

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2018

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, Mrs. Sharon Kenyon-Smith, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

19 May 2019

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.

I, <principal>, attest that <school> is compliant with:

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

<Insert Date 2019>

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 2018 enrolment was 422 students. Amongst the students there were 0% Full Fee Paying Overseas Students and 13% 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 423 students were grouped into 16 classes; in either straight or mixed year level groupings. The curriculum is based on the Victorian Curriculum. In conjunction with the regular classroom program, specialist programs are offered in Visual Arts, Performing Arts, Languages (Mandarin), Physical Education and Science, Technologies, Engineering and Mathematics (STEM). Extra-curricular activities available include a variety of sports, musical instrument tuition and lunchtime clubs (chill out zone, Lego League dance, writing, technology, singing).

St Joseph's school maintained its strong learning and teaching focus, with an emphasis on STEM, 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 and assessment online tool that was developed in 2012. In the area of English, extensive professional learning for teachers in writing was provided with the aim of building teachers' capacity in this area to improve student outcomes.

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

To sustain and strengthen a vibrant community whose behaviours, attitudes and beliefs are driven by our Catholic tradition in an authentic and meaningful way.

SCHOOL IMPROVEMENT PLAN GOALS

EDUCATION IN FAITH

To strengthen our Catholic Identity within the context of our contemporary world.

LEARNING AND TEACHING

To build capacity of students to be effective learners in our contemporary world.

STUDENT WELLBEING

To ensure all students experience a positive sense of wellbeing and engagement within a Catholic context.

LEADERSHIP AND MANAGEMENT

To strengthen a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

SCHOOL COMMUNITY

To engage parents with students' learning within a Catholic context.

Principal's Report

2018 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. 2018 was also a period of change with Mr. Gilbert Keisler, the Principal for the last nine and half years, retiring. For the second semester Mrs. Sharon Kenyon-Smith was Acting Principal. After an extensive interview process, I, Sharon Kenyon-Smith, was appointed as Principal, commencing my contract at the beginning of the 2019 school year.

The most notable of our achievements for 2018:

- implementation of new School Improvement Plan 2018-2021
- participation in the Catholic Theological College's Recontextualisation Project to deepen our knowledge and understanding of our Catholic tradition and the pedagogies that we use to enhance student learning
- launch of our published book titled, '**gifted and highly able children. Our Voice, Our Learning**', which was written by the students. The purpose of the book was to share students' thinking about their learning and how the educational experiences met their individual needs.
- continued focus in Multi-Domain with dialogue sessions facilitated by Dr Kathy Smith. Science was a focus in these sessions.
- implementation of OPTiMUM (Online Pedagogical Tool in Maximising Understandings in Mathematics). This unique online tool was designed to assess students' mathematical understandings.
- biennial school Art Show celebrated the Visual Arts and Music area of the curriculum.
- 39th 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.
- installation of solar panels and LED lighting across the school as part of our sustainable school plan
- installation of synthetic grass on the basketball court

Please find below a report on the 2018 school year detailing data and information in regard to the goals and outcomes of the past year.

Mrs. Sharon Kenyon-Smith
Principal

Parish Priest's Report

2018 was another outstanding year for St. Joseph's school. The school continued to go from strength to strength under the strong leadership of Mr. Gilbert Keisler. Whilst Gilbert was on leave in Semester Two, Mrs. Sharon Kenyon-Smith was Acting Principal. Gilbert retired from his role as Principal at the end of 2018. After an extensive interview process, Mrs. Sharon Kenyon-Smith was appointed Principal and she will continue to build on all the good work that we have accomplished. St Joseph's continues to provide an excellent Catholic education for students and a focus on building a culture of faith, professional growth and learning among staff.

There were several major events during the year:

- The biennial Art Show was an outstanding success, showcasing the instrumental program at the school
- The Mother's Day and Father's 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

Mr. Scott Charles provided 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 and Mrs Kenyon-Smith. The Parents and Friends, under the leadership of Mrs. 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 strengthen our Catholic Identity within the context of our contemporary world.

- That students will strengthen an understanding of their Catholic identity through encounters with a contemporary Religious Education Program

Achievements

The school celebrated the following successes in 2018 in Education in Faith:

- the school continued to build its Catholic Identity by providing numerous professional learning 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.
- participation in Catholic Theological College's Recontextualisation Project. The Deputy Principal is a member of the steering committee.
- 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: classes rostered on throughout the year to help celebrate the Sunday Parish 9.30 am Family Mass.
- 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 2018. The roles and responsibilities became further refined and enabled the team to prioritise key goals in the RE program.
- Each term the school community supports social justice initiatives. In 2018 there was significant support for Catholic organisations of Caritas and St Vincent de Paul who strive for justice and dignity for all.
- Staff continued to deepen their understanding in the RE curriculum framework. There was a significant focus on utilising and building upon 'student voice in RE sessions in the classrooms

VALUE ADDED

- Class Mass timetable with classes helping to celebrate the Sunday Parish 9.30 am Family Mass
- Increased role clarity of three Religious Education Leader Roles: Parish Liaison Leader; Religious Education Leader (classroom curriculum) and Staff Faith Formation Leader
- Deputy Principal member of the steering committee for the Recontextualisation Project sponsored by the Catholic Theological College Melbourne
- Enhancing Schools Catholic Identity data indicating that our school was in the preferred stances of the different scales
- Staff engaged in professional dialogue with Mrs Rina Madden with regard to deepening their own understanding of the teaching and learning of Religious Education

Learning & Teaching

Goals & Intended Outcomes

To build capacity of students to be effective learners in our contemporary world.

- That students will be more self-managing, confident learners.
- That students' knowledge, understanding and skills improve in Literacy and Numeracy.

Achievements

The school celebrated the following successes in 2018 in Learning and Teaching:

- all classes have access to iPads as well as 1:1 Chromebooks in Years 3 – 6. This choice of devices allows students to make decisions regarding the most appropriate technology to support learning
- the Year 5/6 Canberra Camp experience was another highly successful event in our school calendar. The purpose built brand new accommodation venue provided the students with many opportunities to learn about themselves and others whilst also engaging with many of the sites that nation's capital has to offer.
- we employed four new classroom teachers, two new specialist teachers (Visual Arts and PE) and a new Learning Support staff member.
- We introduced flexible furniture into our Year 4 learning space to promote choice for the students in their learning environments. This furniture allows for flexible grouping and organisation of students and has been most successful to further enhance learning.
- one staff member undertook professional learning in the F-4 Number Intervention Framework which allowed us to offer a formal Maths Intervention program for students in Years 1 – 4. This program supported student's learning beyond the regular classroom program and achieved growth for all participants.
- Our Foundation to year 2 teaching staff participated in a Mathematics Collective with two other Catholic primary schools. This focused on professional learning in the area of Number and was supported by Catholic Education Melbourne staff and school leaders.
- Our STEM Leader introduce Lego League to our middle school students to enhance their learning in Digital Technologies.
- In response to parent feedback we included checklists as part of our Reporting to parents process.

STUDENT LEARNING OUTCOMES

The NAPLAN results indicated that the Year 3 Reading, Writing and Numeracy raw scores are consistently above the State's raw scores. In Year 5 since 2016 the Writing, Reading and Numeracy scores are above the State Mean.

Evidence

2018 NAPLAN MEAN Year 3

Reading Raw scores: State 448 School 481

Writing Raw scores: State 422 School 438

Numeracy Raw scores: State 419 School 445

2018 NAPLAN MEAN Year 5

Reading Raw scores: State 521 School 559

Writing Raw scores: State 479 School 501

Numeracy Raw scores: State 504 School 516

2017 NAPLAN Year 3

Reading Raw scores: State 446 School 519

Writing Raw scores: State 428 School 449

Numeracy Raw scores: State 421 School 448

2017 NAPLAN Year 5

Reading Raw scores: State 516 School 557

Writing Raw scores: State 486 School 506

Numeracy Raw scores: State 503 School 517

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 ensure all students experience a positive sense of wellbeing and engagement within a Catholic context.

- That student social and emotional skills are strengthened.

Achievements

The school celebrated the following successes in 2018 in Student Wellbeing:

- Student Wellbeing continued to be an important leadership role within the school. A time allocation of 0.2 was given to support this role.
- the KidsMatter framework continued as a whole school approach and we celebrated a second Kids Matter Day, late in 2018. Our focus for the day was “Every face has a place” and all students worked with their teachers to engage in activities around this concept of belonging. The KidsMatter framework is supported in the classroom by the Bounce Back Program.
- We continued our Transition Program with all Year 1 – 5 students spending the last two and a half days of 2018 working in their new class groups. The purpose of this structure is to allow students to make connections with their 2018 peer group and class teacher in order to reduce the level of anxiety that some students experience as they begin a new school year. We had very positive feedback about this new addition to our structure from parents, students and staff.
- We continued to offer a variety of lunchtime Clubs to support student’s emotional and social wellbeing. These clubs included Astro Kids (Science Club), Dance Club, Prayer Club, Games Club, Writing Club, Glee Club, Chill Out Zone, Card Trading, Reading Club, Chess Club, and Music tuition.
- 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.
- Year 6 Student Wellbeing Leadership positions were once again part of our Student Leadership Program. 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 KidsMatter as a whole school framework
- Lunchtime clubs every day

STUDENT SATISFACTION

The 2018 Insight SRC School Improvement Data - Interpretive report showed that student morale and connectedness to school had slightly increased.

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 strengthen a strong professional learning culture of mutual trust and support with a focus on sustainable school improvement.

- That staff feedback practices improve, leading to a growth in staff learning.

Achievements

The school celebrated the following successes in 2018 in Leadership & Management:

In June 2018 we farewelled our principal for the last nine and a half years, Mr Gilbert Keisler. The selection process to find a new principal was undertaken with one of our Deputy Principals, Mrs Sharon Kenyon-Smith being appointed as School Principal.

- Maintained 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
- 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 furnishing the Year 5 and Year 6 area with contemporary furniture and whole school events such as the Mothers' and Fathers' Day breakfasts, the Art Show, Twilight Sports, Learning Expo, Footy Day, Chinese Dragon Day, and St Joseph's Feast Day are examples of this.

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

- refurbishing the Year 4 area with contemporary furniture
- one to one devices in Years 3 to 6
- new technology programs to increase effectiveness of communication; CareMonkey
- weekly morning staff prayer session
- staff induction program
- mentoring program

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2018**

- Multi Domain dialogue sessions
- Building teachers' capacity in Mathematics
- Faith Formation sessions
- Religious Education Dialogue Sessions

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**26****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$474**

School Community

Goals & Intended Outcomes

To engage parents with students' learning within a Catholic context.

- That student learning is enhanced through greater parental connection to and understanding of learning.

Achievements

The school celebrated the following successes in 2018 in School Community:

- a highly successful school Art Show was held in Term Four which showcased student learning in the areas of Visual Arts
- Sunday class masses at Immaculate Conception Church brought school and parish together
- the Sacramental information evenings for parents were well attended. These sessions also included a Parish/School evening as part of our transition program for the new 2019 Prep children. This was very well attended and we received very positive feedback.
- the 39th 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
- 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.
- Our Parent Representative roles for each class continued to be an important part of our home/school communication.
- CareMonkey and SkoolBag continue to be important forms of communication with our parent community.

PARENT SATISFACTION

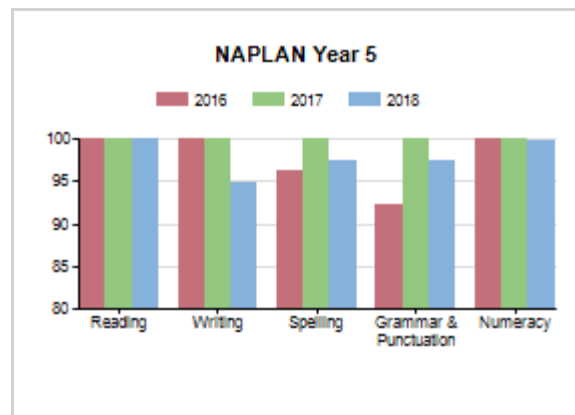
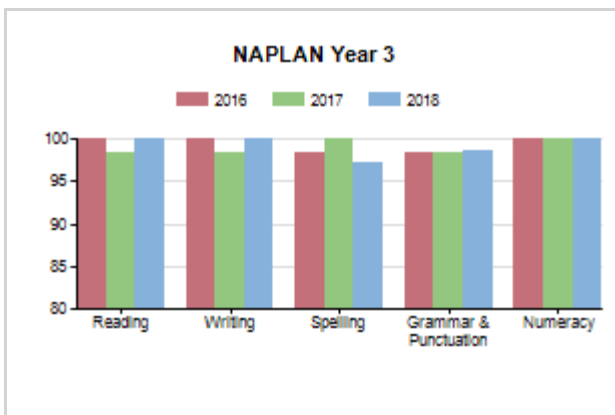
- *Levels of parent satisfaction as indicated by the Insight SRC survey continue at the same level. 2018 saw growth in the areas of approachability, classroom behaviour and reporting.*

Future Directions

- Provide coaching sessions for members of the leadership team
- Plaster and paint walls in the school foyer
- Replace steps leading from the basketball court to the playground
- Explore opportunities to renovate and extend staff areas
- Introduce digital portfolios as part of reporting to parents
- Upgrade devices for some students in Years 5 and 6

School Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2018 %	2016 - 2018 Changes %
YR 03 Grammar & Punctuation	98.5	98.3	-0.2	98.6	0.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	98.3	-1.7	100.0	1.7
YR 03 Spelling	98.5	100.0	1.5	97.2	-2.8
YR 03 Writing	100.0	98.3	-1.7	100.0	1.7
YR 05 Grammar & Punctuation	92.3	100.0	7.7	97.5	-2.5
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	96.2	100.0	3.8	97.5	-2.5
YR 05 Writing	100.0	100.0	0.0	94.9	-5.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.2
Y2	93.7
Y3	93.7
Y4	93.4
Y5	92.7
Y6	93.4
Overall average attendance	93.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	83.9%

STAFF RETENTION RATE	
Staff Retention Rate	81.3%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	30.4%
Diploma Graduate	13.0%
Certificate Graduate	4.3%
Degree Bachelor	87.0%
Diploma Advanced	30.4%
No Qualifications Listed	4.3%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	43
FTE Teaching Staff	33.7
Non-Teaching Staff (Head Count)	22
FTE Non-Teaching Staff	13.5
Indigenous Teaching Staff	0

NOTE:

The CECV will provide the School's financial performance information to the Victorian Registration and Qualifications Authority and this will be made available on the Australian Charities and Not-For-Profits Commission (ACNC) website.