

ANNUAL REPORT TO THE SCHOOL COMMUNITY



2019

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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PARISH PRIEST	Fr. Desmond Dwyer
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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

26th June 2020

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, Sharon Kenyon-Smith attest that St Joseph's 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

26th June, 2020

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.

In 2019 a new principal, Mrs Sharon Kenyon-Smith, was appointed.

The 2019 enrolment was 420 students. Amongst the students there were 0% Full Fee Paying Overseas Students and 6% of Students with English as an Addition Language. The school had a high Catholic population with 79% 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 420 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 Assessment and Reporting. 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. This strong learning and teaching focus in Mathematics and English supported our commitment to ensuring student growth.

To ensure that our learning spaces complement teaching and learning practice and provide stimulating spaces for students to learn, architectural plans have been completed. The new spaces will include an indoor gathering area, library space, areas for small group teaching and a redeveloped administration area.

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

2019 was an exciting year for the students, teachers and families of St Joseph's Parish Primary School. As the newly appointed principal, I found 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 2019:

- implementation of new School Improvement Plan 2019-2021
- 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
- continued focus in Multi-Domain with dialogue sessions facilitated by Dr Kathy Smith. Science was a focus in these sessions.
- biennial school Concert 'Twist Through Time' celebrated the Performing Arts and Music area of the curriculum.
- the 40th 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.
- planning commenced for our new learning spaces and gathering area in the junior school
- introduction of the Meraki Art Program to challenge students with talents and particular interest in this area

Please find below a report on the 2019 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

2019 was another outstanding year for St. Joseph's school. The school continued to go from strength to strength under leadership of our newly appointed principal Mrs. Sharon Kenyon-Smith. Sharon 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 Concert was an outstanding success, showcasing the Performing
- Arts program at the school
- The Mothers' Day and Fathers' day breakfasts were well supported and highlighted the importance we place on family
- We celebrated our 40th year of 'Open Houses'. This 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 Mrs Kenyon-Smith. The Parents and Friends Association, under the leadership of Mrs. Monica Anastasopoulos also continued to provide outstanding support to the school.

I pray that God continues to bless you.

Father Des Dwyer SJ

Parish Priest

SJ

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 2019 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 with Paul Fumei from CEM 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 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.
- 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. 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.
- Termly meetings were scheduled between school and parish leadership teams to develop a strategic plan for strengthening the relationship between school and parish
- 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 2019. The roles and responsibilities became further refined and enabled the team to prioritise key goals in the RE program.
- Each term the school community supported social justice initiatives. In 2019 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
- Annual Learning Expo had a focus on Education in Faith including a visual display of the Lent and Holy Week artwork and a family prayer opportunity. Prayers were displayed in a school mural.

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
- 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
- RE Learning Expo provided an opportunity for families to enter into prayer and religious dialogue.

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 2019 in Learning and Teaching:

- our junior classes (Foundation to Year Two) had greater access to iPads this year as well as 1:1 Chromebooks in Years 3 – 6. This choice of devices allowed students to make decisions regarding the most appropriate technology to support learning
- the Year 5/6 Alexandra Camp experience was another highly successful event in our school calendar. This was the second time that we had attended at this venue and once again it provided the students with many opportunities to learn about themselves and others whilst also engaging with many of the outdoor education experiences offered on site.
- we employed three new classroom teachers, one new specialist teacher (Performing Arts) and two new Learning Support staff members.
- we updated some of the flexible furniture in our Year 4, 5 and 6 learning spaces 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.
- three staff members undertook professional learning in the Levelled Literacy Intervention Program which will allow us to offer a formal Literacy Intervention program for students in Years 1 during 2020. This program supports student's learning beyond the regular classroom program and complements our ERIC and Reading Recovery Programs.
- Our Year 3 and 4 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.
- Within our Assessment and Reporting structure we commenced using Seesaw as a platform for students to share work samples as part of personal digital learning portfolios

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

2019 NAPLAN MEAN Year 3

Reading Raw scores: State 447 School 480
 Writing Raw scores: State 435 School 445
 Numeracy Raw scores: State 420 School 453

2019 NAPLAN MEAN Year 5

Reading Raw scores: State 516 School 563
 Writing Raw scores: State 487 School 520
 Numeracy Raw scores: State 507 School 520

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

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 2019 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 Be You approach was introduced as a whole school Wellbeing approach and we celebrated a Be You Day, late in 2019. All students worked with their teachers to engage in activities around the concepts of diversity and forming positive relationships. The Be You framework is supported in the classroom by the Bounce Back Program.
- the Bounce Back Program is a social and emotional learning program. It continued to be run by classroom teachers on a weekly basis, in relation to the needs of the students in their class.
- we continued our Transition Program with all Year 1 – 5 students spending the last two and a half days of 2019 working in their new class groups. The purpose of this structure is to allow students to make connections with their 2019 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 have had positive feedback about this structure from parents, students and staff.
- as part of the Transition Program, the Reach organisation ran workshops for Year 4, 5 and 6 students. The workshops focused on transitions and peer connections.
- we continued to offer a variety of lunchtime Clubs to support students' emotional and social wellbeing. These clubs included Astro Kids (Science Club), Dance Club, Games Club, Writing Club, Glee Club, Card Trading, Reading Club and Music tuition.
- the Chill Out Zone continued to be a calm, quiet space offered to students at recess. New games and activities such as colouring books, Lego and board games are offered during this time.
- two specific programs to develop wellbeing and connectedness for our Foundation students and the Year 5s were once again offered at the end of 2019. 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 their allocated staff leader for mentoring and sharing ideas. Students also worked closely with their classroom teachers.
- 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. A new representative was elected for each class, every term.
- 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. There were frequent 'Buddy Lunches' and buddy activities organised for Year 6 students and their Prep buddies.
- Year 6 leaders ran a 'Prep Club' once a week during Term One to support Prep students in their transition to playing outside in the larger playground during recess and lunch.

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 are contacted via SMS if their child has an unexplained absence. 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 Be You as a whole school approach to Wellbeing, including positivity, inclusion and resilience
- Bounce Back Program run across all classes
- Lunchtime clubs and Chill Out Zone offered every day
- Glenn Pearsall conducted professional learning in the area of Promoting Positive Student Behaviour

STUDENT SATISFACTION

The 2019 Insight SRC School Improvement Data - Interpretive report showed that student morale and connectedness to school had slightly increased.

The 2019 ACERSocial Social-Emotional Wellbeing Survey results showed that students in Year 3 feel socially connected, strive to make good choices and approach challenges with a positive attitude.

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 recognise 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 focused on collecting data from children, parents and staff about their wellbeing and how we can improve our practice. The Be You approach 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 2019 in Leadership & Management:

This year we formally welcomed Mrs Sharon Kenyon-Smith as our new Principal.

- maintained a mentoring program to support 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 to 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 staff expertise and led to appraisal and recognition from their peers and the wider community. The collaborative approach taken to furnishing the Year 4, 5 and Year 6 areas with contemporary furniture and whole school events such as the Mothers' and Fathers' Day breakfasts, the school concert, 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:

- updating the Year 4, 5 and 6 areas with contemporary furniture
- one to one devices in Years 3 to 6
- new technology programs to increase effectiveness of communication
- weekly morning staff prayer session
- staff induction program
- mentoring program

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

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

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 2019 in School Community:

- a highly successful school Concert was held in Term Four which showcased student learning in the areas of Performing Arts and Music
- 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.
- the 40th 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 a number of 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 Welcome Drinks 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 continues to be important form of communication with our parent community
- We continued to refine the process for Student Led Learning Review. Students led conversations about their learning with their parents and teachers.
- The Transition to School Program held in Term Four welcomed families who were joining St Joseph's in 2020, supporting the children and families to become familiar with the school environment.
- Welcome families were allocated to all new families to ensure that they were made to feel welcome and had a successful introduction to school life at St Joseph's.
- The Parent Information Evening in February was an opportunity for school staff to be introduced to the school community and to begin a partnership with families.
- Brett Lee delivered an informative presentation to the parents regarding CyberSafety

PARENT SATISFACTION

- CEMSIS 2019 Parent Survey

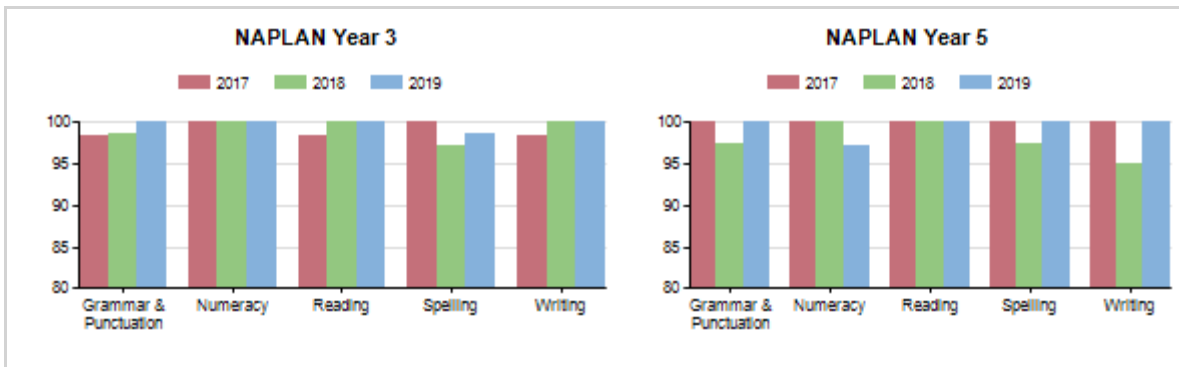
CEMSIS FAMILY SURVEY DOMAIN	DOMAIN DEFINITION	School % positive endorsement (n=15)	CEM average PRI school comparison % positive (n=8,679)
1. Family engagement	The degree to which families are partners with their child's school.	80%	57%
2. Barriers to engagement	Factors that can hinder a family's interaction or involvement with their child's school.	95%	89%
3. School fit	Families' perceptions of how well a school matches their child's developmental needs.	90%	79%

Future Directions

- Provide coaching sessions for members of the leadership team
- Finalise plans to renovate and extend staff areas
- Find authentic ways to continue to use 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	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	98.3	98.6	0.3	100.0	1.4
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	98.3	100.0	1.7	100.0	0.0
YR 03 Spelling	100.0	97.2	-2.8	98.5	1.3
YR 03 Writing	98.3	100.0	1.7	100.0	0.0
YR 05 Grammar & Punctuation	100.0	97.5	-2.5	100.0	2.5
YR 05 Numeracy	100.0	100.0	0.0	97.1	-2.9
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	97.5	-2.5	100.0	2.5
YR 05 Writing	100.0	94.9	-5.1	100.0	5.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.9
Y2	92.7
Y3	93
Y4	94.1
Y5	94.1
Y6	92.7
Overall average attendance	93.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.1%

STAFF RETENTION RATE	
Staff Retention Rate	86.3

TEACHER QUALIFICATIONS	
Doctorate	4.5%
Masters	36.4%
Diploma Graduate	13.6%
Certificate Graduate	4.5%
Degree Bachelor	86.4%
Diploma Advanced	31.8%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	35
FTE Teaching Staff	29.6
Non-Teaching Staff (Head Count)	22
FTE Non-Teaching Staff	14.9
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.

