



St Joseph's School Crib Point

2020

Annual Report to the School Community



Table of Contents

Contact Details2

Minimum Standards Attestation2

Our School Vision3

School Overview4

Principal’s Report6

Parish Priest’s Report8

Education in Faith9

Learning & Teaching12

Student Wellbeing18

Child Safe Standards23

Leadership & Management25

School Community30

Future Directions33

Contact Details

ADDRESS	17 Martin Street Crib Point VIC 3919
PRINCIPAL	Gab Espenschied
PARISH PRIEST	Father Shymon Thekkekalathungaleshappan
SCHOOL BOARD CHAIR	
TELEPHONE	03 5983 9374
EMAIL	principal@sjcribpoint.catholic.edu.au
WEBSITE	www.sjcribpoint.catholic.edu.au
E NUMBER	E1115

Minimum Standards Attestation

I, Gab Espenschied, attest that St Joseph's School is compliant with:

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

13/05/2021

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

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".

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

2020 across the globe was a most unprecedented year. At St. Joseph's we ensured our vision of growing together in Knowledge, Faith and Friendship was present in all that we did throughout the year as we continued to ensure our students make meaning of the world around them, know and understand themselves and feel passionate and motivated to take action and put all of their wonderful learning into practise.

The number one focus continued to be on our students. We remained focussed as much as we could on keeping consistency in our school and on our school improvement journey.

More than ever we focussed on our big question of : Who are we as a learning and faith community? This question took on many varied meanings through 2020 as we worked to ensure our community knew we were there to support them in any way we could. I am so proud of our learning and faith community and the way everyone worked in new ways one could not have imagined and were still able to keep such a strong sense of who we are at St. Joseph's Crib Point.

Our big question in our school improvement plan for our students continued to be : Who am I? How do I belong, connect and grow? This was even more important than ever in 2020 as we all worked to ensure our students were supported in their learning in a time when uncertainty was unprecedented. Each person's personal narrative and ways of knowing were at the forefront of our journey as we adapted and differentiated learning and support to ensure every student continued to grow both in their learning and as magnificent human beings.

Our school community went from strength to strength throughout 2020 and was a testament to the strong and positive relationships that were evident in our school along with a high priority on learning. We continued to co- design our learning experiences together with students, staff and parents contributing to a design that is contemporary in design, connecting learning and life in a meaningful way and relevant to every learner's needs.

This resulted in a highly successful and professional home learning site where teachers provided a model of exemplary learning in a time of great uncertainty. Whilst the whole design of home learning was a significant interruption and change to the way we all operated I was so proud of the high quality and professional work that our staff produced to ensure the interruptions were kept to a minimum and learning continued.

Lessons were delivered on our home learning site every day with over 95% of our students present on a daily basis striving to keep learning alive and to keep growing in ways unimaginable.

Our priority on achieving academic excellence continued to be at the forefront of our work underpinned by our inherent belief that the home is the first school, school is the second home and the environment we create is the third teacher. We continued to build an environment and culture where wellbeing and support is imperative to provide a platform where excellence can be achieved.

At St. Joseph's we continued to believe that a supportive and caring school where members feel like they belong and each individual is nurtured and celebrated is at the base of students achieving to their full potential being able to shine and flourish.

We celebrated many wonderful achievements in 2020 including being State Tidy town Award winners for excellence in the Education section for our Sea is our Best Friend program and also a Catholic Education Mad STEM award in the area of Maths.

We continued to 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. In 2020, we were focussed on using data and evidence to drive all of our growth and change and above all ensuring learning connected to life to embed new knowledge and skills in deep and meaningful ways.

We had a high priority on our response to intervention approach ensuring high quality learning design and implementation at a Tier 1 level and then extensive intervention and extension at Tier 2 and 3 level. This along with our new wellbeing and faith journals really ensured all of our students needs were met.

There was so much to celebrate in 2020 at St. Joseph's including a new leadership expansion model ensuring we are building capacity in all of our team to lead with passion and flourish in their work.

And above all we were grateful for the way our families worked in partnership with us and also grateful for our country's approach to the COVID pandemic and ultimately grateful for the health and wellbeing of all in our community.

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 2020

Education in Faith

Goals & Intended Outcomes

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?

To develop opportunities to connect and celebrate the sacred story of our faith through the scriptures focusing on the life and teachings of Jesus.

Achievements

Throughout 2020, many examples of our faith in action were evident as the St. Joseph's community went into action assisting and supporting all members of our school community in significant ways. Our Catholic Social Teachings were seen in so many ways as we recognised that due to COVID 19 we had many vulnerable members in our school who required extensive support.

This included care packages and meals being delivered in a COVID safe manner to our families and many connections and check in through multiple phone calls, zooms and other modalities ensuring our families were connected and supported. Many of our Defence Force families were isolated from family throughout this difficult time and our school community supported in ways unimaginable throughout 2020.

St. Joseph's presented and connected faith in innovative and creative ways throughout 2020. A faith, learning and wellbeing document was produced using our [Faith, Wellbeing and Learning Framework](#). Each week we had a whole school theme connecting faith and wellbeing. The faith leader and the wellbeing leader produced a slide show deepening our communities understanding of the theme and this became the basis for our weekly prayer.

Each day throughout our online learning period staff would say the whole school prayer with the families at home and then would connect this theme in the learning throughout the week. This was also placed on the home learning site providing a wonderful faith resource for all to enjoy.

Our wonderful Parish Priest Father Michael Miles produced a weekly video related to this theme which was present in the newsletter and on the home learning site. This was such a positive faith experience for our staff and families and kept everyone connected throughout such a difficult time.

Staff continued to have a strong connection to the Horizons of Hope and Pedagogy of Encounter documents and made links with teaching RE through inquiry. Staff connected 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 demonstrated our model as a dialogue school and COVID times really highlighted this as we presented our faith in creative and contemporary ways .

All teachers continued to embed Religious Education Framework and with the support of the Religious Education Leader and Head of Learning & Teaching, guided through the Pedagogy of Encounter planning processes.

Data from staff reflections and discussion demonstrated that staff continues to 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.

VALUE ADDED

In Term 1 the school community gathered to celebrate the Beginning of School Mass. We had a large majority of the families attend. A social BBQ was held at the end of Mass to welcome all the new families to the school community.

Our Sacramental Program began with the Year 3 / 4 community gathering to share a meal together as Jesus did at the Last Supper. This was a symbolic way for the parents and students to begin their preparations for making their First Eucharist and was a lived experience for all involved. We reflect now on how lucky we were to have this special night early in our school year.

In March the Social Justice Leaders attended the World Day of Prayer at St. Peter's Church in Shoreham. Our connection to St. Peter's in Shoreham continues to be one of our faith in action as our wonderful Parishioners support our children in ways many would not know.

St. Joseph's hosted a special day to celebrate and learn about Northern Territory Indigenous communities along with welcoming the Have A Ball Foundation to the school to provide sporting balls to indigenous children in remote areas of Australia. This was a positive example of being of service to others along with encouraging healthy living and a positive mental health.

In October there was a Blg Food Drive to celebrate Mission Month. The Social Justice student leaders worked closed with our social justice leader to make up Hamper Packs and deliver them to the local St. Vincent De Paul Society in Hastings.

The Mini Vinnies student team had an online planning day with the 3 Parish Schools to develop future plans for Mini Vinnies funded projects. This was the start of a wonderful project kindly supported financially from a donor associated with our Parish. The session was held via zoom

and included members of our Parish, members of the local Hastings branch and a facilitator from St. Vincent De Paul Association. This gave our students a positive focus in COVID and demonstrated that whatever comes our way we will continue to keep the focus on our important Catholic Social work in our school.

Our end of year Mass was a special occasion and the Prep Nativity was filmed and was a highlight of the year with our littlest members of our school telling the story of Christmas in such an innovative and entertaining way. This was included in the Directors News in December, and we were very proud of this wonderful achievement.

Learning & Teaching

Goals & Intended Outcomes

Students

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

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

Teachers

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.

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?

Goals & Intended Outcomes

To develop children's understanding of themselves, who they are and how they can belong, connect and grow.

To learn and work 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.

To ensure students achieve the highest growth possible in Literacy.

To build teacher knowledge and pedagogical capacity to explicitly and effectively to teach Literacy (reading)

To ensure students achieve the highest growth possible in Numeracy.

To build teacher knowledge and pedagogical capacity to explicitly and effectively teach Numeracy.

Achievements

Despite significant interruptions to our practice in 2020, St. Joseph's continued to work on embedding a highly professional learning design. This included ensuring a consistent understanding of our learning philosophy at our school and the execution of this learning design with many strategies and processes automatised across the school. We continued to focus on teaching students how to learn and positioning students as active partners in their learning.

In 2020, we continued making deep learning and connections across learning communities and with the wider community. We did this by weaving the following themes throughout the learning.

The 2020 learning communities themes were as follows:

Foundation- Making Moments Matter

1/2 Indigenous

3/4 The Sea is our Best Friend

5/6 Be of Service to Others

By learning to learn, connecting to learn, collaborating to learn and partnering to learn we were able to ensure students were applying and consolidating our school's learning process and making connections with real life problems.

Science through Inquiry and exploration continued to be a high curriculum priority with many exemplary examples of learning evident throughout 2020 including 3/4 scientific explorations to Wooleys Beach, the Year 6 Cafe program, the Year 5 community garden program and the junior Permaculture program.

Indigenous studies were implemented from Prep to 6 with an Indigenous specialist subject providing a wonderful platform for our students to learn about our first people. The area of STEM continued to have a high priority in our school with the school entering and winning the Maths section of STEM MadShowcase with a School labyrinth designed by year 5/6 STEM team.

Teachers focussed on exploring vehicles to expand the ways they capture and analyse evidence to move student learning forward. They focussed on being 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 embedded effective student tracking documents to ensure growth for every student.

Classroom observations and explicit feedback processes were embedded throughout the year inclusive of remote learning with leaders of learning observing and providing ongoing specific feedback throughout the year.

A data hour was introduced into the design each week with individual teachers meeting with a leader of learning to discuss student data and keep a focus on ensuring growth for every student. Updated assessment and tracking tools with a focus on student growth continued to be best practice in our school.

Teachers connected deep learning and understanding to the principle of stretching and challenging learners and focussed on enabling students to become assessment capable learners.

The dispositions of good learners were consistently understood and used by students from P-6. There was continued focus towards students taking more ownership of their learning with

students being expected to provide evidence of achieving their goals with classroom strategies such as working buddies, use of learning continuums and tracking supporting the students to accurately identify their own learning strengths and needs.

Discussions with leaders and teachers indicated that having leaders of learning assisting planning and working closely with teams has been effective in supporting staff to continually improve their teaching as well as increasing the consistency of teaching practices across the school.

Relational trust within the school was described as being very high and St Joseph's inclusion of feedback from staff, students and parents within their inquiry approach to school improvement is a demonstration of their strong belief in and commitment to Joseph's being a learning community.

St. Joseph's used a response to intervention framework throughout 2020 with a high priority in ensuring best practice at the Tier 1 classroom level. Leaders of learning spent extensive time in classrooms observing, modelling and training staff to build teacher content knowledge and improved pedagogical practices. The school has extensive enabling and extending intervention at Tier 2 and 3 level. This includes Literacy, Mathematics, STEM, and SEL intervention.

We are extremely proud of all that was achieved throughout 2020 considering the significant impact COVID- 19 had on our school operations.

Achievements in the area of Learning and Teaching included the following:

- A high priority in 2020 on ensuring every child made positive growth with a focus on Mathematics. This was approached by leading teachers through inquiry spiral and investigation into the Proficiencies of Mathematics.
- An updated Mathematics policy based on research and data along with expectation of implementation of this policy and consistency in practice.
- The Learning and Teaching team engaged in an inquiry into best practices in Literacy engaging in professional learning around the 5 pillars of literacy building Phonological awareness, Phonics, Vocabulary, Fluency and Comprehension skills from Foundation to Yr 6. The team presented their findings to the curriculum team and agreed to engage in the Intiallit literacy program from F-2. The program is an evidence based program that builds foundational skills in all 5 pillars of literacy.
- Junior school teachers were engaged in training to prepare to implement the new literacy resource in 2021
- Improved resources in the 3-6 area for focused teaching of skills in comprehension. The school purchased a significant amount of Fountas and Pinnell guided reading resources.
- Senior teachers built their Mathematical knowledge and pedagogy through the Developing Mathematical Understanding in Geometry online professional learning.
- All staff completed the Intervention Modules designed by the CEM to engage staff in understanding of the universal design for learning and the intervention process.

- We engaged John Munro to present professional learning on the learning process and ways of knowing to build teachers' knowledge of the how and why of learning.
- All staff engaged in Vocabulary building professional learning where teachers explored the theory and the practise of building vocabulary through picture story books.
- All staff engaged in online professional learning with both school leadership and Patrice Wiseman from Catholic Education Melbourne to learn how to write smart goals especially in the area of Positive Behaviour.
- Staff were trained in the latest updated Colourful Semantics and all staff implemented this throughout their Literacy work
- The school participated in a pilot program employing a CEM speech therapist who worked with our junior teachers one day a week.
- Junior Speech (articulation) Intervention Program implemented and facilitated by our speech therapist.
- Colourful Semantics Intervention Program implemented and facilitated by our speech therapist.
- Family Fun Fridays were wonderful opportunities for parents to come into the junior learning communities and learn about our design from their children
- Staff were upskilled in different online tools to engage students in engaging lessons online. Tools included screencastify, youtube, explain everything.
- Due to the COVID 19 crisis, in term 2 Round 1 of Remote learning began. All students were given an online device and where needed internet access, to access their learning.
- Hard copy home learning packs were also created by teachers and sent home to support learning in a professionally produced St. Joseph's bag.
- In Remote learning round 1 a highly professional school designed and co created Home Learning site for all students and parents to access was produced - [St. Joseph's Home Learning Site](#)
- Teachers created lessons for their class and shared them through this site. They also had learning community pages, where students had access to conference tiles where they could speak to their teachers.
- All specialist teachers also created online lessons for students to access throughout their remote learning.
- We continued to adapt this amazing home learning site resource throughout 2020 and this has continued to now be our permanent home learning site.
- All intervention continued online throughout remote learning, with support staff and intervention teachers designing online live lessons for teachers to access. When needed some students engaged in face to face lessons on site.
- Due to Covid we did not participate in NAPLAN but kept a high priority on the collection of data to ensure we are tracking the growth of our students.
- We implemented a COVID to Christmas plan in Term 4 to ensure our students did not miss any of the normal experiences but rather doing them in the same, same but different approach.

- Our Joey's Club transition continued fortnightly from Term 3 ensuring our newest community members were ready to commence their journey. This included many parent sessions where we shared our learning philosophy and design. Some sessions were held on zooms and others onsite.
- We were involved in the Songroom music program engaging with a music teacher to learn singing through rhyme and rhythm. Whilst COVID- 19 significantly impacted on this program teachers did what they could to enhance the oral language skills of our junior students
- Many Literacy intervention programs were implemented throughout 2020 including Reading Recovery, LLI and the ERIK Reading Intervention Program
- STEM extension classes continued throughout the year with the Discovery room revamped and STEM lunch time activities run twice a week.

Celebrations

- Students won the Tidy Towns Education award for their work to promote Western Port bay through online stories about migratory seabirds.
- Students won the STEM Mad Showcase for Mathematics presenting their work on designing and creating the school Labyrinth.

STUDENT LEARNING OUTCOMES

In the first Semester the growth was not at the expected rate. This was due to limited face to face class time and a commencement of a long lock down period. In the second Semester however most children made positive growth. This was testament to the high quality learning and teaching design regardless of whether the students were on site or at school in the second semester. Coming out of lock down we had a high priority on the subject areas of Literacy and Maths.

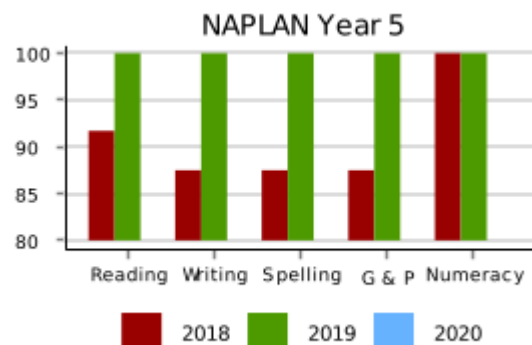
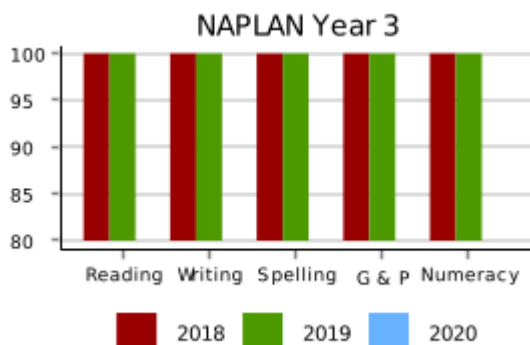
[St. Joseph's 2020](#)

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	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	87.5	100.0	12.5		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	91.7	100.0	8.3		
YR 05 Spelling	87.5	100.0	12.5		
YR 05 Writing	87.5	100.0	12.5		

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

Achievements

In 2020, we continued our focus for students on Who am I? How do I belong, connect and grow? At St. Joseph's we have had a high priority on our students developing strong social emotional capabilities. In order for students to flourish and shine we are constantly seeking to understand the individuality of the student, how they make sense of the world, their identity, beliefs, ways of thinking and the many cultures they try to navigate through their unique understanding of themselves and the world around them.

This took on a whole new meaning with the COVID- 19 pandemic and we were extremely proud of the significant achievements we made in this most important area especially during uncertain times where mental health of so many in our community was affected in ways we most probably did not see.

The introduction of our whole school faith and wellbeing theme really was a highlight of the year. This guided our approach ensuring all of our community benefited from our highly professional frameworks. This included the introduction of a whole school wellbeing journal which has been a wonderful resource for every student in our school.

Weekly wellbeing meetings with both our wellbeing and adjustment teams ensured all students were being monitored and support and Tier 2 interventions were implemented when required. At a Tier 1 level in the classrooms we had a significant focus on using the St. Joseph's social emotional tools, strategies and procedures to ensure a consistent approach across the school to ensure we were building strong social emotional capabilities and the strategies and action necessary if they are not feeling ok.

This included implementing many take a break zones across the school teaching students the action plan from our positive behaviour approach. This included upgrading our Discovery room to be a wellbeing space where students can go and be supported to regulate, reset and re enter the learning environment.

In 2020, the Making Moments Matter approach guided our Joey's transition program. Families were invited to attend sessions both on zoom and onsite during Joey's Club 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.

In 2020, 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. This continued throughout the remote learning period ensuring our school leaders were provided with many opportunities to shine and flourish in their leadership.

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 Know, Do Be of our Positive Behaviour Approach. Staff attended Professional Learning specifically related to our Wellbeing Approach to ensure consistency across our school in the use of language and actions related to positive behaviour.

St Joseph's Wellbeing Strategies continued to be displayed in each classroom - Problem Solved, REACT, our social emotional tool kit, and most importantly our Know, Do Be of positive behaviour. This has ensured a whole school approach to Social Emotional Learning as well as consistent expectations across the school.

Strategic individual support was implemented across the school on a needs basis as part of our Wellbeing intervention. This included programs and strategies such as - MPower girls, Revved up, anxiety groups, friendship groups, Canine Comprehension, Drum beat and Art and Garden therapy.

Lunchtime activities continued to be held every day when we were able to be onsite to ensure extensive support in the playground. All playground incidents were recorded, analysed and acted upon to ensure intervention is in place for children showing vulnerabilities.

The health and wellbeing of all our community continued to be a high priority and was evident in activities such as our focus on healthy nutrition with our wonderful community garden and Cafe program. Our Defence Force Transition Aide also assisted with the implementation of wellbeing initiatives and supported all students with their transition to and from St Joseph's.

VALUE ADDED

- Take a Break Zone's updated and reviewed at a Tier 1 and 2 level
- Positive Behaviour approach continued to be embedded across the school with specific LSO training sessions to ensure consistency with all staff

- Professional Learning Team meetings on SEL, Positive Behaviour approach and Tool kit elements including planning and implementation
- Fortnightly Wellbeing slide show created for the whole school community, with links to Faith and SEL toolkit element
- Toolkit elements I can statements redesigned to include more student friendly language
- Wellbeing journals designed and implemented with fortnightly focus
- Explicit teaching of Toolkit elements weekly SEL focus
- Specific and consistent SEL planners implemented with the SEL curriculum expectations unpacked and established
- SEL trackers continued to be a focus along with student profiles based on the Ways of Knowing to ensure we understand each individual student in our school
- Reflection sheets revised to include emotional thermometer and other tool kit elements
- Emotional thermometers in every learning space with a consistent check in expectation and procedure
- Well-being lunchtime activities
- Canine comprehension
- MPower
- Better Me Program (5/6 students)
- Respectful relationships
- Focus on Student safety in particular psychological safety
- Continued practice of Mindfulness Meditation across the whole school.
- Student leadership group to design a school Labyrinth for mindfulness
- Weekly class meetings held to ensure student agency and responsibility
- ESafety focus onsite and on the home learning site
- Explicit teaching of 'Cybersafety' awareness.
- Collection of Data- Absenteeism, Late arrivals, Yard Duty incidents, Reflection sheets filled in with students and staff.
- Lunch Time Clubs- extensive activities led by staff every day and we introduced a Playpod where students could take a cubby kit out to design, build and play with. The Playpod contained 6 wheelie bins full of equipment students can use to create cubby houses. The lunch time club was organised and run by support staff each day with some days even having 2 clubs on the same days. Clubs were Art and Craft, Defence Force, Running, Garden, Yoga, Drum Beat, Games, Big Games.
- Respectful Relationships program scope and sequence developed to promote Student Safety and Wellbeing
- Buddy program between Junior and Senior students
- Continued opportunity for school choir membership

- Student leaders hosting weekly assemblies and school tours for prospective parents.
- Transition Programs: Maintained regular communication between local kindergartens and regional secondary colleges.
- COVID to Christmas visual with all possible activities for the community to see and celebrate all that we were doing to support each member of our community

STUDENT SATISFACTION

We continued to gather feedback from students and check in on how they were travelling in such unprecedented times. There were regular check ins with students on our home learning site and close communication between home and school to ensure every student was continuing to learn and feeling engaged and connected to school.

Other feedback in the form of celebration for outstanding achievements were found in our 2020 State Tidy Town award in the Education section and our STEM Mad show case award for Maths.

STUDENT ATTENDANCE

Attendance:

During the 2 Remote Learning periods the attendance by students at their daily zoom lessons was almost 95%. Students did a morning check and completed 2 lessons online with their teachers.

Onsite: During the Remote Learning periods the school provided lessons at school for vulnerable students or students of parents who were both working. We had an average of 21 students on most days with Fridays being approximately 15.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	97.0%
Y02	96.5%
Y03	98.3%
Y04	98.2%
Y05	98.7%
Y06	97.4%
Overall average attendance	97.7%

Child Safe Standards

Goals & Intended Outcomes

Goals and Intended Outcomes

To maintain a culture of Child Safety

To maintain compliance as a Child Safe School

To maintain clarity of acceptable and unacceptable behaviours towards children To maintain compliance of expectations around supervision of students

Outline behaviours and procedures that keep children safe at school

Achievements

St. Joseph's Crib Point continued 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 2020 Child Safety and OHS practices were at the forefront of all we achieved with the COVID 19 pandemic resulting in a year of ensuring we had the highest of standards and COVID checks in place. St. Joseph's performed outstandingly ensuring all recommendations from Catholic Education were implemented in a timely manner.

- Child Safety Standards remained 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
- 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
- Staff members have completed the Victorian Department of Education and Training's on- line Mandatory Reporting module.

- St. Joseph's Crib Point continued 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.

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

To learn and work 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.

To provide an outstanding and stimulating environment with excellent resources to ensure every student thrives, grows and flourishes.

Achievements

In 2020, 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 focussed on our professional learning team meetings with all staff meetings being PLT'S with minimal operational tasks permitted. Throughout 2020, we continued to offer two after school PLT's whether onsite or on zoom. We continued with our team planning facilitated by our leaders of learning and encouraged self-initiated informal dialogue in breaks and after school to ensure our curriculum design was of a high standard. As adult learners, the teachers at St. Joseph's are very aware of what works for them as learners.

Despite COVID, we continued with our work on maintaining and developing a Performance and Development Culture at St. Joseph's school with all staff engaging in the Action Inquiry Research projects in the best possible way.

This included an in-depth self-analysis based on evidence and data. This was used to form the individualized goal each staff member. All staff participated in a coaching session with the Principal and then an additional session with a member of the leadership team. Teaching staff also engaged in continuous learning conversations with our leaders of learning team.

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

Amongst a most uncertain year when lock-downs dominated the landscape for the majority of the year we found ourselves in a restructured leadership design. With the Principal expanding over to St. Mary's Hastings, a wonderful platform emerged for a myriad of new possibilities and expansion of leadership.

We welcomed new members to our leadership team and the Learning and Teaching leader also expanded over to St. Mary's Hastings resulting in the formation of a highly structured leadership model. As outlined below we appointed two Deputies at St. Joseph's Crib Point. One Deputy of Learning, Pedagogy and Data and the other Deputy of Operations and organisation.

[2020 Leadership Structure](#)

This exciting restructure allowed for many new leadership opportunities. We worked diligently to ensure clear role clarity both for staff and for the school community. With this new model was the need to ensure we were building leadership capacity. We engaged with Joe Pane to work with our leadership team on emotional fitness. Many other schools joined us on zoom sessions as we inquired into what we needed to BE to ensure effective leadership and building each individual's capacity to lead our school community.

Joe Pane also ran a professional learning session with the three Parish schools to commence the 2020 school year focussing on the conditions and dispositions we required to thrive and flourish in our work. Little did we know at this stage that we were heading into a most unprecedented year.

We provided a range of opportunities for coaching, mentoring and team teaching to improve classroom practice. It also involved working with facilitator Kelli Simmons from ED Partnerships to deepen teacher understanding, pedagogy and capacity and to inquire into the area of Mathematics.

Additionally, our Deputy leader of learning continued with her participation in Masters level education in the area of Mathematics, and we had a high priority on improving content knowledge and pedagogical practices in this area with a focus on the proficiencies in Maths.

We also inquired into what we could do to improve our explicit teaching of Literacy. Throughout 2020 our leadership team embarked on an in-depth analysis of what we were currently doing in Literacy and how we could enhance the growth for our students. The National Reading Panel identified five key concepts at the core of every effective reading instruction program: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. From our research we then looked at which resources would be most beneficial to enhance our literacy and a decision was made to use the Initialit program moving forward at St. Joseph's.

Teachers indicated that they appreciated 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. Joseph's is 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.

Despite COVID dominating all that we did in 2020 we continued to engage in a wide range of professional practices including: peer observation; team teaching; Japanese lesson study and other such processes to keep a focus on our school improvement Investigation asking how do we best create these conditions for everyone to thrive and grow as learners?

We continued to build staff wellbeing to empower all staff to take responsibility for their wellbeing and their stress. This was a high priority in 2020 considering the significant impact the COVID-19 pandemic had on our ability to function in our day to day work. Our staff were supported in many ways including care packages, regular check ins and regular zoom sessions to ensure everyone was travelling ok in such uncertain times. Staff were offered EAP support and many staff also took up coaching sessions with leadership to set weekly goals and action plans.

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 Professional Learning undertaken in 2020

We participated in a range of different professional learning experiences throughout 2020. This included a comprehensive range of professional learning despite being in lockdown for a significant period of time. Many professional learning experiences were held via zoom and involved all staff building capacity in many different areas as outlined below:

- Joe Pane human behavioural expert - several sessions on emotional fitness
- Staff being trained in Berry St
- Staff participating in Maths Professional Learning facilitated by CEM
- Professional learning in the area of literacy (Lyn Stone) occurred upskilling Phonemic Awareness and Spelling
- Professional learning in Numeracy led by our Learning Leader Sue Jackson and Ed partnership consultant Kelli Simmons ensuring an effective planning process.
- Online Indigenous PD including RAP training

- John Munro whole staff professional learning on Ways of Knowing and the learning process
- Staff trained in Colourful Semantics
- Senior teachers built their Mathematical knowledge and pedagogy through the Developing Mathematical Understanding in Geometry online professional learning.
- All staff completed the Intervention Modules designed by the CEM to engage staff in understanding of the universal design for learning and the intervention process.
- Professional Development with Patrice Wiseman CEM on Positive Behaviour and setting of SMART goals.

Number of teachers who participated in PL in 2020	18
Average expenditure per teacher for PL	\$1342

TEACHER SATISFACTION

We continued to gather feedback and reflected on how the school was performing and in particular how are staff were travelling in such unprecedented times. There were regular check ins with staff to check teacher satisfaction levels including remote learning google forms. Staff indicated their levels of wellbeing and pyschological safety and felt extremely supported throughout the year.

Feedback through emails, open forums, individual check ins and staff PLTs indicated that our staff felt extremely satisfied and grateful for all of the support they were provided with throughout the year.

Other feedback in the form of celebration for outstanding achievements were found in our 2020 State Tidy Town award in the Education section and our STEM Mad show case award for Maths.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.1%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	92.7%
----------------------	-------

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	11.8%
Graduate	17.6%
Graduate Certificate	0.0%
Bachelor Degree	64.7%
Advanced Diploma	23.5%
No Qualifications Listed	17.6%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	25.0
Teaching Staff (FTE)	18.0
Non-Teaching Staff (Headcount)	20.0
Non-Teaching Staff (FTE)	20.9
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

To co-create the conditions for every member of our faith community to learn, thrive and grow as they experience joy and a strong sense of belonging.

Achievements

2020 was a year for extraordinary support for every member of our school community. It was an unprecedented year where mental health and wellbeing was at the forefront of all that we did at St. Joseph's Crib Point.

This was particularly evident during the COVID lockdown in Term 2 and Term 3 where many of our families were affected in many ways including financially and through isolation from family and friends.

There was a significant need in the school community to assist families and boy did our community swing into action providing wonderful meals prepared by our brilliant chef Matt and many different hamper and care packages. During that time 35 different families were supplied with a Helping Hand of freshly cooked meals.

We were able to send home some extra hamper packs to families in need through donations of food from Vinnies in Hastings.

Technology and Ipad support was necessary for quite a few families who did not have the equipment necessary for their children involved in Remote Learning. We were able to loan out over 30 ipads and chargers to families. We also provided 5 WIFI Dongles with Internet Plans to needy families.

Over the Phone Check ins zooms and other emotional support was provided. Each classroom teacher made contact with each family in their class. Leaders and our Parent in Partnership Coordinator were continuously in communication with many of our families. Follow up calls were made to parents requiring extra assistance and counselling on a weekly basis.

We also had weekly fitness activities and cooking sessions with expert staff which provided such a magnificent way of connecting in COVID times. Many families, staff and outside community members accessed these wonderful programs which kept a focus on our relationship building and ensuring every member of our community having a sense of belonging to our magnificent school.

Whilst the focus in 2020 was on supporting our families through the COVID- 19 pandemic we kept a high level of focus partnering with parents through the learning process. Parents were involved in their child's learning in ways totally unimaginable and we could not be more proud and grateful for the significant commitment parents made to home schooling in 2020.

Through engaging parents in home learning and in other learning opportunities such as the home learning site, see-saw, newsletters, assemblies and social media parents become more aware in 2020 of the learning philosophies of the school.

We continued to build opportunities for parent engagement in school through coffee chats, cafe, fundraising and learning clinics and adult faith activities.

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.

The culture at the school was enhanced through activities such as House Spirit, Family Fun Fridays and sporting days even though all of these wonderful activities were reduced throughout 2020.

Parents were engaged in our monthly masses, assemblies and presentations whether this was onsite pre COVID or via online platforms these continued to be a high priority in our school throughout the whole of 2020.

There was a general feeling of great appreciation for all that was provided in 2020 to keep our community supported. Feedback was extremely positive and on many occasions families articulated that there is a lot of care for people and education and the school having a strength in ensuring everyone achieves success.

PARENT SATISFACTION

Feedback from parents were regular as parents communicated how amazing our team was throughout the remote learning period.

- Some of the feedback included comments such as:
- Amazing to watch my child learn and see what he is learning
- Small groups were effective and I could see child was confident
- Able to see how the teachers and students interact together
- Expectation that students are up and ready in their uniforms for class.
- Happy the school made a huge effort to go into a full timetable
- I am so proud of the school because they saw that this was precious time to learn
- Lessons short and sharp and engaging
- Great home learning portal which was easy to use and navigate
- Everything was ready to go straight away with many teacher led activities - trivia quiz - interactive and my children were really engaged

Feedback from our School Board was overwhelmingly positive and appreciative of how staff had gone over and beyond in COVID remote learning and many comments were made from our community on how St. Joseph's provided a highly professional design that was above and beyond what other schools in our area provided.

Future Directions

We continue on with our school improvement plan for 2018- 2022 and the following new horizons.

Next Horizons for our Faith Community

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

- Developing children's understanding of themselves, who they are and how they can belong, connect and grow.
- Who Am I? How do I belong, connect and grow?

Next Horizon for Staff

- 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.
- 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

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

As we head into 2021 we will continue our focus on improved growth for every student in our school and striving to achieve academic excellence in all that we do.

In 2021 we look forward to planning and upgrading our school administration office after the announcement of a grant. We also look forward to implementing our full landscape plan around the oval area including a further wetlands, wildlife corridor and labyrinth.