



St Joseph the Worker School

Reservoir North

2022 Annual Report to the School Community



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Contact Details

ADDRESS	79 Wilson Boulevard Reservoir North VIC 3073
PRINCIPAL	Maria Barnes
TELEPHONE	03 9469 7800
EMAIL	principal@sjwreservoirnth.catholic.edu.au
WEBSITE	www.sjwreservoirnth.catholic.edu.au
E NUMBER	E1299

Minimum Standards Attestation

I, Maria Barnes, attest that St Joseph the Worker School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in *the Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Our Vision

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

Let Us Work Together

SJW PHILOSOPHY STATEMENT

At St Joseph the Worker Catholic Primary School, the learner is at the centre of all we do. Students are welcomed into a safe, supportive and inclusive learning environment. We challenge and empower our students to be active citizens who are engaged and reflective lifelong learners. As a learning community we work together to nurture and enrich our students so all can flourish.

School Overview

St Joseph the Worker Catholic Primary School respectfully acknowledges the Wurrundjeri People of the Kulin Nation, who are the traditional custodians of the land on which we live, learn, work and play. We pay our respects to their Elders past, present and emerging.

St. Joseph the Worker School commenced operation in 1978 and quickly grew to a two-stream school continuing to grow until reaching 350 students. In 2022 we have 210 students. The school and parish communities have always worked in close co-operation with one another through the Parish Council and other joint committees.

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

The current school population is 210. This year we welcomed 30 Preps. The percentage of children who are Catholic has remained steady on 80%. Our students are currently grouped in two Prep classes, three Year One and Two classes, two Year Three & Four classes and two Year Five & Six classes. The socio-economic status band is 96.

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

Currently, we have 30 dedicated members of staff; including classroom teachers, a Principal, Deputy Principal/Learning and Teaching Leader, Literacy Leader, Maths Leader, Student Wellbeing Leader and Religious Education Leader. We have part-time Italian, Music, Library, Art and Physical Education teachers. There are two administration officers and four learning Support Officers. The teachers are committed and dedicated professionals who are respected by all members of our school community.

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

Student leadership roles include School Captains and Vice Captains, Sports House Captains and student representatives from every class that support our Student Representative Council. These students work closely with staff leaders to plan and organize a range of school activities and who take an active role in informing the school community of our accomplishments and upcoming events. I wish to acknowledge and thank all the staff for their dedication and commitment to the students of St Joseph the Worker Primary School.

I wish to thank the Leadership team who has greatly assisted throughout the year. In 2022 special thanks to Maria Raso (Deputy Principal, Learning & Teaching Leader), Pauline Turnbull (Religious Education), Frances Smith (Literacy Leader), Jill Marr (Maths Leader) Geraldine Crowe (Learning Diversity Leader) and Connie Bof (Student Wellbeing Leader).

Principal's Report

St Joseph the Worker Catholic Primary School is a community where the learner is at the centre of all we do. As a learning community we work together to nurture and enrich our students so that all may flourish. With the ongoing support and commitment of parents, teachers and students, St Joseph the Worker continues to provide a safe, supportive and inclusive learning environment for all.

I am extremely proud of our achievements during 2022. We continued to implement the goals from our School Improvement Plan whilst ensuring purposeful and engaging learning for all our students.

Education in faith has included participation in the sacraments, information sessions for parents and students, presentation of candidates to our community and reflection days to support students in their faith development. The Catholic ethos of our school remains with whole school participation in Liturgy, including regular prayer and reflection to ensure that we continue to Make Jesus Real in our words and actions.

St Joseph the Worker has continued to provide students and staff with purposeful learning experiences. Staff have worked diligently this year to broaden their knowledge, engaging in professional learning with a strong focus on Religious Education, Literacy and Numeracy. We also continued to work with staff on a conceptual based approach to planning Inquiry units this year. Wellbeing remained a focus for our school, and we have focused on self-regulation and being able to identify and articulate feelings within ourselves. We continue to encourage students use the zones of regulation tools and strategies to navigate our feelings and support our students to be ready to learn. We continued to support students understanding the importance of identifying how they are feeling and strategies to support them to be ready for learning. Our school also met all the requirements for Child Safety Standards which continue to be a significant priority for our school.

At St Joseph the Worker we are blessed with a wonderful community and a strong sense of connectedness between parish, school and families. In working together, our parents work in classrooms to assist learning and teaching and raise funds to support the school. Special thanks to our School Advisory Council for their ongoing support again this year, which included completion of our School Council Terms of Reference, resubmission of the school building grant and implementation of an events calendar to strengthen community engagement.

I feel privileged working alongside our parent community to engage our families in the life of our school. The sense of 'working together' continues and I thank all P & F members for their enthusiasm, dedication and willingness to work hard to support our school.

I would also like to thank Fr Manny Bonello, Parish Priest, for his ongoing support and assistance throughout the year. Fr Manny is always generous with his time, wise in his advice, positive in his support and encouraging of all we do here at St Joseph the Worker.

We are a strong school with a dedicated staff, a wonderful and supportive community and well behaved and engaging students. It is a great privilege to work alongside everyone here at St Joseph the Worker Catholic Primary School.

Parish Priest's Report

2022 was a year of hope. It was different from the last two years: there were less restrictions, there were not any lockdowns and we had more freedom. There were also some concerns and challenges that made us take some responsibilities to look after each other and still be aware of some good practices to avoid any transmission of the Corona-Virus. With some precautions, we were able to celebrate with big numbers: Christmas, Palm Sunday, Holy Thursday with the washing of the feet, Good Friday with the veneration of the Cross and Easter Vigil and Easter Day. We celebrated well the reflective preparation time of Advent for Christmas and that of Lent for Easter.

There were opportunities for all the school children to join in the Church's special occasions of mass celebrations: St Joseph the Worker Feast Day, Mother's Day and the Feast of the Assumption of the Virgin Mary. We have celebrated the sacraments for Grade 3 First Reconciliation in March, Grade 4 First Eucharist in May and Grade 6 Confirmation in September.

My Thanks go to the whole school community: Maria, Leaders, Teachers and Staff, Students, Parents and families for the continuing of teaching, learning and caring for one another. I offer very special gratitude to Maria, Leaders, Teachers and Staff for their dedication in their teaching, and for their extra preparations, patience and perseverance in journeying along together. Special thanks to Maria for being our School Principal and the great support I receive from Maria.

I thank the School Advisory Council for continuing the communication and meetings during this year and kept working for the benefit of our school. Thanks to the Parents and Friends for their fund-raising activities. Particular thanks to those who have completed their term as members, many thanks for the good work they have done. Thank you all who are attending this meeting and I encourage other parents to consider helping out with the school advisory Council for the good of our School Community of St. Joseph the Worker.

Once again thank you all and let us look forward to continuing Working Together.

May God's blessing be with you all.

Fr Manny Bonello.

School Advisory Council Report

St Joseph the Worker School Council

Chairperson Annual Report 2022

The commencement of the 2022 school year started with hope, excitement and welcoming new students and families to our community. After the impact of COVID for the past two years, families were looking forward to seeing their children returning to face-to-face learning in the classroom.

The School Advisory Council welcomed two new members in 2022, Patrick Wood and Craig Oslen. They have been fantastic contributors to our Council this year.

A key focus for 2022 has been about returning to the teaching and learning back on site. The year did present with its challenges particularly with families still enduring COVID infections throughout the year and many students adapting to the new normal. In true St Joseph the Worker Spirit, staff demonstrated strength, commitment, and continuous encouragement to our students throughout 2022.

I would like to thank all staff for their ongoing commitment and dedication to our students and the wider community during this year. We witnessed many teachers step up and undertaken other roles to keep continuity in classrooms, in what has been a challenging year in teaching recruitment nation-wide.

Amongst the midst of year another challenging year, the School Advisory Council continued to support key school initiatives. They were:

The completion of the SJW Advisory Council Terms of References, in line with MACS changes.

- The resubmission of our school building grant to support the redevelopment of our administration building and classrooms.
- The launch of SJW new school website.
- The development of an events calendar to strengthen community engagement and participation.

On behalf of the council, I would like to thank all members for their commitment in achieving our schools vision this year.

Vanessa Rendina

Chairperson 2022

Catholic Identity and Mission

Goals & Intended Outcomes

“It takes a village to raise a child”

It takes an entire community of different people interacting with children, within a safe and nurturing environment, to enable them to reach their full potential.

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

All members of a Catholic school community are learners who:

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

Horizons of Hope 2017 - Catholic Education Melbourne

Our School Prayer

Dear Lord,

We ask you to guide and watch over us
through our journey at St Joseph the Worker.

Let us Make Jesus Real,
by working together each and every day.

Help us to make our school a safe and happy environment,
for all teachers, parents and students.

Let us keep the ill and less fortunate in our hearts

and hope that they find love, strength and protection.

St Joseph the Worker

Pray for us.

Explicit Improvement Agenda:

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

Goals & Intended Outcomes

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

Achievements

- In 2022 we were both delighted and excited to be able to return to having liturgies and masses in our parish church.
- The Learning, Life and Faith Leader continued to support the learning throughout the school to ensure that there was progression and continuity across all levels in LLF.
- The Learning, Life and Faith Leader supported and led the staff by providing assistance with both content and materials to support both learning and teaching.
- The staff worked together to plan the Learning, Life and Faith inquiry units for the year in line with the Victorian Curriculum and the RE Curriculum Framework, ensuring a strong link between the Religious Education Learning Foci and secular inquiry areas wherever possible.
- Making Jesus Real (MJR) was and continues to be a major focus at St Joseph the Worker Primary School. With explicit links made to the Scriptures, students are encouraged to make Jesus real to others through their words and actions.
- Students were nominated for the WEST (Welcoming, Encouraging, saying Sorry and Thanks) Wall of Fame during this year when their actions and words were observed to be continually reflecting the words, actions, and teachings of Jesus.
- The REL met regularly with the Parish Priest to plan liturgies to ensure continuing connectedness of the students and the wider school community with our faith community.
- The students and their families continued to be an integral part of the social justice program of St Joseph the Worker school. This occurred through prayer and material support of our global community by means of Project Compassion, Catholic Mission and by supporting the School of St Jude in Tanzania.
- The students in Year 3 along with their parents were able to attend our Reconciliation Reflection evening in the Church and shared in learning about the significance and origin of Reconciliation as well as sharing experiences and feelings about receiving the sacrament

- 23 of our students celebrated the Sacrament of Reconciliation in the Parish Church. 2 of our non-catholic students opted to participate in Reconciliation and received a special blessing from Fr Manny.
- The students in Year 4 along with their parents were able to attend our parent/child Eucharist workshop evening in the Church and shared in learning about the significance and origin of Reconciliation as well as sharing experiences and feelings about receiving the sacrament
- The students and their families and friends were able to gather in our parish church to celebrate the Sacrament of First Eucharist. 24 of our Year 4 students received the sacrament of Eucharist and one of our non-catholic students opted to participate in the Mass and received a special blessing from Fr Manny.
- The students in Year 6 along with their parents were able to attend our parent/child Confirmation workshop evening in the Church. They learnt more about the significance and origin of Confirmation as well developing a greater understanding of the commitment involved in receiving this special sacrament and how it is a lived experience now and in the future.
- The students and their families and friends were able to gather in our parish church to celebrate the Sacrament of Confirmation. 14 of our current Year 6 students received the sacrament of Eucharist and 2 of our past students who missed out on the sacrament in 2021 due to Covid returned to receive the sacrament of Confirmation together with their families and friends in our Parish Church.
- Our Year 6 students and their families gathered in the church to celebrate their Graduation from Primary School with a mass and a presentation following the mass.
- Staff were involved in professional development opportunities covering topics such as Ash Wednesday and Lent, Assessment and Reporting in RE, Planning Rich Tasks in RE, Looking at the History of Eucharist through Art, and The Season of Advent.

VALUE ADDED

- Students were regularly involved in prayer and liturgies in school and in the Parish Church.
- Students participated in various liturgies including the Beginning of the School Year Mass, Ash Wednesday and Holy Week, St Joseph the Worker Feast Day, Celebrating Children of the World, and our End of Year Mass.
- Prayer life was and continues to be visible and active in classrooms (seen via prayers tables, changing liturgical seasons and colours, crucifixes, and a range of prayer resources) to ensure that prayer and liturgical celebration is an integral part of school life.
- Class levels continued to share their LLF learning, by contributing to lessons, discussions, prayers, reflections, and/or songs to deepen their understandings.

- Students were given the opportunity to exhibit their artwork in our 2022 Student Faith Diaries. Artwork was chosen to represent the various levels of our school and diaries were distributed to all students in Years 3 to 6.
- Students participated both in the learning and preparation for the Sacramental program with the guidance of both their families and teachers. We were excited after an interrupted year in 2021 to be able to celebrate the sacraments of Penance, Eucharist, and Confirmation in our Parish Church.

Learning and Teaching

Goals & Intended Outcomes

Due to COVID planned outcomes were impacted greatly.

Explicit Improvement Agenda

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

- To establish a professional learning community.
- To develop an evidence based approach to learning that is student centred.
- To develop teacher capacity to meet all students' learning needs.

To build stronger partnerships within the learning community

Achievements

- We have embedded our 'How and Why' statements to drive the school's shared vision. These are now visible on all Meeting pro-formas, in school documentation and referred to regularly.
- Our Universals have been revised and updated.
- Further development of Kath Murdoch's model of Inquiry Learning. A new template for Inquiry planning has been created and trialled by staff.
- MS Teams is being used as a new platform for staff, students and parents to facilitate Program Support Group meetings and three way conversations with parents / carers.
- Literacy and Numeracy Facilitated Planning sessions with leaders continued to focus on student data and planning at students' point of need. During Facilitated Planning teachers further developed their pedagogy to address the needs of remote learning and using the MS Team platform.
- Facilitated Planning schedule revised to include Inquiry Planning with the Teaching and Learning Leader. This has supported us to maintain consistency of approach, the use of an inquiry model and development of provocations to support critical and creative thinking skills.
- Formal assessments in Literacy were completed by all year levels these included the BAS (Benchmark Assessment System) and the PAT-R
- Continued use of Essential Online Assessment in Mathematics and the Benchmark Assessment System (BAS) in Literacy has enabled teachers to analyse, interpret and use data to identify and teach at students' point of need.
- In 2022 all staff working in the Prep - SLA areas participated in professional reading, and evidence-based research into how to create a dialogic classroom culture, where students are able to articulate their thinking and strategies. Teachers collectively considered this pedagogical focus and how to model productive dialogue and provide opportunities for student-student productive dialogue.
- Students who displayed learning needs were catered for through targeted support, by Learning Support Officers. The use of a range of assessment tools including YARC and

SPAT provided additional information regarding specific areas of focus for these students.

- The MiniLit Intervention program continued to support a cohort of students in Years 1 - 3 who had not made gains in their reading. Selection was based on an assessment and the bottom 25% of students participated in four sessions a week. The MaqLit Intervention program was also introduced, this program targeted the bottom 25% of students in Years 3 – 4. Students attended four sessions weekly over the course of one semester.
- Staff migrated from using the Google suite to Microsoft teams to plan collaboratively, share with others and store documents. Our Year 3-6 students have a 1:1 laptop and are encouraged to use it as a tool for learning and creating.

STUDENT LEARNING OUTCOMES

Explanation on the 2022 document from MACS

- 2019 and 2021 NAPLAN results demonstrate that students do exceptionally well against National benchmarks. Our data indicates that 100% of Year 3 students have achieved the benchmark in Reading, Writing, Grammar and Punctuation. There has been a slight downward trend in Spelling.
- Our Year 5 results show that 100% of students have achieved the benchmark in all Literacy areas.

Student Learning Outcomes

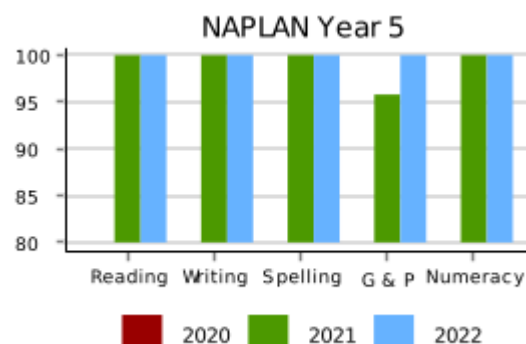
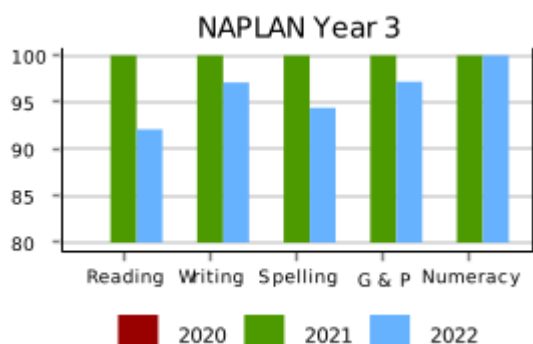
In addition to NAPLAN data a range of assessments were used for the purpose of tracking student learning and progress. For example in Literacy, BAS, Alpha Assess and PAT R were used to determine students' decoding and comprehension growth and progress. In Mathematics, Essential Online Assessment and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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	100.0	-	97.2	-2.8
YR 03 Numeracy	-	100.0	-	100.0	0.0
YR 03 Reading	-	100.0	-	92.1	-7.9
YR 03 Spelling	-	100.0	-	94.4	-5.6
YR 03 Writing	-	100.0	-	97.1	-2.9
YR 05 Grammar & Punctuation	-	95.8	-	100.0	4.2
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	100.0	-	100.0	0.0
YR 05 Writing	-	100.0	-	100.0	0.0

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

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

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



Student Wellbeing

Goals & Intended Outcomes

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

Achievements

All staff display Restorative Practice lanyards with a reminder to review effective questions.

We continue to promote Child Safety and data from behaviour management which illustrates a high impact on student behaviour. Whilst we are happy that student behaviour has improved, we continue to support students in thinking about their choices and being considerate of others.

The Zones of Regulation™ Have been embedded at SJW, The Zones of Regulation™ curriculum includes learning activities to help students recognise when they are in the different zones (states of arousal). Calming techniques, thinking strategies and sensory strategies are explored, enabling students to develop a toolbox of strategies from which they can choose to help self-regulate.

Students gained an increased vocabulary of emotional terms, skills in reading facial expressions, perspective on how others see and react to their behaviour, insight about events that trigger their behaviour, and problem-solving skills. Executive functioning skills were addressed in order to increase flexible thinking, awareness of impulse control, and understanding the big picture.

WellBe platform was implemented across the school. The student e-checkin portal provided an evidence-based wellbeing score by frequently identifying and recording student feelings and emotions using Wellbe's highly engaging wellbeing Characters: Ace, Grizzo, Wiggly & Snooze.

The platform identified emerging needs, flagged observations, tailored teaching strategies with conversation starters and student support.

Weekly Circle time encouraged in all classrooms.

All staff have participated in Berry Street education model PD which supports classroom SEL.

Mandatory Reporting: All Mandated staff completed the e-module by the end of term 2.

OH&S: All Mandated staff completed e-modules by the end of term 1.

Photo & Action plans for children with health risks displayed in the First Aid room.

Medical Management folders are in every classroom. Photo cards are also in first aid bags.

Students with academic, emotional or social needs were catered for through our school Wellbeing Team; School Counsellor-Sahithi Chintakunta, Wellbeing Leader-Connie Bof and Learning Diversity Leader-Geraldine Crowe. Students and families were supported by; Program Support Group meetings (PSGs) arranged for families of children identified with specific needs and Individual Learning Plans.

Art for wellbeing sessions were offered to students who needed of extra support to help them self-regulate. Art for wellbeing was a way for students to explore and express feelings that were difficult to express and students found new pathways to manage emotions and feelings.

The Learning Support Officers (LSOs) provided vital support to students who required extra assistance and support to address their additional needs. LSOs also provided support to teaching staff by facilitating specialised Personalised Learning Plans (PLPs) for students in the classroom.

Senior students were involved with Leadership roles, including School Captains, Sports Captains and SRC representatives.

The SRC had regular meetings to enhance student involvement and promote student voice. SRC leaders were elected by their peers to perform the duties of school leaders who actively contributed and participated in the solution of social and environmental issues. The SRC comprised of a student from each class. The SRC team worked with Mini Vinnies. Mini Vinnies introduced the students to social justice issues, to the St Vincent de Paul Society and to living faith through action.

Michael Grose - 'parenting Ideas' are regularly shared via the online school Newsletter.

Student attendance was monitored daily using Nforma. Any student that was absent without notification, a parent was contacted by the school administration officer. Parents of any students who were consistently late or absent were sent an initial note reminding them of the importance of attendance. If there was not a positive response, this issue was taken up between the parents and the principal.

VALUE ADDED

Wellbeing at St Joseph the Worker brochure distributed to new families. The brochure included information on; Zones of regulation, Wellbe, Circle time, Restorative Practice and Berry Street education model.

All students received, Take a Stand Together Student pocket cards. Parents received "Bullying, No Way!" Parent information cards.

Children protection and Child Safe Standards (PROTECT) have become standard items at both leadership and staff meetings. This has provided staff with the opportunity to raise and discuss concerns they may have with particular students. As a result, teachers now have an increased awareness of the support and resources available to them, are better equipped to manage issues; identify early intervention and intervention plans are designed to support the student and the broader school community.

The 'Imaginarium' is, a space available to our students twice a week to come in at lunchtime and experience new activities, become problem solvers and seekers, build friendships and learn to handle the challenges of social situations. It is also a space to ignite passion, build confidence and learn new skills which can then be transferred into the classroom and beyond, building confidence and self-esteem. Teachers are invited to observe and engage with their students to identify capabilities beyond the classroom setting. An online platform for the 'Imaginarium' was available to our students.

The chicken coop and the hens have formed part of our school environmental program. Our students have been provided with opportunities to care for them, gather eggs and learn about sustainable living. The coop was named by the students- "The Chook Inn".

The biannual art show showcased a range of artistic practices and mediums that are taught during visual arts lessons. Encompassing watercolour, pastel, drawing, textiles and sculpture. Student's artwork demonstrated creativity within the school.

JLA students had the opportunity to participate in Bike ed. Bike education develops knowledge and understanding of the road traffic environment and the road rules. It also develops the physical and cognitive skills to manage the road traffic environment safely as a bicycle rider and develop responsible behaviours, attitudes and decision-making skills for the safe use of bicycles both on and off the road.

STUDENT SATISFACTION

At St Joseph the Worker we are sensitive to the importance of supporting and developing the health and wellbeing of our community, including children, families and staff. We acknowledged that this was particularly important after the pandemic. To support students at school we focussed on their social and emotional wellbeing as a starting point. Creating safe and secure classrooms for our students was very important with lots of predictability, routines and opportunities to engage with each other. Our teaching lens focussed on supporting students to reconnect with their peers and eventually with their learning. Time was allocated each day to provide many opportunities for students to express their thoughts and feelings on their return to school. These were conducted in a mediated environment where feelings were explored, validated and problems solved collaboratively to ensure students felt secure, safe and supported within the school.

STUDENT ATTENDANCE

St Joseph the Worker Primary School is required to record every student's attendance twice, daily. The school must maintain attendance records and identify and follow up on unexplained absences when they occur. Parents must provide an explanation if their child is absent where there is no exemption in place. St Joseph the Worker Primary School Principal will determine whether the reason for the absence is acceptable and ensure that the reason for the absence is recorded in writing. Parents are required to ensure their child attends St Joseph the Worker Primary School every day, during normal school hours of each term. Where their child is unable to attend school, it is the parent's responsibility to contact the school on that day to inform them and to provide the school with an explanation for their absence. Parents should inform the school in advance of any planned absence to gain approval from their classroom teacher and the principal. Sufficient notification must be given where the absence is anticipated for greater than 2 weeks to enable teaching staff to prepare a learning plan for the student during this absence. Correspondence can be emailed to principal@sjwreservoirnth.catholic.edu.au Note: Long periods of absence are discouraged. Parents are expected to plan family holidays during school holiday periods where possible. Parents are responsible for ensuring they contact the school if they anticipate their child attending school after commencement. A call to the office may be made from 8:30 am on (03)

9469 7800. When a student is late for school it is the parent's responsibility to contact the school.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	88.9%
Y02	88.9%
Y03	86.8%
Y04	86.4%
Y05	88.9%
Y06	86.0%
Overall average attendance	87.6%

Child Safe Standards

Goals & Intended Outcomes

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

Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Advisory council 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 on-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 line Mandatory Reporting module.

The participation & empowerment of students

- Education about healthy and respectful relationships and the development of resilience through participation in Restorative Practice and our revised behaviour management policy played a fundamental role in achieving this outcome.

Consultation with the community

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

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

Human Resource Practices

St Joseph the Worker Primary School continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.

To achieve this the school implements rigorous screening processes which have a child safety focus and include:

- Position advertisements
- Position descriptions
- Referee Checks
- Key Performance Indicators have a Child Safety focus
- Victorian Institute of Teaching Registration (VIT)
- Working With Children Checks & National Criminal Record Checks
- Screening of Casual Relief Teachers, Contractors and Volunteers.

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

Leadership

Goals & Intended Outcomes

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

To establish a professional learning community.

To develop an evidence-based approach to learning that is student centred. To develop teacher capacity to meet all students' learning needs.

To build stronger partnerships within the learning community.

Achievements

At St Joseph the Worker we acknowledge that the policies, plans and procedures relating to the organisation and management of our school have a major influence on student learning outcomes.

The learning needs and wellbeing of students remains central to all decisions made. There is collective responsibility for learning with clear expectations from the Principal, that we work together to ensure that all students can flourish.

We aim to use time and resources efficiently and effectively to increase the amount of learning time and maximise learning outcomes for students.

In 2022 we:

- Continued to promote the Catholicity of our school and ensured vision, philosophy, teaching and learning statements were the focus of all decisions related to teaching and learning at St Joseph the Worker.
- Continued to ensure that our School Improvement Plan and Annual Action Plan overseen by our Teaching and Learning leader are implemented effectively meet our identified goals.
- Ensured learning needs and the wellbeing of students continued to remain central to all decisions made. Support has been provided by the diversity leader to ensure staff understand our requirements re the national consistent collection of data.
- Continued to ensure that communication is effective for all members of the community via skoolbag and newsletters.
- Provided structures such as staff meetings, professional learning team meetings, and facilitated planning opportunities for ongoing professional dialogue and the sharing of ideas.
- Continued to implement all aspects of the School Improvement plan. The School Leadership team meets on a weekly basis. We have endeavoured to keep staff informed of leadership conversations by posting weekly minutes for all to view.

- Ensured Professional Learning Teams (PLT) met weekly with leaders to ensure that all students' needs are effectively met. Professional learning is highly valued at our school. All professional development is aligned to our School Improvement Plan.
- Timetabled and completed Annual Review Meetings (ARMS) to support the development of professional learning goals to encourage individual growth, self-reflection and goal setting, as well as
- promoting post graduate studies and lifelong learning.
- Maximised timetable structures to enable teachers to be released together in teams to work with leadership to analyse data, evaluate and plan programs to meet the learning needs of students.
- Continued to build student capacity in digital technology to support their learning
- Introduced the new Child Safe Standards to our community to further strengthen child safety and protect students from abuse. This included professional learning for staff and sharing information with our community via newsletters and skoolbag
- Shared Parent Handbook that included information relating to our Code of Conduct and Child Safety procedures.
- Continued to promote our school dispositions to our community.
- Updated our school website to include revised Melbourne Archdiocese of Catholic Schools Policies and procedures.
- During 2022 we worked together to ensure teaching and learning remained our priority. Despite the challenges of ongoing staff and student absences, planning for teaching and learning continued. I am extremely grateful to our Leadership team, staff and students for their flexibility and support as we worked together to mitigate these challenges.
- St Joseph the Worker remains committed to ensuring the wellbeing and safety of all students in our community.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

Description of Professional Learning undertaken in 2022

- First Aid training including CPR, Anaphylaxis and Asthma training
- O.H.&S training, practice, and procedures with Safe Smart solutions & MACS professional learning
- Religious Education – sacraments, history of the gospel
- Literacy – traits of writing and purposeful feedback
- Mathematics – building a dialogic classroom culture
- Religious Education – reporting on student learning
- Inquiry planning – conceptual based approach to Inquiry
- Digital Technologies – MS teams, how and why to maximise use

- NCCD – how to write a PLP and share evidence of differentiation
- Child Safety
- Inquiry ~ Developing Critical and creative thinking.
- Wellbeing – Zones of regulation and articulating feelings and tools to support wellbeing
- Completion of e-learning in Child Safety, Mandatory Reporting and Reportable Conduct and Risk management practices to support child safety
- Finance Training and Office Administration workshops
- NCCD workshops
- Early Years Maths cluster meetings
- Learning Diversity networks
- Inquiry approach to learning including facilitated planning
- Literacy and Numeracy facilitated planning
- Emergency management training and practise with Dynamiq
- Agile Leadership – Leadership team
- Child Safety – understanding the new standards

Number of teachers who participated in PL in 2022	21
Average expenditure per teacher for PL	\$1350

TEACHER SATISFACTION

Our school MACSSIS data indicates a high level of satisfaction by our teaching staff. The staff perceptions of collective efficacy is at 81% with staff leadership relationships at 74% and collaboration in teams at 83%.

An area of focus is feedback with 43% recorded this year. Whilst we try to regularly provide feedback to our staff, working remotely made this challenging and untenable.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.3%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.1%
Graduate	10.5%
Graduate Certificate	0.0%
Bachelor Degree	84.2%
Advanced Diploma	21.1%
No Qualifications Listed	15.8%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	27.0
Teaching Staff (FTE)	17.9
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	4.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

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

To build stronger partnerships within the learning community.

Achievements

St Joseph the Worker Primary school has undertaken the following actions to strengthen our partnerships with the learning community:

- Opportunities for parents to further their understanding of the learning process are provided through 3 way conversations which are organised twice yearly and enable parents, students and teachers to discuss the progress of students.
- We were successful in continuing to promote our school and look for opportunities to strengthen our connections with the wider community. The focus of our transition program from Kindergarten to Prep was to provide with opportunities for parents to be involved in our community before the students began Prep. Orientation was conducted onsite to prepare students for life at St Joseph the Worker and provide parents with further information about teaching and learning in our school.
- Students on individual learning programs met formally at a Parent Support Group meeting once a term to monitor student progress.
- Incorporating incursions, excursions, and camp as part of student learning.
- Attendance at special events which welcome parents to participate in their children's learning in a variety of ways. This included fortnightly assemblies, Christmas Carols and information sessions.
- Promoting community events and information via our online newsletter, website and through our Skoolbag app.
- Our School Advisory Board continues to play a vital role in the School Community. Members continue to provide advice to support the direction of the school.
- Overviews from each level are shared each term to outline the teaching and learning that will take place during the term are provided to parents each term.
- Information regarding Sacraments was shared regularly with families via information sessions for parents and students..
- Newsletters are sent out every three weeks via Skoolbag and email for all parents and staff to receive.
- Working with specialists from external agencies to support student learning e.g., Speech Therapist, Psychologists, Occupational Therapists.
- Parent involvement in classroom learning and excursions via parent helpers.
- Updating the school website to include policies and information about the school.

- We trialled SWAYS to share student learning with our parents.
- Continue to develop student's knowledge of social justice through fundraising and awareness e.g., support for Vivian in Tanzania, Project Compassion, etc.

PARENT SATISFACTION

Of the 75 families that were invited to complete the MACSSIS survey in 2022, only 25 participated. Therefore, this data is indicative of a small percentage of the school community.

The results of the survey demonstrate that Parent overall endorsement was at 59% Family engagement was low at 35% however covid restrictions did not allow for parents to fully participate onsite until the second half of the year.