

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2016

ST. JOSEPH'S
H A W T H O R N



571 Glenferrie Road Hawthorn, 3122

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Contact Details

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Minimum Standards Attestation

I, Mr. Gilbert Keisler 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

St. Joseph's School aspires to live the values of Jesus within a welcoming Catholic community that celebrates and integrates faith, life, learning and culture, empowering our students to live together harmoniously in an ever changing world.

School Overview

St Joseph's Primary School Hawthorn was first established in 1854 and moved from Power Street to its current site in Glenferrie Road in 1976. The school is situated in the centre of the Hawthorn Parish of the Immaculate Conception and is two blocks from the main Parish Church of the Immaculate Conception. The Jesuits in the Hawthorn parish have supported the school from its earliest days.

The 2016 enrolment was 399 students. Amongst the students there were 0.3% Full Fee Paying Overseas Students and 16% of Students with a Language Background Other Than English (LOTE). The school had a high Catholic population with 88.1% of the Prep/Foundation group being Catholic. St Joseph's has maintained a strong sense of community, characterised by supportive and positive relationships amongst all stakeholders. It is a well-established Parish in an old residential area with a balance of both older and younger families.

Student enrolments are predominantly drawn from families residing in Hawthorn, Hawthorn East and Richmond. This area is characterised by high levels of social and economic advantage.

The 399 students were grouped into 15 classes; in either straight or mixed year level groupings. The curriculum is based on the Victorian Essential Learning Standards (VELS). In conjunction with the regular classroom program, specialist programs are offered in Visual Arts, Performing Arts, Languages (Mandarin), Physical Education and Digital Technologies (DCT). Extra-curricular activities available include a variety of sports, musical instrument tuition, dance club, prayer club and Astro Kids (Science Club).

St Joseph's school maintained its strong learning and teaching focus, with a continued emphasis on science which was delivered through a multi domain approach. A strong focus also continued in the area of Mathematics with further refinement of the school based mathematics curriculum that was developed in 2012.

School communities are challenged by continual research and developments regarding best practices in education. Through an ongoing process of reflection and revision our learning programs are regularly reviewed and updated to meet the individual needs of our students.

STRATEGIC INTENT

At St Joseph's our Catholicity permeates all that our learners do

Each learner will:

- have conviction to serve with dignity
- be a critical and creative thinker
- be an informed and active citizen
- be an articulate and effective communicator
- be malleable to circumstance

SCHOOL IMPROVEMENT PLAN GOALS

EDUCATION IN FAITH

To develop a recontextualised Catholic identity for our contemporary world.

LEADERSHIP AND MANAGEMENT

To embed a culture of effective leadership across the school.

LEARNING AND TEACHING

To maximise the learning of all students in a vibrant and stimulating learning environment reflective of contemporary pedagogy.

STUDENT WELLBEING

To improve student connectedness to the school.

SCHOOL COMMUNITY

To strengthen community connectedness to the students' learning

Principal's Report

2016 was an exciting year for the students, teachers and families of St Joseph's Parish Primary School. The dynamic leadership team and staff continued to work collegially to refine existing successful practices and implement initiatives to achieve desired goals and improve learning outcomes for all students.

The most notable of our achievements for 2016 were:

- opening and blessing of our new Multi-Purpose Room and learning spaces. These new areas for learning were well appointed with contemporary furniture to provide flexible and stimulating environments for students.
- we held our first Sunday Parish 9.30 Family Mass in the school's Multi-Purpose Room (MPR) welcoming parishioners into our school.
- science continued as a focus for professional learning in the school with teachers working in partnership with Monash University to write a book about learning and teaching titled, '*Quality Learning- Teachers changing their practice*'.
- OPTIMUM (Online Pedagogical Tool in Maximising Understandings in Mathematics) was trialled and continued to be developed and refined. This unique online tool has made a significant contribution to assessing student's mathematical understandings.
- our biennial school Art Show welcomed school families and the community into our school to celebrate the Visual Arts area of the curriculum.
- in 2016 we continued to build on the School Community sphere, embracing the gifts and talents of our parents. Our 37th year of 'Open Houses' highlighted the commitment, energy and expertise of our parents. All families were involved and they hosted over 1500 people on the day. Other events such as, Welcome Drinks, Commencement Dinner, Dads' Night Out, Big Night Out, Mothers/Fathers' Day Stalls and Year Level parent evenings, brought families together and helped to build connections across the school.
- after consultation with our parent community, semester reports were refined to include checklists in the areas of Religious Education, English, Mathematics, Interpersonal Development and Personal Learning. Parents reported that this new report format gave them greater insight into the strengths and challenges of their children's learning.

Please find below a report on the 2016 school year detailing data and information in regard to the goals and outcomes of the past year.

Mr. Gilbert Keisler
Principal

Parish Priest's Report

2016 was an outstanding year for St. Joseph's school. The school continued to go from strength to strength under the strong leadership of Mr. Gilbert Keisler. St Joseph's continues to provide an excellent Catholic education for students with a focus on building a culture of faith, professional growth and a learning community.

There were several major events during the year:

- The biennial Art Show which was an outstanding success. This showcased the Visual Arts program at the school.
- The Mothers' Day and Fathers' day breakfasts were well supported and highlighted the importance we place on family
- Our 'Open Houses' event continued to draw people from all over Victoria with tickets being sold out this year
- The sacramental programs and celebrations continue to be central to the development of the faith life of our community
- The official opening and blessing of our MPR and new learning spaces provided contemporary spaces for our students and broader community

The redevelopment of our Multi-Purpose Room with a large hall, three new learning spaces, a canteen and a before/after school care area was completed at the end of the year providing contemporary facilities for the community.

Mrs. Sarah Curtis continued to provide great leadership as chair of the School Advisory Council and the council's wisdom and support of the school has been a great help to Mr. Keisler. The Parents and Friends, under the leadership of Ms. Monica Anastasopoulos have also continued to provide outstanding support to the school.

I pray that God continues to bless you.

Father Des Dwyer SJ

Parish Priest

Education in Faith

Goals & Intended Outcomes

To live a shared understanding of our Catholic Identity.

- That student engagement in all aspects of catholic identity be strengthened.
- That the school community move towards a preferred stance (recontextualised, Post Critical Belief and dialogical).

Achievements

The school celebrated the following successes in 2016 in Education in Faith:

- the school continued to build its Catholic Identity by providing numerous professional development sessions. Throughout the year staff had opportunities to explore our Catholic Identity and time to reflect on how we are witnesses to our faith. Faith formation sessions were held once a term to build capacity in staff so that they could explore and become more confident in the many facets of Catholic Identity.
- our Parish Priest, Fr Des Dwyer, has been pivotal in supporting our staff, students and parents in our faith formation. Fr Des has led parents in Sacramental parent evenings, students in liturgies and staff in faith formation sessions and liturgies.
- prayer is valued at St Joseph's and plays a critical role in the formation of the school's Catholic Identity. Many opportunities have been provided for students, staff and parents to pray. Optional weekly prayer sessions for staff were held and a lunchtime prayer club allowed students to spend time with God in prayer. Prayer always begins and ends our school day and is an important part of our daily routine. Students explored the concept of prayer in their Religious Education sessions and wrote their own prayers for class and parish liturgies.
- there has been concerted effort to strengthen the connection between the school and the parish community. Some examples of this were: Sunday Parish 9.30 am Family Mass held in the school's Multi-Purpose Room (MPR); introduction of Transition Mass for new families at I.C.C.; and School Leadership Team meetings held in the Parish Centre.
- three Religious Education Leader Roles, Parish Liaison Leader, Religious Education Leader (classroom curriculum) and Staff Faith Formation Leader ensured that our Catholicity was the focus in 2016. The roles and responsibilities became further refined and enabled the team to prioritise key goals in the RE program.

VALUE ADDED

- Sunday Parish 9.30 am Family Mass held in the school's MPR
- Introduction of Transition Mass for new families at I.C.C
- Increased role clarity of three Religious Education Leader Roles: Parish Liaison Leader; Religious Education Leader (classroom curriculum) and Staff Faith Formation Leader

Learning & Teaching

Goals & Intended Outcomes

To maximise the learning of all students in a vibrant and stimulating learning environment reflective of contemporary pedagogy.

- That students' engage as purposeful and successful learners.
- That students' knowledge, understanding and skills improve in Literacy.
- That students' knowledge, understanding and skills improve in Numeracy.

Achievements

The school celebrated the following successes in 2016 in Learning and Teaching:

- the extension of our 1:1 device usage to include Chromebooks to support student learning for Year 4 students. Student access to these devices has allowed greater opportunities for collaboration and co-operation in the digital learning space.
- the Year 5/6 Canberra Camp was another highly successful event in our school calendar. For the first time this year we stayed at the Australian Institute of Sport. Students visited many important sites and attractions around Canberra which deepened their knowledge and understandings around our political system and the role of government.
- we employed two new school leaders in the areas of English and Multi Domain and Individual Needs to replace staff who had left St Joseph's. These staff brought new wisdom and perspective to these two important leadership roles in the school. We also employed two new classroom teachers at mid year.
- three new learning spaces were opened for our senior students. The introduction of purposely designed furniture to allow for flexible grouping and organisation of students has been most successful to further enhance learning.
- our new Multi Purpose Room was completed and has allowed our growing school population to fit more comfortably into the one space. This is wonderful space for us to be able to gather as a whole school community for events such as school assemblies and presentations.
- for the first time this year the school report card was sent to parents electronically.

STUDENT LEARNING OUTCOMES

The NAPLAN results indicated that the Year 3 Reading, Writing and Numeracy raw scores were above the State's raw scores. In Year 5 the Writing score was above the State Mean, and the Reading and Numeracy scores were just below the State Mean.

Evidence

2016 NAPLAN Year 3

Reading Raw scores: State 438 School 491

Writing Raw scores: State 436 School 458

Numeracy Raw scores: State 415 School 448

2016 NAPLAN Year 5

Reading Raw scores: State 512 School 507

Writing Raw scores: State 491 School 508

Numeracy Raw scores: State 504 School 501

Student Wellbeing

Goals & Intended Outcomes

To strengthen student connectedness to the school.

- That student social and emotional skills are strengthened.

Achievements

The school celebrated the following successes in 2016 in Student Wellbeing:

- during 2016 Student Wellbeing continued to build on the positive upward trend with specific actions implemented to improve student connectedness to school and address social and emotional wellbeing. There was an active effort to promote and diversify the variety of lunchtime clubs and extra curricula activities. Children's personal preferences, for activities were considered and there was a significant increase in attendance. Clubs included Astro Kids (Science Club), Dance Club, Prayer Club, Games Club, Literature Club, Discovery Club (Environmental activities), Chill Out Zone, Card Trading, Reading Club, Sports Skills, Tinkering Club, Running Club, Karate and Music tuition.
- the Seasons for Growth Grief and Bereavement Program was introduced which impacted significantly on children who attended the program. This was evidenced by their personal comments to the facilitators as well as emails and phone calls received from parents.
- the introduction of a whole school Wellbeing Week saw all students participate across a range of activities which focussed on being Calm, Kind, Mindful and Respectful. The Junior School followed this up by a five week program of mindfulness and yoga run by the LifeSkills Group. The school continued to develop two specific programs to develop wellbeing and connectedness for our Foundation students and the Year 5s. These are the eight week Pre-Foundation Transition Program and the Year 5 Student Leadership Preparation Program. The school also trialled a new procedure designed to assist students' transition into their 2017 classes by spending one and a half days in their new rooms with their 2017 teachers and peers.
- Year 6 Student Wellbeing Leadership positions were introduced. The students took this role seriously and met regularly with the Wellbeing staff leader for mentoring and sharing ideas.
- the School Psychologist role and time allocation was maintained allowing many students to benefit from one on one counselling sessions and small group sessions.
- the Student Representative Council continued to give students a voice and enabled them to feel empowered to take action about issues of interest and concern. Our Year 6 students also played a vital role in being buddies to our prep students. This helped our prep students to feel welcomed, comfortable and supported in their school environment.

Student Attendance

The principal ensures that attendance records are maintained and monitored at school. All student absences are recorded in both the morning and the afternoon by teachers and are aggregated on our NForma database. The principal ensures that unexplained absences are investigated, and that high levels of absenteeism are adequately explained. Parents of students with high levels of unexplained or unapproved absences are contacted by the school with the view to developing and implementing strategies to minimise absences. Unresolved attendance issues may be reported to the Department of Human Services.

Student attendance and absence figures will appear on student half year and end of year reports.

Aggregated student attendance data is reported the wider community each year as part of the annual report.

VALUE ADDED

- Introduction of Student Wellbeing leaders
- Lunchtime clubs every day.

STUDENT SATISFACTION

The 2016 Insight SRC School Improvement Data - Interpretive report showed an increase in Student Safety. Student morale, connectedness to school, learning confidence, motivation and connectedness to peers were all scored highly by the students in the survey.

Child Safe Standards

Goals and Intended Outcomes

At St Joseph's we strive to create an optimal learning environment where students feel safe, supported and respected and where a strong sense of belonging is experienced through connection to their peers, school, family and community.

Achievements

Each member of our school community assumes an important role in promoting student safety. We recognize that students are more able to engage fully with their learning when their social, emotional, spiritual and physical wellbeing is healthy and when they possess a strong sense of self-worth. All school and parish staff, volunteers, contractors, clergy, parents and carers at St Joseph's Hawthorn are required to adhere to the child safe principles, policy and code of conduct. Our **Child Safety Policy and Code of Conduct** have a specific focus on safeguarding children and young people at St Joseph's Hawthorn against sexual, physical, psychological and emotional abuse or neglect. **The Risk Management Procedures, Volunteer Procedures, Child Protection Reporting Obligations Policy and Child Safety Student Procedures** complement and strengthen our child safety culture.

Our child safety policies and practices were developed with the whole staff and in consultation with the School Advisory Board. Our Wellbeing program has focused on collecting data from children, parents and staff about their wellbeing and how we can improve our practice. The framework KidsMatter has been explored by the Wellbeing Leader and Professional Learning about this framework has been provided for all staff.

Leadership & Management

Goals & Intended Outcomes

To embed a culture of effective leadership across the school.

To improve appraisal and recognition within the school.

- That in the context of our Catholic school, all staff demonstrate leadership.
- That Leadership for all staff improves

Achievements

The school celebrated the following successes in 2016 in Leadership & Management:

- over the last year we have made many changes to improve our practice to promote authentic leadership opportunities for staff. The culture of leadership was at the forefront when we discussed 'Why' we are at St Joseph's and 'Why we do what we do.' This was a collaborative process in which the voice of each staff member was valued and contributed to the development of the school dispositions. The dispositions permeate all that we do and give staff a shared purpose. All staff have the opportunity to lead a committee throughout the year and forums such as team planning, weekly briefing and staff meetings allow staff to be a leader. A few staff also participated in CEMs professional learning for Emerging Pedagogical Leaders.
- the leadership team members were given strategic Growth Coaching by an external consultant. This gave school leaders an opportunity to access current research, reflect on their own leadership and continually redefine and improve their leadership skills.
- the Performance and Development culture and the Australian Teacher Performance and Development Framework were used as tools to enhance our appraisal and recognition practices. Through a survey teachers were able to identify their strengths and areas for growth to develop personal learning plans.
- we have shared our leadership understandings more broadly with our teachers by writing a book in partnership with Monash University. The publication of our book titled '*Quality Learning- Teachers changing their practice*' highlighted our expert teaching and innovative approach to the Multi Domain curriculum and pedagogy.
- as a staff we have developed a shared definition and understanding of appraisal, recognition and feedback. Teachers have identified that the most effective feedback is peer/teacher observation, dialogue and appraisal. Likewise, self-assessment measured against the Australian Teacher Performance Development Framework has also contributed as teachers have used this data to help develop personal learning plans.
- we have implemented a mentoring program to allow new staff to be partnered with an existing member of staff to share expertise, learn from one another and promote leadership. The reciprocity of this relationship allows each staff member to be acknowledged for their expertise and work collaboratively.

- staff are encouraged to pursue further study with two teachers completing their Masters in Education, a learning support officer Diploma of Counselling and the deputy principals completing a leadership course at Harvard University.
- there have been many events within the school that have actively encouraged the use of individual's staff's expertise and led to appraisal and recognition from their peers and the wider community. The collaborative approach taken to building of the new MPR and learning spaces was admirable culminating in an opening of the building with a Parish Mass and blessing by Fr. Des Dwyer. Whole school events such as the Mothers' day and Fathers' Day breakfasts, the Bush Dance, Twilight Sports, Art Show, Learning Expo, Family Maths Evenings, Footy Day, Chinese Dragon Day, St Joseph's Feast Day and Christmas Carols, have been highly successful at the school with favourable feedback from students, parents and staff.

Our quest to continually improve what we do is always positively acknowledged by students, parents and staff. Examples of this are:

- the redesigning of learning spaces to better meet student needs; STEM centre, Reading Room, Contemporary classrooms, Enrichment Centre
- weekly staff briefings and bulletin
- redesigning the report card
- Technologies Leader as a specialist subject and also supporting DCT within the classroom
- one to one devices in Years 3 to 6
- new technology programs to increase effectiveness of communication; V Pass, skoolbag App, CareMonkey
- weekly morning staff prayer session
- weekly lunch time student prayer club
- staff induction program
- new student procedures
- mentoring program

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

- Multi Domain dialogue sessions
- Writing of book, '*Quality Learning- Teachers changing their practice*'
- Growth Coaching on a fortnightly basis for every member of the leadership team
- Building teachers' capacity in mathematics
- Faith Formation sessions

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	25
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$2468

TEACHER SATISFACTION

The 2016 Insight SRC School Improvement Data - Interpretive report saw 100% of teachers responding positively to Teacher Confidence. Other indicators such as Parent Partnerships, Engaging Practice, Quality Teaching, School Improvement Focus were all in the mid to high 90%.

School Community

Goals & Intended Outcomes

To strengthen connectedness between students learning and the school community.

- That parents' engagement with their children's learning be strengthened.
- That students will be more connected with the wider and global community through their learning.

Achievements

The school celebrated the following successes in 2016 in School Community:

- a highly successful Art Show which showcased student learning in the areas of Visual and Performing Arts
- Sunday class masses at Immaculate Conception Church brought school and parish together
- the Sacramental information evenings for parents were well attended. For the first time in 2016 we introduced a Parish/School evening as part of our transition program for the new 2017 Prep children. This was very well attended and we received very positive feedback.
- the 37th Open Houses was a major community event for the school. This fundraising event involved the whole school community working together to host the wider community. The day involved visiting five exceptional homes and afternoon tea, catering for in excess of 1,500 people.
- the Big Night Out brought families of the school together in a social context aimed at building relationships
- our Commencement Dinner was once again held at St Joseph's and provided new families an opportunity to meet one another and socialise with their buddy family
- a highly successful Mathematics Family Night was held in Term Three. Information was presented to parents and they then had the opportunity to work on mathematical tasks with their children in the classrooms.
- our Mothers' Day Breakfast and Fathers' Day Breakfast continued as highlights on our school calendar. Parent Support Committees were established to help in the organisation of these events and were well supported by our parent community.

PARENT SATISFACTION

- *Levels of parent satisfaction as indicated by the Insight SRC survey continue at the same level. 2016 saw growth in the areas of school improvement and parent partnerships.*

Future Directions

- Launch book to the broader community, '*Quality Learning- Teachers changing their practice*'
- Create STEM centre
- Create Enrichment centre
- Focus on Writing in Literacy
- Create the OPTiMUM teaching program
- Implement Mathematics Number Intervention Program
- Resurface the basketball court and create a seating area underneath the peppercorn tree. Provide seating around the basketball court area.
- Introduce the Wellbeing framework KidsMatter and the program Bounce Back from Year F to Year 6
- Initiate Action Research for teachers to give them the opportunity to improve their practice. Teachers have 45 minutes weekly to research an area of teaching and learning that is pertinent to their classroom. This allows teachers select a focus and develop, implement and evaluate their action plan.

VRQA Compliance Data

NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

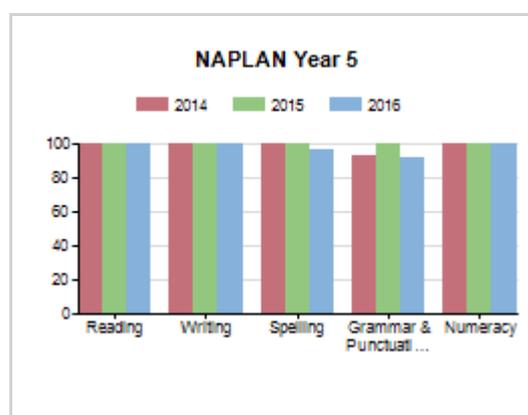
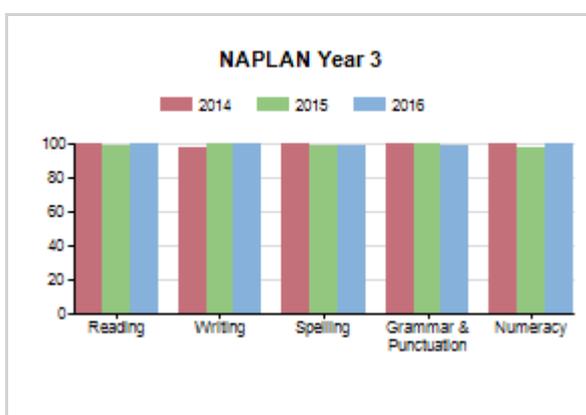
[Victorian Registration and Qualifications Authority](#)

E1019 St Joseph's School, Hawthorn

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	98.5	-1.5	100.0	1.5
YR 03 Writing	98.3	100.0	1.7	100.0	0.0
YR 03 Spelling	100.0	98.5	-1.5	98.5	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	98.5	-1.5
YR 03 Numeracy	100.0	98.4	-1.6	100.0	1.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0

YR 05	Spelling	100.0	100.0	0.0	96.2	-3.8
YR 05	Grammar & Punctuation	92.9	100.0	7.1	92.3	-7.7
YR 05	Numeracy	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Overall average attendance	95.2%

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.11%

STAFF RETENTION RATE	
Staff Retention Rate	93.10%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	20.00%
Graduate	20.00%
Certificate Graduate	4.00%
Degree Bachelor	84.00%
Diploma Advanced	48.00%
No Qualifications Listed	4.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	35
FTE Teaching Staff	28.100
Non-Teaching Staff (Head Count)	18
FTE Non-Teaching Staff	13.879
Indigenous Teaching Staff	0