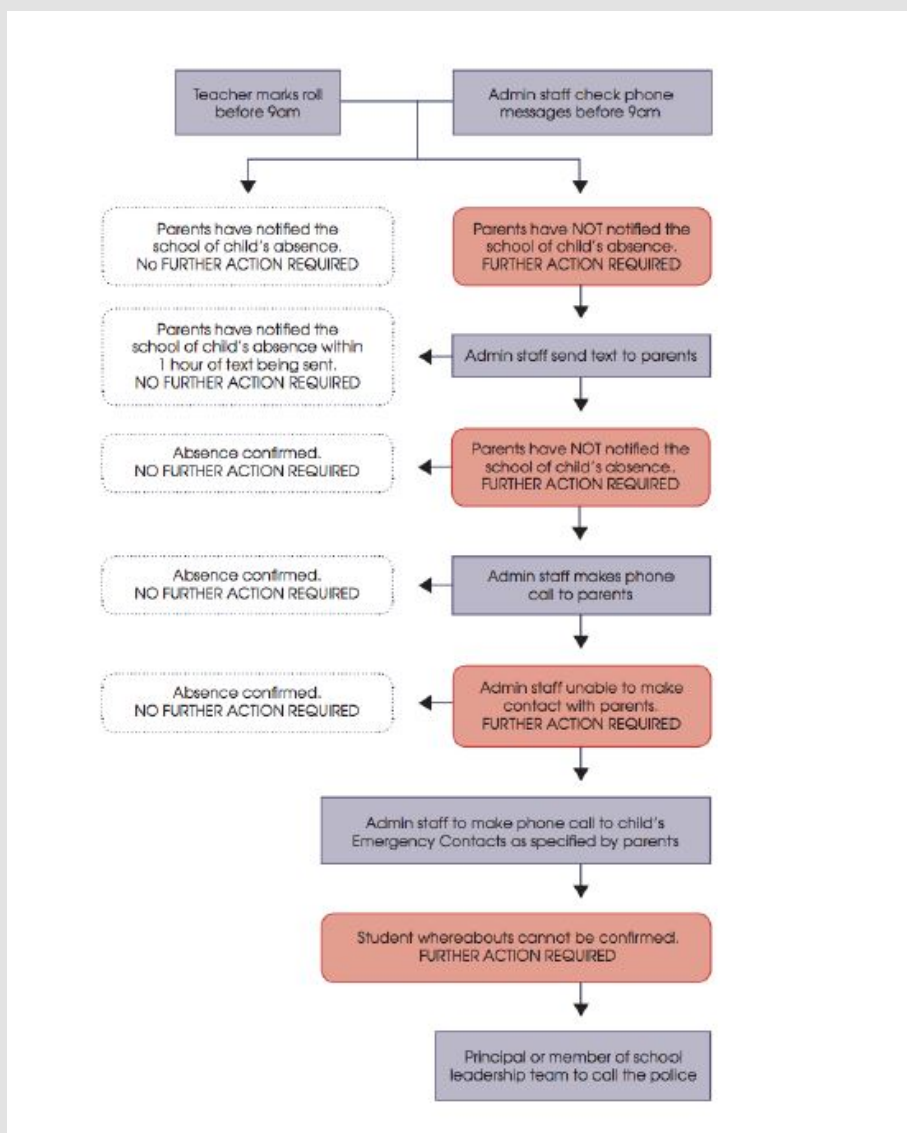
lessons and if need be through our extensive adjustment program.

Leadership also work with learning communities to ensure the culture of the classroom is conducive to positive engagement and wellbeing. Strategies and resources are then put in place if any data suggests there is a need for intervention.

Data is also collected from yard duty books and reflection sheets and any vulnerabilities are addressed and support implemented if required.

STUDENT ATTENDANCE

Non-attendance procedure at St. Joseph's Crib Point:



The school has devised the flow chart above to provide a structure on how we manage nonattendance of our students. This is the procedure for the commencement of the day. If it is an ongoing concern that students are not attending leadership then have a conversation with the parents and an action plan is put in place. The child is also placed on our adjustment program for a 5-week case load to build confidence in coming to school and to work on any social or emotional concerns.

Child Safe Standards

Goals and Intended Outcomes

Schools should consider how they have integrated the child safety focus into their school's vision and broader goals for the care and wellbeing of all students.

Schools should refer to their 2018 Child Safety Plan in order to identify the goals and intended outcomes.

Achievements

St. Joseph's Crib Point was compliant in all areas of the VRQA regulatory body and all areas of the Child safety review elements. We have a high priority on child safety and include collaborating with all key stakeholders in the school to ensure everyone understands that child safety is the responsibility of everyone.

Goals and Intended Outcomes

St. Joseph's Crib Point 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's Crib Point 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 2018-2019, 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.

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 & non-teaching 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's 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 many varied social emotional and resilience activities, played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by the Student Leadership group and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St. Joseph's Crib Point continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held 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's Crib Point 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's Crib Point 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 embed a vibrant, professional culture based on innovation, creativity and collaboration

- That feedback processes will lead to enhanced staff professional learning and professional growth
- That staff will collaborate, create and innovate.
- That sound evidence informed practice throughout the school will be more evident.
- Staff wellbeing will be a high priority

Achievements

In this section schools should describe and/or illustrate their achievements in a manner appropriate to the school community.

In 2018, we continued to strive for an agreed and consistent whole school approach to pedagogy that enabled and expected all teachers to display high levels of competency and ensure growth for all of our students.

We continued to focus on our professional learning team meetings with all staff meetings being PLT'S with minimal operational tasks permitted.

We have continued with our work on maintaining and developing a Performance and Development Culture at St. Joseph's school. In 2018 we continued to focus on Teacher Action Inquiry Research projects. This year the action research projects were based on the 2018 teacher action inquiry plan.

2018 Teacher action Inquiry Plan

This included an in-depth self analysis based on evidence and data. This was used to form the individualized goal each staff member created in consultation with leadership and visible coaches.

Explicit feedback was given using the feedback bridge strategy providing staff with valuable feedback from visible coaches. Student feedback was also a key strategy in teachers inquiring into their current levels of performance.

All professional development was in line with our school improvement plan and we continued to make important links using a common vehicle. We provided a range of opportunities for coaching, mentoring and team teaching to improve classroom practice. It also involved ED Partnerships and the leadership and support of the team.

We worked with Ed partnership as partners in our Specific Focussed review to deepen teacher understanding, pedagogy and capacity and to inquire into the level our performance and development culture is performing at. Teachers indicated that they appreciate being able to go to 'purposeful' professional learning and that there is a general perception that staff all share responsibility for actively contributing to creating a learning community at St. Joseph's. The environment at St. Josephs was seen as one that motivated staff to learn, and most people thought that curiosity was highly valued, and that there was a 'big emphasis on being continual learners and professionals' in this school.

Focus group discussions with teachers as a part of our review process indicated that they are very appreciative of the many opportunities and offers they can access to further their learning. This aligns well with their willingness to improve and their high levels of curiosity. A wide range of ways to learn are on offer to teachers within the school, including: peer observation; team teaching; lesson study; two after school PLT's; self initiated informal dialogue in breaks and after school; planning with co-ordinator; handover in Term 4; watching others; induction; students teaching teachers (Indonesian); external PD as a group; data buddies and visible coaches. Teachers appreciate that learning is a strong cultural focus here.

As adult learners, the teachers here are very aware of what works for them as learners. They noted that a recent PD online course where there were in-between tasks that strongly connected into their day-to-day work with students has been effective.

Although the busyness of school sets challenges around embedding new practices, reflecting and deep learning, staff stressed that they were motivated to be the best they could be for the benefit of their learners. The staff expressed a hunger for more but there is only enough time in a day and they are conscious of work/life balance.

We continued to build staff wellbeing to empower all staff to take responsibility for their wellbeing and their stress.

Decision making processes were improved with regular meetings for the curriculum team, consultative team and staff wellbeing team ensuring voice from all staff.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Much of our professional learning for 2018 was centred around our Specific Focussed Review as we continue to ensure our staff know that we value them being researchers and designers of our curriculum.

Professional also learning included: ,

Ed Partnerships- Specific Focused Review Partnership

Visible Learning Project

Learner Agency Project - Ed Partnerships

We also held a highly successful staff conference where staff worked with John Munro learning the importance of the brain and learning.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

20

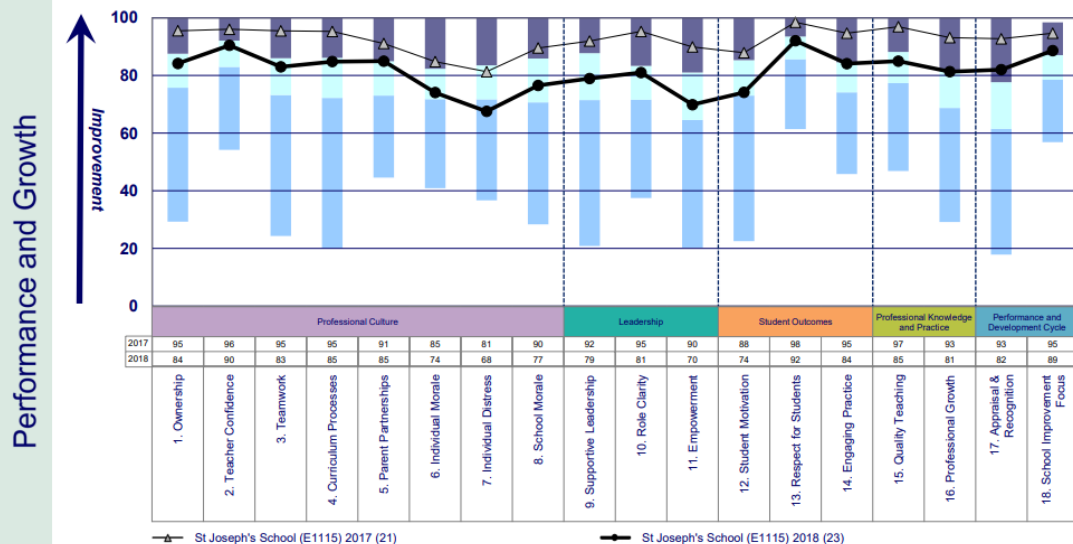
AVERAGE EXPENDITURE PER TEACHER FOR PL

\$2298.40

TEACHER SATISFACTION

2018 performance and development lead indicators – actual scores ...

Your school relative to the range for Australian primary schools.



18

insight SRC

■ Top 25% of Australian primary schools ■ Middle 50% of Australian primary schools ■ Lower 25% of Australian primary schools

Please note: The lead indicators for each domain are not indicative of all of the elements comprising each domain of the Performance and Development in Catholic Schools guide.



The organisational climate of the school includes supportive leadership, role clarity, teamwork, empowerment, ownership, appraisal and recognition and professional growth. The teaching climate had shown significant improvements over the past three

years. This relates to student management, curriculum processes, student motivation, teacher confidence, engaging practice and quality teaching. Staff members are now feeling more confident in their practise and have shown excellent growth in professional practise and quality teaching.

There is a strong focus on school improvement with the school.. The performance and development lead indicators of professional culture, leadership, student outcomes, professional knowledge and practise and performance and development cycle were all in the top 25% of schools demonstrating a strong focus on school and personal growth.

School Community

Goals & Intended Outcomes

To develop dynamic community partnerships in support of student learning and wellbeing.

- That the learning connection between home and school is strengthened.
- That the links between home, school, parish and wider community are enhanced
- That effective two-way communication processes within the school community and wider community are improved.
- That families are actively engaged in the process of learning

Achievements

Throughout the Specific Focussed review, parents recognised the St. Joseph's learning community as a collaborative, challenge-based environment. There was recognition of many opportunities for parents to be involved and they described the school as a passionate community who respects and honours the dignity of every child.

There was recognition of the diverse opportunities provided in areas such as Kitchen, Community Garden, Sustainability, CAFE and many positive comments about learning being promoted outside of the classroom environment.

Parents spoke about the school's strengths in building a culture of learning together through collaboration and partnerships. They highlighted initiatives such as the Mangrove project, Lombok sister school connection, Making Moments Matter, Dolphin Research, and connections with local groups and family-school partnerships with recognition of it being a fun, motivating school.

Highlights mentioned regularly were the sense that the school promotes a feeling of belonging and is a caring and happy place. There was recognition that teachers at the school know their students well and all members of the school community are seen as learners and create a sense of welcome, which is evident in the daily meet and greet from staff.

Parents mentioned being able to come into the school for Family Fun Fridays and the children taking great pride in showing the parents their learning.

The culture at the school was enhanced through activities such as House Spirit and sporting days. There was recognition of the many different activities and external skilled people providing diverse learning opportunities in things such as sport, basketball, dance companies and circus and opportunities to join with our other Parish schools through Sacraments and Sports.

Parents spoke about a well-rounded learning culture including Religion, Sport, Emotional and Cognitive domains. They highlighted our monthly masses, assemblies and presentations.

There was a recognition that the school focuses on people's strengths and there is a shared responsibility across the school. Communication through the See Saw App and newsletters was highlighted. There was recognition of the strength of the Junior team at ensuring all parents are welcome and communicated to about their child's learning.

There was a feeling that there is a lot of care for people and education and the school having a strength in ensuring everyone achieved success.

b) Strengths of Learner Agency, Self Understanding and Growth

Parents recognised an inquiry approach to learning across the school that encourages creativity and teamwork. They spoke about the social-emotional toolkit and the extra help that is given in the school for students to learn and grow in confidence and acceptance of self.

There was recognition of everyone experiencing success at some time and the school having a strength-based approach. Parents spoke about the school building a sense of self in all students and recognition of children as having intelligent worth. There was understanding of the needs of all students and the spreading of Jesus' message of learning in truth, beauty and love.

The parents highlighted how the school embraces difference and diversity and encourages students to make a difference in the world. All students can flourish regardless of their capabilities and self esteem is supported in the school and emotions recognised.

Parents felt that the school allowed students to feel included, integrated and not judged and children were seen helping each other without judgement.

PARENT SATISFACTION

Parents perceive the school to have a strong learning and teaching focus. They recognise the school has a strong focus on social skills and stimulating learning has shown positive growth. Parents perceive that the school has a strong school improvement focus and recognise the importance in our school of parent partnerships with parent input, partnerships and approachability all scoring in the top end of the middle band.

Making Moments Matter



Future Directions

Next Horizons for our Faith Community

Priority: Developing opportunities to connect and celebrate the sacred story of our faith through the scriptures focusing on the life and teachings of Jesus.

Investigation: How do we strengthen and celebrate our faith community centred on the life of Jesus Christ providing opportunities for deep dialogue seeking meaning and understanding and growing with action to be people of faith?

Next Horizons for Children

Priority: Developing children's understanding of themselves, who they are and how they can belong, connect and grow.

Investigation: Who Am I? How do I belong, connect and grow?

Next Horizon for Staff

Priority: Learning and working together to develop a deeper understanding of high-quality learning and assessment designs together with strong pedagogical enactment that ensures the progress and flourishing of every child.

Investigation: What do we need to do to strengthen the quality of our learning and assessment designs and how do we translate these into strong pedagogical enactments that ensure the progress and flourishing of every child?

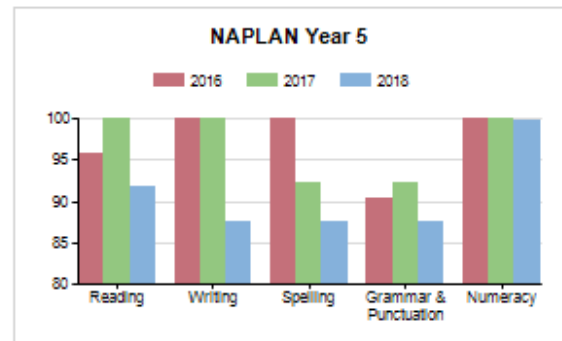
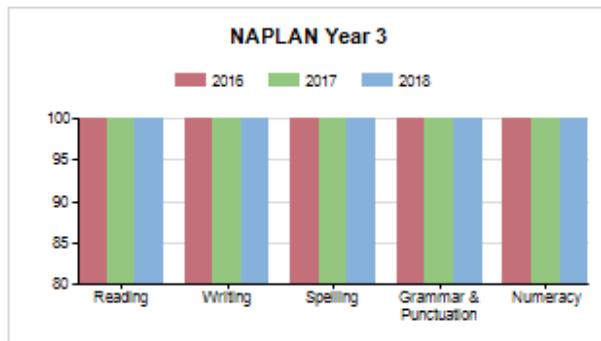
Our Next Horizons for School Leaders

Priority: Co-creation of the conditions for every member of our faith community to learn, thrive and grow as they experience joy and a strong sense of belonging.

Investigation: How do we best create these conditions for everyone to thrive and grow as learners?

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % |
|-----------------------------|-----------|-----------|-----------------------------|-----------|-----------------------------|
| YR 03 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Reading | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Spelling | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Grammar & Punctuation | 90.5 | 92.3 | 1.8 | 87.5 | -4.8 |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Reading | 95.7 | 100.0 | 4.3 | 91.7 | -8.3 |
| YR 05 Spelling | 100.0 | 92.3 | -7.7 | 87.5 | -4.8 |
| YR 05 Writing | 100.0 | 100.0 | 0.0 | 87.5 | -12.5 |



| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 94.2% |

| STAFF RETENTION RATE | |
|----------------------|-------|
| Staff Retention Rate | 90.0% |

| TEACHER QUALIFICATIONS | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 13.3% |
| Graduate | 20.0% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 73.3% |
| Advanced Diploma | 26.7% |
| No Qualifications Listed | 6.7% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2 |
| Teaching Staff (Headcount) | 23 |
| Teaching Staff (FTE) | 15.8 |
| Non-Teaching Staff (Headcount) | 19 |
| Non-Teaching Staff (FTE) | 12.6 |
| Indigenous Teaching Staff (Headcount) | 1 |

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 92.4 |
| Y02 | 91.2 |
| Y03 | 93.8 |
| Y04 | 90.7 |
| Y05 | 92.6 |
| Y06 | 93.0 |
| Overall average attendance | 92.3 |