

ST JOSEPH'S SCHOOL
BRUNSWICK WEST



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Joseph's School Brunswick West

2022 Annual Report to the School Community



Registered School Number: 915

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Minimum Standards Attestation

[MinStandardsAttestation]
31/03/2023

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

Governing Authority Report

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

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

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

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

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

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

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

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

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

Yours sincerely

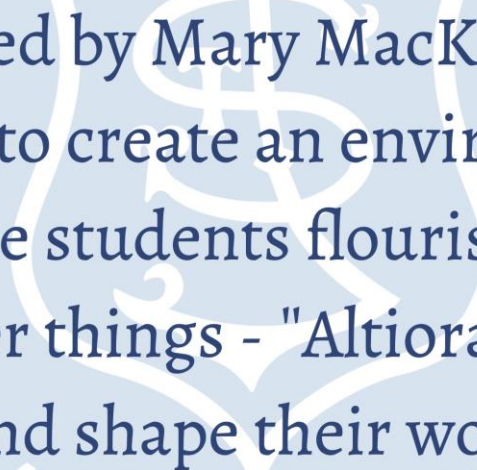
[ResponsiblePerson]

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Joseph's Vision



Inspired by Mary MacKillop, we strive to create an environment where students flourish, seek higher things - "Altiora Peto" - and shape their world.

ALTIOIRA PETO



School Overview

St. Joseph's, Brunswick West is a Catholic Primary School situated in the inner northern suburbs of Melbourne. St Joseph's School was established in 1911 due to a growing population in the West Brunswick area. St. Joseph's Parish was formed in February 1913.

In 1918 the first Church was built. The Sisters of St. Joseph were at this time caring for the students. St Joseph's School celebrated its centenary in 2011. We celebrated our parish centenary in 2013.

In 1929 work on the current older school buildings began and St. Joseph's grew rapidly into a vibrant working class community. At this time, Brunswick was largely an Irish Catholic community, with many people contributing to the development of the Parish and school. In the 1950s the current St. Joseph's Church was built as the population continued to grow. St Joseph's welcomed migrants from Italy, Greece and the Middle East. Each of these groups has had an influence on St. Joseph's School, contributing to the atmosphere of acceptance and inclusion which still permeates the school.

Today, the school offers a comprehensive personalised education to approximately 250 students from the Parish and drawn from the Western region of Brunswick and Northern area of Parkville.

Parents are encouraged to become involved in the school through a variety of activities and are an integral part of our school. Parent helpers give support in the classroom and Library programs. Many parents support the school through their involvement in the Parents & Friends Association, fundraising opportunities, canteen, maintenance/grounds committee and Out of School Hours Program. The School Education Advisory Board and portfolio committees also meet regularly throughout the year.

St. Joseph's, with a committed and highly professional staff, provides an exceptional standard of education for all students. There are 10 classroom teachers, supported by specialist teachers and in the areas of LOTE (Italian), The Arts, and Physical Education. Additional staff provide support in the areas of Learning and Teaching, ICT, Library, and Literacy and Numeracy Intervention,

Lunchtime clubs provide further opportunities for singing, craft, technology, drama, etc. Specialist instrumental music programs can be accessed by families as an extra-curricula option (parents arrange this privately with a qualified music teacher).

School Administration Officers ensure that the school administration runs effectively and efficiently and provides a friendly and informed initial point of contact with the school.

As a school we aim to be a significant part of the Parish and local community and our efforts are directed toward the full development of students and others within a Catholic environment. Every opportunity is taken to make use of facilities and services offered to the school. Family Masses celebrated on the last Saturday of each month offer full involvement in the Parish. Class Masses and whole school Masses are also celebrated throughout the year at either the Sunday Mass times or during the term. Education in Faith and social justice is a significant part of our mission.

Principal's Report

I would like to acknowledge the commitment and dedication of the following leaders to their respective roles: Jackie Fox-Hooper (Deputy Principal and Wellbeing Leader), Sonia Scott (Religious Education Leader), and Sam Ryder (Engagement and Diversity Leader), along with the staff in general who continued to support, trial and implement many initiatives enthusiastically.

Finally, it is important to remember that, first and foremost, we are a Catholic primary school whose actions and decisions are guided by the teachings of Jesus Christ. This is the foundation from which we work in all aspects of school life. Therefore, providing a just and equitable education for all our students is our goal at all times. This is the faith that Mary MacKillop spoke of when she fought so hard to provide a faith based education for the poor with which she worked. Her immortal words - to never see a need without doing something about it - are ones that echo the teachings of Jesus and are a constant guide for all the community here at St. Joseph's parish school.

Matthew Davey

Principal

May, 2022

Catholic Identity and Mission

Goals & Intended Outcomes

[EFGoalsAndIntendedOutcomes]

Achievements

In 2022, with the support of Pauline Cicutto and the Sister of St Joseph at the Mary MacKillop heritage center, the staff of St Joseph's worked towards deepening their understanding of the Charism of the Sisters of St Joseph and how that impacts how we live and act as witnesses of Christ in a Catholic school.

This in turn informed the reworking of our school vision.

"Inspired by Mary MacKillop, we strive to create an environment where students flourish, seek higher things "Altiora Peto" and shape their world."

Through staff meetings, teachers received professional development in the following areas to deepen their knowledge of the Catholic Faith: Making space for prayer, Lectio Divina (unpacking sacred scripture), the importance of dialogue in the classroom, and the use of the dialogue tool to plan units, and developing Catholic identity. Two staff members attended the Mary MacKillop 2 day colloquium in the city to deepen their understanding of the Charism in which we operate. Feedback from this was highly positive and staff will be invited to attend in future years.

Students in Grade, 3,4 and 6 were supported to prepare and receive the Sacraments of Reconciliation, First Holy Communion and Confirmation. Families were invited to participate in Sacramental evenings run by the school staff and Father Elio Capra.

In mission, student leaders focused on the Care for God's creation, promoting sustainable clothing through their fashion show and raising money for the Red Cross through their 'Democracy BBQ', as well as a focus on Project Compassion during Lent.

Teachers continued to be supported in their planning and delivery of high-quality Religious Education lessons to explore how we can use the Pedagogy of Encounter to engage students in meaningful exploration of their faith through dialogue and deepen their relationship with God. Teachers were encouraged to track the development of the students thinking through the use of ongoing assessment tools, for example, concentric circles. Junior classes demonstrated the transformation of relationships by leading class liturgies, while Grade 3-6 students continued to be regularly involved in Wednesday Parish Masses.

VALUE ADDED

- Student led Social Justice Initiatives- Project Compassion, Sustainable Fashion Show, Red Cross Fundraising.
- Yr 6 Retreat Day @ Don-Bosco Youth Centre
- Family Sacramental Evenings - Facilitated by Sarah Smith
- Involvement in Wednesday Parish Masses and monthly family Masses.

- Sacramental program, Reconciliation, Eucharist, Confirmation
- Staff professional development around increasing Catholic Identity, prayer culture, scripture and dialogue.
- Engagement with the Sister of St Joseph's facilitated by the Mary MacKillop Heritage Centre.

Learning and Teaching

Goals & Intended Outcomes

- To enact a whole school community model for teaching and learning excellence.
- That students will continue to develop as self regulated learners who can measure and demonstrate better than expected growth in all domains
- That students can articulate where they are at in their learning and where they are going.
- That there are visible links between learning and wellbeing.
- That learning and teaching gives witness to the school's Catholic Identity.

Achievements

At St Joseph's, we have been dedicated to embedding the model of the science of reading into our teaching practices. To support this, our teachers have actively engaged in professional learning opportunities focused on the science of reading, allowing them to develop their knowledge in this area. As a result, a teaching and learning model centred around the science of reading has been developed, accompanied by a clear vision for literacy at our school.

To lay a strong foundation in literacy skills, our Prep teachers have fully integrated the Little Learners Love Literacy program into their teaching. Similarly, our Year 1 and 2 teachers have received specialised training in the Little Learners Love Literacy program.

At St Joseph's, we are dedicated to providing comprehensive reading intervention programs to support students in need. Two programs we have implemented are MiniLit and MacqLit, which have proven to be effective in addressing specific reading challenges.

In order to closely monitor and identify student progress in reading, we have introduced a new assessment schedule based on evidence-based practices. The implementation of the Dibels assessment has allowed us to closely track student growth and identify areas where additional support may be required.

In addition to our focus on reading, we have also embedded the Talk for Writing program at our school. We have adapted the program to suit the needs of our learners and align it with high-impact teaching strategies. Furthermore, we have explored Hegarty and investigated the Writing Revolution to enhance our students' writing skills. To support language development across the school, vocabulary practices have been integrated, and direct phonics, spelling and morphology instruction is now provided in all year levels.

In the domain of mathematics, we have made minor adjustments in 2022. We have formed a dedicated maths team that has conducted research into best practices and engaged in professional development focused on areas such as streaming, maths anxiety, and the launch, explore, and summarize approach to maths learning. Additionally, we have delved into our school's learner qualities in mathematics and embraced the concept of the learning pit to foster a deeper understanding of mathematical concepts.

Recognizing the importance of inquiry-based learning, we have updated our inquiry model to ensure that students are building a diverse core knowledge base. This has been achieved by developing shorter and more specific units that provide focused learning experiences.

Teachers have actively engaged in cycles of inquiry through the teaching sprints model. They have worked on developing strategies for checking student understanding and utilising tools like Purple Mash, an e-learning platform, to enhance student learning.

As a leadership team, we have developed a clear flow chart to identify students who may require additional support. This has facilitated the implementation of personalised learning plans (PLPs) and adjustments to meet the individual needs of our students.

Strengthening the link between learning, teaching, and well-being has been a key focus for our school. We have actively embraced the Positive Behaviour for Learning Framework, working to enhance the connection between academic achievement and student well-being. To further deepen our understanding of this framework, a team of teachers attended a national conference in Brisbane, enriching their knowledge and ensuring the effective implementation of this framework within our school community.

STUDENT LEARNING OUTCOMES

As a school we have clear structures and procedures to identify students at risk. We have a clear learning diversity flow chart that identifies when and who to contact regarding concerns over students. We use SPA data system to track growth and identify students at risk. This stores our PAT, NAPLAN, Dibels and Essential Assessment data. We regularly use this data at a school wide and teacher planning level to identify students at risk. We use this data to provide students with relevant supports and adjustments in their area of need. This also guides the development of personalised learning plans.

St Joseph's NAPLAN scores continue to be above the state average in all areas except in year 5 Grammar & Punctuation where we were 5 points below the stage average. The average scale scores in all areas continue to be within the average score since 2018. These NAPLAN trends and scores along with our school assessments continue to drive our learning and teaching direction.

Please see above for relevant programs and strategies that are in place to improve learning outcomes.

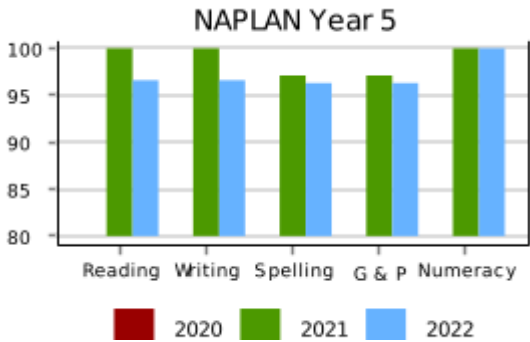
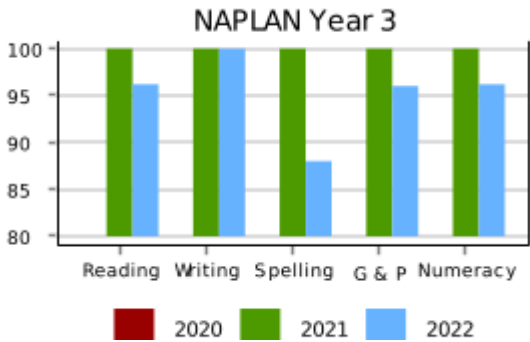
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	[naplan.p revY3.sc hoolGP. minimum StandardsStr]	-	96.0	[naplan.y3.s choolGP.ch angesStr]
YR 03 Numeracy	-	100.0	-	96.2	-3.8
YR 03 Reading	-	100.0	-	96.2	-3.8
YR 03 Spelling	-	100.0	-	88.0	-12.0
YR 03 Writing	-	100.0	-	[naplan. y3.scho olWR.mi nimumSt andards Str]	0.0
YR 05 Grammar & Punctuation	-	97.1	-	96.3	-0.8
YR 05 Numeracy	-	[naplan.p revY5.sc hoolNM. minimum StandardsStr]	-	100.0	0.0
YR 05 Reading	-	[naplan.p revY5.sc hoolRD. minimum StandardsStr]	-	[naplan. y5.scho olRD.mi nimumSt andards Str]	-3.4
YR 05 Spelling	-	97.1	-	96.3	-0.8

YR 05 Writing	-	[naplan.p revY5.sc hoolWR. minimum Standard sStr]	-	96.6	-3.4
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* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

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

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



Student Wellbeing

Goals & Intended Outcomes

- To provide a safe and consistent learning environment that meets the social and emotional needs of each student
- That there are visible links between learning and wellbeing.

Achievements

In 2022, student and staff wellbeing continued to be a priority in all areas of the school. Positive Behaviour for Learning (PBL) became a strong focus across our Wellbeing lessons. A PBL team of teachers was formed to implement this across the school. Our PBL motto was created 'Be our Best and Help Others Be Their Best'. A school matrix was formed around this motto where students could follow expectations to 'Be Caring', 'Be Safe' and 'Be a Learner' around different areas inside and outside of school. PBL provides consistent positive behaviour expectations across the entire school. PBL offers 3 tiers of behaviour support to cater for individual needs.

Students participated in weekly social and emotional skill lessons focusing on our school expectations, respectful relationships, identifying emotions and self-regulation. Positive behaviours were taught explicitly and reinforced. PBL lessons were completed fortnightly, alternating with a lesson around Respectful Relationships. Wellbeing lessons support and build social and emotional learning opportunities for all our students. Lessons and activities built on students' ability to understand emotions and build their emotional literacy. They promoted resilience and the building of positive relationships between students, as well as students, staff and parents.

Positive reinforcement was implemented as a strategy to affirm students who were following the school PBL matrix expectations. Students showing school expectations (without reminders) received tokens to commend their behaviour. The tokens were collected as a whole school and once students reached the school goal for a certain amount of tokens, the students participated in a whole school Golden Time activity. Each teacher ran a fun, engaging activity for Golden Time. Students were able to choose which activity they wanted to participate in (if all the places weren't filled).

VALUE ADDED

- Inclusion of whole school Wellbeing themes
- Positive Behaviour for Learning professional development days

- Continuing involvement in Respectful Relationships Program
- Staff Wellbeing meetings

STUDENT SATISFACTION

[SWStudentSatisfaction]

STUDENT ATTENDANCE

Parents phone in to notify the school of absence. In situations of extended absence (more than two days) with no contact from a parent, the teacher/Principal will contact the parent for details and to offer appropriate support if required.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	90.1%
Y02	92.2%
Y03	89.7%
Y04	92.0%
Y05	91.9%
Y06	90.4%
Overall average attendance	91.1%

Child Safe Standards

Goals & Intended Outcomes

- Deliver staff education to ensure staff understand the Code of Conduct and their rights and responsibilities in creating a Child Safe environment
- Revisit with staff the school's Child Safety Policy
- Revisit the requirements of Ministerial Order 870

Achievements

Throughout 2022 the school Wellbeing Team, comprising Matthew Davey (the Principal), Jackie Fox-Hooper (Deputy Principal, Student Wellbeing Leader) and two classroom teachers continued to monitor how St. Joseph's School was meeting the Child Safe Standard's obligations.

Professional meetings took place to revisit the 11 Child Safe Standards. At a staff meeting the Child Safety Policy and Ministerial Order 1359 was revisited by all staff and there was time for staff to ask questions. Similarly, the Code of Conduct was revisited in a separate meeting where staff were able to discuss and highlight any areas of concern. The message that was reinforced was that everyone is responsible for child safety morally and legally, and that all staff need to make it a priority. The protocols regarding who needs to be informed if there is a child safety risk or concern were also revisited, so that all staff understood the roles and responsibilities around child safety. All staff completed the mandatory Protecting Children - Mandatory Reporting and other Obligations online modules.

The Wellbeing Team continue to make it a priority to embed a culture of child safety within the school. The Child Safety Policy along with the Child Safe standards were brought to the community's attention through meetings with the School Board.

Leadership

Goals & Intended Outcomes

[LMGoalsAndIntendedOutcomes]

Achievements

Building leader and teacher capacity through collaboration and professional learning continued to be a major focus of the Leadership and Management sphere in 2022.

The Leadership Team supported and directed staff in a number of ways, such as collaborative planning, staff meetings and professional learning meetings. In 2022, a greater variety of staff took responsibility for leading professional development sessions for the staff. Both executive and leadership staff met on a weekly basis to ensure the goals of the school were being actioned. All members of leadership were involved in the Agile Leadership course, run by Simon Breakspear. Over the four days, they enhanced their ability to use tools such as the clarifying canvas and stand-up protocols to work toward school improvement.

The PBL Team supported the staff as they continued to implement PBL across the school.

The following key teams work with staff:

Leadership Executive - Principal, Deputy Principal, Religious Education Leader, Engagement and Diversity Leader

Leadership Team: Leadership Executive, plus Literacy Leader, Maths Leader, Digital Learning Leader

Positive Behaviour For Learning (PBL) Team: Principal, Wellbeing Leader (also the Deputy Principal) and teachers from various year levels.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING	
Description of Professional Learning undertaken in 2022	
[PLUndertaken]	
Number of teachers who participated in PL in 2022	22
Average expenditure per teacher for PL	[\$PLAveExp]

TEACHER SATISFACTION
According to the 2022 Melbourne Archdiocese Catholic Schools - School Improvement Survey (MACSSIS), overall school positive endorsement (teacher satisfaction) is currently at 67%, which is in alignment with the MACS average. This figure marks an increase of 11% from the previous year.

Additionally, "Perceptions of the quality of relationships between staff and members of the leadership team" is at 85%, and "How well teachers work together in teams to improve teaching and learning" is at 77%. Both of these markers are 6% above the MACS average.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	83.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	79.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
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Masters	[staffQualifications.Masters]%
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Graduate	13.3%
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Graduate Certificate	13.3%
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Bachelor Degree	26.7%
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Advanced Diploma	[staffQualifications.Diploma]%
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No Qualifications Listed	60.0%
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STAFF COMPOSITION

Principal Class (Headcount)	2.0
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Teaching Staff (Headcount)	28.0
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Teaching Staff (FTE)	20.9
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Non-Teaching Staff (Headcount)	12.0
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Non-Teaching Staff (FTE)	8.6
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Indigenous Teaching Staff (Headcount)	[composition.IndigenousTeachingStaffCount]
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Community Engagement

Goals & Intended Outcomes

- To enhance the vibrant and welcoming community of St Joseph's, where partnerships are deepened within the school and are broadened with the wider community.
- That family engagement with their child's learning and in the life of the school will increase.

Achievements

The end of restrictions across Victoria meant that families were once again able to participate in our school community events. Though whole school community events such as the school ball and fete were not able to be undertaken, many of our regular events recommenced.

Parents were kept informed of their students learning through the tools of curriculum newsletter, Seesaw updates, school newsletters and parent teacher interviews . A new reporting system was implemented with teachers sending home annotated work samples from key curriculum areas each term identifying the students' achievements and areas for improvement. Parents were invited to see the results of their child's learning through a Term 3 learning expo.

Opportunities for community engagement included Mothers' and Fathers' Day breakfasts, school sports day, whole school masses and the colour run.

Students in Grade 5 and 6 were able to recommence their engagement with local kindergartens, both visiting to work with students and local kindergarten students attending lessons here on site. Although we are unable to continue to facilitate our visits to Gladswood Lodge, efforts by the preps student were made to deliver personalized Christmas cards to the residents.

Our School Advisory Council, comprised of parents who represent families from a range of year levels, continued to meet, as well as the Parents and Friends Association.

PARENT SATISFACTION

[ParentSatisfaction]