



St Joseph's School Beechworth

2021 Annual Report to the School Community



Registered School Number: 672

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E NUMBER	E3022

Minimum Standards Attestation

I, Carly Avery, 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

30/03/2022

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

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our School Identity and Vision Statements

Our School Vision

St. Joseph's Primary School is committed to:

- *Giving witness to the Catholic faith and honouring the Brigidine charism.
- *Ensuring all children feel safe and are safe, all of the time.
- *Treating each individual with respect and dignity.
- *Providing excellent teaching and learning opportunities allowing all to celebrate gifts and talents.
- *Ensuring a safe and nurturing learning environment.
- *Developing strong partnerships with Parish, family, school, wider community and the natural environment.

Our School Identity Statement

St. Joseph's school is a Catholic community promoting excellence in education, and living the ideals of Strength and Kindliness in the tradition of the Brigidine Sisters.

Graduate Outcomes

At St. Joseph's we endeavour to educate students to:

- *Be passionate life-long learners
- *Be fully engaged in their learning and pursue personal academic excellence
- *Be resilient, optimistic and self-confident
- *Be empathetic, accepting and respectful
- *Be active in caring for the environment
- *Be open to challenges and opportunities
- *Be of service within the local and global community
- *Know and value the beliefs, rituals and traditions of the Catholic faith
- *Be responsible for their own learning choices and actions

School Overview

St Joseph's is Catholic Primary School that dates back to the mid 1800's. St Joseph's is situated in a small country town in the North East of Victoria. The forerunner of the present St Joseph's School was a wooden structure built in 1857, and up to the year 1886 it was staffed by lay teachers. In 1886 four Brigidine Sisters came out from Ireland after negotiations made by Dean Tierney and the Superioress of the Brigidine Convent of Abbeylei, Ireland. Almost immediately the present site of 10 acres was purchased and the first stone was laid in 1888, and the convent and school were completed at the end of 1888.

The school has seen numbers as large as 180 (1864). St Joseph's continues the Brigidine spirit of 'Strength and Kindliness' today. In 2021 St Joseph's Primary School had 103 students and five classrooms operating. The school continues to experience a steady growth in enrolments. St Joseph's strives to provide excellent learning opportunities for all students in an atmosphere that is caring and nurturing. St Joseph's continues to value and maintain the wellbeing of all in the St Joseph's community, striving to be a school that highly values relationships. It is acknowledged that parents are a vital link in the education of children and in 2021 St Joseph's will continue to make the bond between home and school stronger. St Joseph's staff and children have worked on developing and embedding a culture that honours our school vision. We are very proud of our work in making the school a safe and nurturing environment where all are treated with respect and dignity. We continue on this path, paying particular attention to building relationships and embedding a culture of respect for all. The wellbeing of students and families and the climate of a safe and caring environment is paramount at St Joseph's, as the staff know a loving environment is of the utmost importance in order to allow for the best possible education for all students.

St Joseph's Primary School has a close relationship with St Joseph's Parish Priest, Father Tony Shallue, and our Priest in residence, Father Mike Pullar. They are our community's spiritual and school leader and as our Priests is building important, strong relationships through his caring, nurturing and strong presence in our school community.

The school is dedicated to high expectations and the staff, strive to provide teaching that matches the children in interest and academic ability. The school has good facilities that are well maintained, including a multipurpose room, art room and kitchen area. School grounds include vegetable beds that contribute to the Stephanie Alexander program. Classroom programs are well resourced. All students from grade three up have their own laptop. Children in the lower classes have access to laptops and i-pads to enhance their learning. St Joseph's offers specialists teachers in the areas of Visual Arts, Performing Arts, Italian and Physical Education.

One of St Joseph's greatest strengths is the continual enthusiasm and participation of our parents in all school life. The staff are very grateful, as this contributes so much to the quality of education and the happiness and wellbeing of all our children.

Principal's Report

Dear Parents and Friends,

It is with a great sense of achievement that I report to our community on the 2021 school year. This is a community of which I am grateful and proud to be associated with. The way in which our community has supported each other through a challenging year, staff, students, parents and the parish.

Following 2020, we were all hopeful of a more steady year in 2021, this was clearly not meant to be. The way in which our community moved with the continued changing landscape was challenging at times, but ultimately we did this together. The strength of our community has supported our students, staff and families during some difficult times. Our students continued to embrace various styles of learning, demonstrating developing independence, persistence and resilience as learners. Our staff continued to refine new styles of teaching and communicating, demonstrating adaptability and teamwork. Our parents continued the juggle of home learning and work, whilst focusing on the wellbeing of students, also demonstrating adaptability and understanding. The ability to continue walking together is why I am proud to be part of this community.

Alongside our focus on wellbeing, our major teaching and learning focus was in the area of phonics and spelling. We continued to engage the services of Eastman Lynch Pty Ltd to assist the school in ensuring that our Occupational Health and Safety practises are to a high standard. Another key area worked on was a continued focus on Master Planning, both internally and externally.

While there were many events that were unable to take place, there was still much that happened throughout the year, showcasing and celebrating the achievements and talents of students. These included athletics day, book day, fun Fridays and our end of year celebrations.

I would like to take this opportunity to formally thank Father Tony and Father Mike for their support and guidance over the year.

Yours Faithfully,

Carly Avery.

Principal

Parish Priest's Report

Due to the new governance structure the Parish Priest's Report is no longer required.

School Advisory Council Report

Due to the new governance structure the Parish Priest's Report is no longer required.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

- To build on the Catholic Identity of the school with a recontextualised context.
- Support staff with their understanding and faith formation of the Catholic Identity of the school.
- To build on staff theological knowledge.
- To build on understanding of ECSI data, with a particular focus on Post Critical Belief.

Achievements

Catholic Identity continues to be strongly interwoven and embedded in all that happens at St Joseph's. The 'Brigidine and Mary MacKillop Justice Group' worked through the restrictions of 2021. Students participated through helping at the 'Opportunity Shop', when restrictions allowed and working on the Gardens at Quercus. Students and parishioners missed the Parish Friends morning tea and masses this year. Each week the school gathered to pray together with each class preparing and presenting prayer in turns. This is a rich and authentic way that St Joseph's celebrates together.

Special thanks to Linda Murcutt and Irene Sharp for their continuing work in the area of Social Justice. Social Justice continues to be a great strength at St Joseph's. Thanks to Markeeta Green who was our Religious Education Leader in 2021, and responsible for organising school Masses, prayer timetable etc. The time in prayer and Mass is always reverent and beautifully prepared and presented. The Catholicity of the staff and providing a culture that values our school being Catholic is evident who we are and what we do.

VALUE ADDED

Community engagement is another area of great strength at St Joseph's, which was clearly a challenge and greatly missed in 2021.

We had one staff member complete their Catholic Accreditation to teach in a Catholic school, bringing our accredited teachers to 70%.

Our reviewed front entrance area continues to present symbols, stories and a welcome to St. Joseph's. This space is a prominent display of our Brigidine history as the cross and prayer focus welcome you into the school.

Whilst the limitations to gathering as a school and the wider community have had a major impact on us during 2021, the focus on prayer, celebration of Feast days and significant events, and the continued delivery of Religious Education lessons has resulted in a continued focus on our Catholic Identity.

A further success this year was the twenty-one students who undertook the Sacraments of Reconciliation, First Eucharist and Confirmation during 2021. Despite the logistical challenges,

families were supported by the school and parish during the preparation and celebration of these sacraments. I would like to thank Father Tony and Father Mike for their support with preparing students for these sacraments.

Learning & Teaching

Goals & Intended Outcomes

- Embed a systematic approach to the professional learning of writing.
- Embed spelling in the writing process.
- Investigate current teaching and learning practices of grammar and punctuation F-6.
- Strategically plan for reconnectors, assessment and data analysis in mathematics.

Achievements

Whilst 2021 presented many challenges, our focus and commitment to quality teaching and learning continued throughout the year. Remote learning continued to challenge students, staff and parents to embrace and find a balance of a range of platforms. Through consistent feedback from parents and students, teachers were able to deliver daily class meetings and targeted teaching through group online sessions for reading, spelling and mathematics. Teachers were able to meet with students independently or in small groups to give feedback on work throughout the week.

Intervention and support staff were able to continue one-on-one or small group sessions daily, and support with onsite supervision.

2021 brought our first NCCD audit at St. Joseph's Beechworth. This audit was a thorough process which highlighted the strengths of our processes in regards to NCCD. It also reinforced the high level of work completed by classroom teachers in writing PLPs (Personalised Learning Plans) and SAPs (Student Adjustment Plans) and implementing changes appropriately for students daily. Whilst we were compliant in all areas of this audit, it was a great reflection of the hard work and dedication our in by teachers in this space, ultimately a great result for our students. I would like to thank Michael Kearton who has led the work in this area.

Other key successes for 2021 was our involvement in the Lions Club Speeches and our Virtual Art Show and Mega Art Day. As the first Beechworth school to enter the Lions Club Speeches, it was wonderful to connect with our local Lions Club representatives. Many of our senior students were involved in these speeches, with some excellent speaking techniques demonstrated. Hopefully 2022 will see more local schools involved and further events go ahead.

A lot of planning went into our Art Show, which unfortunately due to restrictions was cancelled. However Plan B went into swift action, with a Virtual Art Show and Mega Art Day. The virtual art show was a great success, with an alternative way to share students' art work. Thanks to Jodie Cuskelly for all her hard work in presenting students' art work and planning the Mega Art Day!

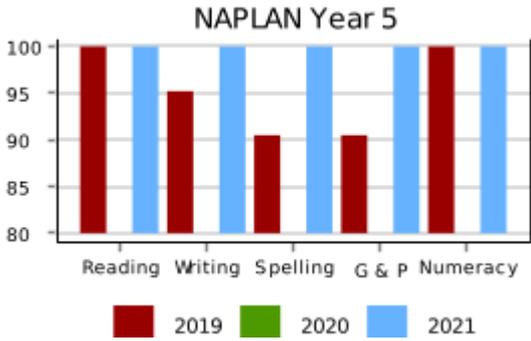
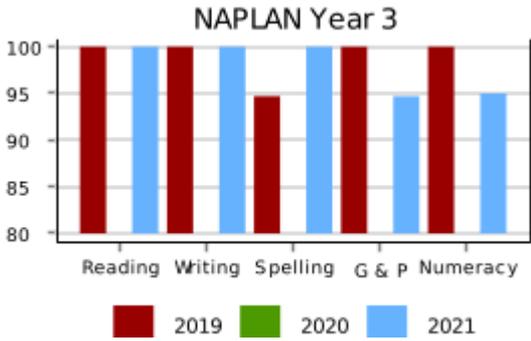
STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	94.7	-
YR 03 Numeracy	100.0	-	-	95.0	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	94.7	-	-	100.0	-
YR 03 Writing	[naplan.p rev2Y3.s choolWR .minimu mStandardsStr]	-	-	100.0	-
YR 05 Grammar & Punctuation	90.5	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	90.5	-	-	100.0	-
YR 05 Writing	95.2	-	-	100.0	-

* 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.



Pastoral Wellbeing

Goals & Intended Outcomes

- To reduce anxiety in students.
- Promote and build wellbeing for students, staff and parents.
- To promote expected behaviours for students.

Achievements

St. Joseph's continued a key focus in the area of NCCD, student PLPs and targeted teaching and support for these students. As mentioned in Teaching and Learning, we participated in an NCCD Audit, which highlighted great growth in this area.

Our behaviour tracking tool, continued to enable any yard incidents to be followed up in a timely manner. It also enabled an ongoing review of students who may need extra support in the yard. Explicit teaching of expected behaviours was also supported by through a teaching cycle and student leaders presentations at school assemblies.

All staff participated in Respectful Relationships professional development, which has continued to be taught in all classrooms.

Throughout remote learning wellbeing of students, staff and parents was a high priority. Regular surveys, wellbeing phone calls and staff professional development were all continued with a particular focus on student wellbeing whilst remote learning and awareness around students returning to onsite learning.

VALUE ADDED

St Joseph's engaged in a broad range of activities to enhance learning and provide better outcomes for our students.

These include:

- Social Enterprise Project
- After School Care
- Stephanie Alexander Kitchen Garden
- Student Leadership Program
- ARC (Lunchtime Clubs)
- Pastoral Wellbeing Checks throughout Remote Learning
- Harrietville Outdoor Education Camp

STUDENT SATISFACTION

[SWStudentSatisfaction]

STUDENT ATTENDANCE

Student attendance is recorded twice a day electronically by classroom teachers. Parent Guardians are expected to notify the school by 9:00am of any absences. Any absences which are not notified are followed up by a text message to the parent by office staff by 10:00am. Parents are expected to respond to the text. If parents do not respond, other contacts on the students list are called.

The school follows up students who have high levels of absenteeism, with plans to support the student and family in this matter. In more difficult situations advice and support is sought from the Catholic Education Office, Absenteeism Officer.

During remote learning a daily meet was organised for each class, in which a roll was taken. Teachers and support staff were able to follow up on students not attending this or group sessions, this was also supported by Pastoral Wellbeing checks. An onsite attendance roll was also kept for those students onsite.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	92.1%
Y02	92.3%
Y03	92.9%
Y04	94.4%
Y05	90.8%
Y06	87.3%
Overall average attendance	91.6%

Child Safe Standards

Goals & Intended Outcomes

Child Safe Standards were introduced into the school in 2016.

- Continue the introduction and implementation of Child Safe Standards.
- Embedding Child Safe Policies and Processes.

Achievements

- Child Risk Register reviewed.
- Child Friendly Child Safe Policy reviewed.
- Policies are published on the school website and school newsletters.
- Child Safe signage is posted throughout the school.
- All school community members are updated with Working With Children Check requirements when needed.
- Excursion Risk Assessments completed.
- All staff revisited their commitment to the Staff Code of Conduct.
- All required people signed a Child Safe Code of Conduct, including all tradesmen and volunteers who work on site during a school year.
- All staff completed the Mandatory Reporting Module requirement.
- All new staff are inducted into the school's Child Safe Standards.
- Copies of the Child Safe Standards are also available from the front office.

Leadership & Management

Goals & Intended Outcomes

- Define the purpose and of and roles within the leadership team.
- Strengthen the leadership capacity of the leadership team.

Achievements

Year 6 students worked with Staff Leadership to develop Student Leadership roles for 2021. These roles included Sports Leaders, Junior School Leaders, Sustainability Leaders, IT Leaders and FIRE Carriers.

A leadership team meets regularly focused on the Annual Action plan. The team reviewed the Leadership Charter and supported staff with operational tasks, as well as working towards strategic outcomes. This team was supported by the strong and valued School Board throughout the year.

Regular parent and teacher surveys, Principal videos and parent letters were sent out in order to identify areas of need and ways to support as the various challenges of 2021 were presented.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

- How to Manage Student Anxiety Professional Development
- Maths Association Victoria Conference
- Level 2 CPR
- Faith Formation Staff Retreat
- Sandhurst Budget workshops.
- Catholic Identity Leaders Days
- Critical Incident Training
- Principal and Deputy Cluster Days
- Science of Language and Reading Professional Development
- Sounds Write Training
- Mental Health First Aid

TEACHER SATISFACTION

Insight SRC data indicated a slight decrease in wellbeing scores across the board during 2020. It also indicated a higher than normal degree of individual stress and work demands, whilst student motivation, student behaviour and role clarity had a slight increase.

Anecdotal evidence, individual conversations, staff meetings and general attitude from staff would indicate a mixed response to the challenges of 2021. Whilst all staff stepped up to the change in teaching delivery it presented us all with individual challenges. For a number of staff the impact of these challenges was quite significant, whilst other staff were better equipped to embrace these challenges.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	90.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	[staffQualifications.Masters]%
Graduate	9.1%
Graduate Certificate	0.0%
Bachelor Degree	63.6%
Advanced Diploma	18.2%
No Qualifications Listed	18.2%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	14.0
Teaching Staff (FTE)	10.7
Non-Teaching Staff (Headcount)	14.0
Non-Teaching Staff (FTE)	4.9
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

[CCGoalsAndIntendedOutcomes]

Achievements

The role of the School Advisory Council continued to play an important part in 2021. The main areas the Council focused on in 2021 were:

- Review of Master Plan- this involved reviewing our planning in line with the requirements of the SMARTY grants application.
- Parent Engagement-Parent Surveys, Support Role of Parent Engagement Officer. This was a continued focus during 2021, and will be a major focus to re-engage our parents in 2022.

PARENT SATISFACTION

Insight SRC data indicated steady results in the areas of student engagement and peer relations, which is a great result on behalf of the teachers and support staff during remote learning. There was a slight decrease in the areas of community engagement and learning opportunities during 2021.

Future Directions

- Build on Parent and Community Engagement
- Develop Outdoor Master Plan
- Playground and Building Upgrades
- Finalise Communication/ Public Relations Strategy