



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Joseph's School

362 Station Street, CHELSEA 3196
Principal: Gavan O'Donnell
Web: www.sjchelsea.catholic.edu.au
Registration: 1217, E Number: E1110

Principal's Attestation

I, Gavan O'Donnell, attest that St Joseph's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 24 May 2024

About this report

St Joseph's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. 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

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

Vision and Mission

We believe in a faith community that celebrates and lives out the ongoing presence of Christ in the world.

We believe that we are invited to live as Jesus taught us to live and create a sense of belonging to the Catholic faith that is inclusive of all.

We believe education is a partnership with responsibility shared between the learner, parent, carer, staff and the wider parish community.

We believe in an education that meets the needs of all learners and supports the well-being of the individual.

We believe education is a lifelong journey for all.

In 2023 we condensed our Vision to:

ALWAYS FLOURISHING

ALWAYS BELONGING

ALWAYS FAITHFUL

School Overview

School Overview

St Joseph's School in Chelsea began over 99 years ago, with the motto 'Always Faithful'. It began as a 'Church School' staffed by lay teachers, one of whom later became a Brigidine Sister and was appointed the first principal of St Joseph's School. The school was administered by the Brigidine Sisters until 1935 and then by the Sisters of St Joseph until 1986 when the school became totally lay staffed.

The school is on a small site, surrounded by busy roads on three sides and blocks of flats on the fourth. The present population of 335 students is accommodated comfortably in this environment. Over the last 15 years all buildings have been refurbished and extended with a major refurbishment of the hall completed in 2021.

The BER funding in 2011 allowed us to remove and replace the oldest part of the school with two new classrooms, new library, new computer lab, new toilets and storage areas. We have also refurbished and modernised all classrooms from Years 3-6 to cater for contemporary learning and install two kitchens into a refurbished discovery centre. The school offers pleasant and very workable classrooms each with Ultra high definition 4K interactive whiteboards, heating & cooling, corridor space and hall, and extensive resources for the teaching staff. In 2015, we upgraded the junior building and added two new classrooms. This building has been totally refurbished to create a contemporary learning environment. In 2021 the Hall was refurbished and modernised.

The school has a mixed cultural population, with many nationalities present 25.5% of our children speak a second language at home. No one particular ethnic group dominates, with one to three per cent of the students coming from different ethnic origins, the main ones being the Philippines, Russia, Spain, Italy and Greece. The school provides support to all our children through the collaboration of Co Teachers, Learning and Teacher Leaders, Learning Diversity leader, Literacy and Numeracy Leaders, Religious Education Leader, Student well-being Leaders and a number of Learning Support Officers and intervention support staff. We have developed a visible learning culture of collaboration and feedback.

The school is committed to providing a broad curriculum in this spiritual environment in which the children are valued as a whole person. Our focus on developing the Social and Emotional Learning of the children has seen a commitment to empowering the children to positively deal with conflict. Student connectedness continues to be a positive focus for St Joseph's.

The play areas have been enhanced with a grass area across the road to compliment (that was doubled in size in 2021 with the purchase of a property next door) the 4 adventure playgrounds, quiet treed area in Woodbine Grove with sandpit, a sustainable garden area with outdoor oven and well-being hub for quiet games at lunchtimes. The well-being of the children in our care is seen as a high priority in the education of our children as we actively engage in the Resilience Project and are part of the (PBL) Positive Behaviour for Learning program.

The school is committed to developing a Visible Learning culture. Our Mantra "Visible Learning is teachers seeing learning through the eyes of their students and students seeing themselves as their own teachers". This encourages the children's questioning and inquiry into the world around them. This approach is embedded into a solid literacy block, numeracy hour and inquiry learning linked to RE as we endeavour to develop each child to their full potential with growth mindsets and positive Learning dispositions within our contemporary, caring and supportive learning community.

Principal's Report

Principal's Report

St Joseph's Chelsea continues to be held in high esteem in the local area. The school embraced remote learning in a positive proactive way engaging and supporting students and their families. Continued upgrading of facilities in recent years has seen learning areas conducive to positive learning enhanced. The school has developed and continues to develop strong parish and community connections evidenced by the fact that many past students are current parents and grandparents. The parents are actively involved at the classroom helper level now that we have returned to face to face teaching and are happy with the school programs and communication processes

The School has focused on developing strong student well-being programs to help improve connectedness. Introducing daily Mindfulness to enhance the routine of Christian meditation at the start of each day. The implementation of Well-being programs (Resilience Project and Positive Behaviours for Learning [PBL]) to establish consistent approaches to learning, developing growth mindsets and positive learning dispositions. Making the management of the children's emotional development a priority with a focus on the Zones of Regulation. The children are supported in developing strategies of how to best manage their emotions. These approaches have helped improve student, staff and parent relationships. The school currently prides itself on building relationships with the students, parents and staff.

St Joseph's staff have worked hard to develop F-6 programs across all areas of the curriculum. In 2023 staff researched the Science of learning and implemented Science of reading approach in the F-2 years. The targeted strategic teaching of phonics was a key part of the program. Literacy and Numeracy professional development programs including a focus on making learning visible is helping build a vibrant learning culture. The use of Learning Intentions (WALTs & WALAs) and Success Criteria is part of teaching practice. This includes the setting of Goals for children with different forms of feedback providing a healthy learning environment with improved teacher practice. As staff move on and new staff move into the school the structures and programs in place help the programs continue with little interruption. Processes and structures have been a focus over the last fourteen years and are becoming embedded into the school culture. The students continue to grow in this contemporary learning environment. Our collection of data continues to grow and be useful as we become more consistent and thorough in using the data to inform our teaching practices. Looking at an individual child's growth has been a major focus.

The Religious Education program continues to develop as staff implement the RE curriculum using the inquiry model through to Year 6. Professional development using the Pedagogy of Encounter has helped staff provide links in making the Catholic Church relevant in today's world. Class, level and whole school Masses and support from Father Williams continue to provide Liturgical and Spiritual guidance. The challenge remains to have families involved in

the life of the parish.

Our 2023 School Review commended the school on the great work that was in place and summed up our work with the following commendation.

The positive and supportive environment characterised by strong relational trust and quality relationships between leaders and staff. Staff are respectful, optimistic, and friendly and have a genuine desire to grow professionally and personally.

Catholic Identity and Mission

Goals & Intended Outcomes

GOALS & INTENDED OUTCOMES

Goal:

Foster an environment and provide learning experiences where the Catholic Faith is celebrated, communicated and lived in a "post -critical belief" and "recontextualised" setting.

Intended Outcomes:

Enrich students understanding of Jesus' teachings by connecting them to Scripture, and personal and global contexts.

Achievements

ACHIEVEMENTS

Through Professional Learning Communities (PLCs), staff are involved in shared planning and teaching of Religious Education using the To Know Worship and Love and exemplar units. The PLCs allow staff in levels and teams to develop curriculum and moderate tasks. Use of the tracking tool by staff helps track students development in the area of Religious Education. St Joseph's runs a comprehensive sacramental program for both school and parish families which including parent workshops to help prepare their child for the reception of the sacraments. Professional Development of the staff is held at a number of different levels.

Each room has a prayer area with a special cloth and candle as a sacred space. The staff received professional development in meditation and the whole school now begins each day with reflective music and meditation. Staff gather each week to pray and reflect as a group. The school and each level celebrate class masses each term. Pastoral and liturgical groups in the parish visit and talk to the children when possible. We have formed a Junior Legion of Mary group with children from years 3-6 connecting with the Parish Legion of Mary. The year 5/6s have the St John Vianney Icon visit during the year as a focus for their prayer and reflection.

The school and classes promote the importance of their faith development. Through the student spirituality leadership, the children promote and provide opportunities for their peers to reflect and celebrate their faith. Adult opportunities for Faith development are also offered through parish programs.

Value Added

VALUE ADDED

- Whole School Meditation every morning starting with music at 8.45am and shared meditation at 8.50am
- Sacramental Program for school and parish families (Term 1,2&3)
- Sacramental Masses for the whole community (Term 1,2&3)
- St John Vianney ICON visits to Year 5/6s
- Staff prayer meditations and reflections each week (online as well)
- Whole school and level Masses each term
- Junior Legion of Mary each Thursday and Saturday evenings
- Reconciliation opportunities each term
- To Know Worship and Love used throughout the school
- Whole school support of the poor in our local community through the donations for feast of Sacred Heart and Christmas Hampers
- Catholic Identity Survey indicates the adult members of the community rate its importance very high.

Learning and Teaching

Goals & Intended Outcomes

GOALS & INTENDFED OUTCOMES

Goal:

Develop a data plan that includes the use of a variety of assessment tools and practices for student achievement and wellbeing and stipulates clearly the schedule of data collection across the 3 tiers (RTI Response to Intervention) as well as responsibility for analysis, use and monitoring of improvement/regression.

Intended Outcomes:

Imbed the Response to Intervention practices across the school.

Achievements

ACHIEVEMENTS

The learning and teaching at St Joseph's continues to be reviewed and enhanced through quality programs. Staff continually meet and plan in teams, with the literacy leaders, maths leaders, diversity leader, and the learning & teaching leaders. In 2023 the focus on the Science of Learning was researched by staff with science of reading approach being adopted in the F-2 levels. Data is evaluated and planning is focused on improving the children's progress in a supportive environment. PAT R & PAT Maths are being used along with other assessment tools (Essential Assessments) to track students' growth.

Overall the curriculum delivery continues to be embedded within the literacy block, with parent helpers, co teachers, learning support officers and support staff working with individuals and within small focused strategy groups. We continue to update our inquiry scope & sequence in line with Victorian Curriculum. Our Visible Learning approach has a focus on learning intentions, success criteria and feedback and is supporting staff and students in personalising their learning. The teachers are more explicit and articulate how the children will know they are successful. The continued work of the learning & teaching team in supporting goal setting, collaborative teaching, focussed PLCs and level planning has helped build a positive learning culture. The CAFÉ framework for reading was introduced to promote

the strategies proficient readers use. The VOICES framework is also being used to help provide structure for the children's writing. The numeracy hour with the support of co teaching leaders, the maths leadership team, MACs staff and professional learning communities are helping staff deal with the individual learning differences of the children in our care. The focus is now on the key understandings and key ideas.

Pre & Post tests using essential assessments and teacher devised assessment are being used to help focus our Maths teaching. A commitment to continuing to set higher standards remains a focus for all our children. Contemporary teaching and learning is supported with 4K Ultra High Definition interactive whiteboards in all Classrooms and access to iPads, Chromebooks & Laptops.

Student Learning Outcomes

STUDENT LEARNING OUTCOMES

- Teachers from each level have worked with Co teachers in Numeracy and Literacy. Staff have reported greater focus and commitment to planners and improved teaching in the area of Maths.
- Involvement with Maths team from MACS providing professional learning for the staff.
- Greater use of Pre & Post tests (essential assessments and staff devised tests), focus sheets and focussed teaching group.
- Planning in levels has been restructured to be included during the day.
- Staff has researched and implemented the Science of Reading in years F-2.
- Increased intervention support from Co Teachers and LSOs.
- The Learning & Teaching Team has provided leadership in all areas of learning, teacher practice and Victorian Curriculum developments
- Continued growth and focus on developing a Visible Learning School.
- Greater focus on the work of LSOs (Learning Support Officers) through mentoring with the Learning Diversity Leader.
- Continued support in the Prep to 2 area in literacy from literacy leaders and the literacy support team.
- Greater use of data to inform our teaching in the areas of Literacy and Numeracy. Our focus on looking at growth using PAT R and PAT Maths.
- Restructure of PLCs to support learning and teaching in addressing learning intentions, success criteria, feedback and teachers' pedagogy addressing students' needs.

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	428	69%
	Year 5	521	82%
Numeracy	Year 3	445	90%
	Year 5	515	86%
Reading	Year 3	441	80%
	Year 5	527	90%
Spelling	Year 3	423	75%
	Year 5	519	88%
Writing	Year 3	441	94%
	Year 5	501	84%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

GOALS & INTENDED OUTCOMES

Goal:

Systematically review student data to identify areas of learning and well-being, aligned with Victorian Curriculum, eXcel and Horizons of Hope that should be improved, forming the school's narrow and sharp explicit improvement agenda.

Intended Outcomes:

Teachers approach to learning and behaviours is consistent across the school.

Achievements

ACHIEVEMENTS

St Joseph's continues to develop programs aimed at promoting development of the whole child. As a PBL (Positive Behaviour for Learning) school all staff and the school community are committed to building a welcoming positive school culture. We hold student well-being at centre of everything that we do we continue to develop our connections with the local community through active participation. The school develops the Social Emotional Competencies of the children as staff unpack the meaning of these through PLCs. As well as developing our SEL programs, Start Up Week, PBL lessons and the Respectful Relationships Program. Professional Development for all staff in the area of well-being has been a major focus.

The school continues to develop the senior students' leadership skills around their role in building a happy and healthy community. Through the provision of leadership experiences through a shared leadership model including our school tours for all Year 6's. We aim to build student voice as the children choose a leadership area of choice eg social justice, sustainability and sport.

Other extracurricular activities in 2023 included: sacramental programs, liturgy celebrations, school camp for Year 5 & 6's, excursions and incursions, music program Orange Tree, running club, dance club, whole school meditation at the start of each day, student swimming

& athletics carnivals, cross-country events, junior mayor, Mini Vinnies, random acts of kindness, Dolphin Ambassadors, some online parenting seminars on resilience/parenting, indoor games at lunchtime, friendship tree, and legion of Mary.

Processes are continuing to be implemented to support staff, parents and children's connectedness. The school supports the well-being of students with a counsellor in the school a day a week.

Value Added

- Attendance at Student Well Being Cluster Meetings and involvement online.
- Student Leadership program in Years 5/6 developing independence as they involve themselves in leadership roles including running school tours, buddy program with the preps etc.
- Catholic Culture responses show children enjoy the opportunity to attend Mass and are continuing to develop their sense of social justice.
- Our focus on PBL values of Safety, Responsibility and Respect
- Regular time is made in classes for circle time.
- Seasons groups have also been implemented
- Implementation of Peaceful Kids.
- Daily opportunities for Mindfulness.

Student Satisfaction

- Students have indicated that school aggression and violence is not a significant issue.
- The data reflects they feel supported and safe at school.
- They trust teachers
- They feel that the teachers have improved in how they teach.

Student Attendance

- Parents are asked to phone in when their child is absent from school or email using the absence email
- If no call or email by 9.30am an SMS is sent then a call made if no response
- If still no contact then the police will be contacted
- Extended holidays or known absences a letter or email is required in advance

Average Student Attendance Rate by Year Level	
Y01	92.8%
Y02	91.0%
Y03	91.9%
Y04	93.3%
Y05	91.3%
Y06	90.9%
Overall average attendance	91.9%

Leadership

Goals & Intended Outcomes

GOALS & INTENDED OUTCOMES

Goal:

A comprehensive and systematic approach to the observation, feedback, mentoring and coaching of staff that includes protocols for coaching, observation and feedback conversations to ensure that there is a focus on reflection of practice, the cultivation of strong professional growth and consistency of classroom practice.

INTENDED OUTCOMES:

Staff will support each other with feedback on practice through observation.

Achievements

ACHIEVEMENTS

Staff have been involved in continued professional learning from P-6. Exploration and implementation of Science of Learning in particular the area of Reading. Commitment in developing a strong "Visible Learning Culture" including Team Development, Goal Setting, Learning Intention, Success Criteria and Feedback. Members of the leadership team have been empowered to mentor other staff through supporting them with goal setting. The Inquiry process has helped staff develop the inquiry and questioning skills of the children as they go about their learning. Co-teachers along with members of the leadership team have continued to offer support and training to each other. This is helping staff target their teaching and focus on students' needs.

The engagement of key staff in the area of learning and teaching has allowed the learning culture to develop as leaders support all staff in level planning. We continue to focus on the well-being of the staff, parents and students and the well-being programs in the school have supported this direction in particular during remote learning.

The retention of staff is high and indicates a high level of satisfaction as the staff all mix well together socially both informally and formally. There is a genuine willingness amongst the staff to work towards improving the whole student. The importance of high collaborative teacher efficacy is a key motivating factor in developing a strong learning culture. Staff are working hard implementing programs to develop each student's full potential. The

implementation of Personal Learning Plans with accurate assessment and communication is reported regularly.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Description of Professional Learning undertaken in 2023	
Staff PL included Staff review and planning days, PBL (Positive Behaviours for Learning), Science of Learning PD,\ Literacy Support Professional learning, Italian Language network, Regional Mathematics Learning, Whole staff Maths PL each term, Meeting the reading needs of learners, REL Networks, SWIF Regional Meetings, Digital NW, School Based Intervention, Student Well-being Leaders Network, Meditation. Networks - Principal, Deputies, RELs, learning diversity, literacy and numeracy leadership, Evacuation Training, Victorian Curriculum, Moderating literacy & numeracy, Online PD, Science & Environment, Resource smart, Inquiry, Student Well-being, Information, Communication and Technology.	
Number of teachers who participated in PL in 2023	40
Average expenditure per teacher for PL	\$2872.45

Teacher Satisfaction

The 2023 CEMSIS data shows staff have a greater commitment to teamwork and working towards common goals. This greater engagement is obvious, but staff continue to work hard. The children also feel they belong significantly above the MACS average.

Teacher Qualifications	
Doctorate	0.0%
Masters	11.9%
Graduate	11.9%
Graduate Certificate	2.4%
Bachelor Degree	52.4%
Advanced Diploma	16.7%
No Qualifications Listed	4.8%

Staff Composition	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	41
Teaching Staff (FTE)	28.5
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	7.2
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goals & Intended Outcomes

The school will continue to focus/develop opportunities for teachers, students and parents to work collaboratively and share their experiences, learnings, and understandings of the whole child.

Achievements

Achievements

St Joseph's is a welcoming community that aims to develop the whole child. We aim to look after the spiritual, academic and physical well-being of the child. The programs that we implement aim to support them.

The parents actively fund raise, support students in class and engage in social activities. They have a beginning and end of year community BBQ and mothers and Father's Day stalls. The establishment of a sustainable garden has provided a meeting place for the students, parents and teachers.

To help promote community connections social functions are held each year. The parent room is available for parents to gather and talk have a cup of coffee a chat and even seek some help with parenting material made available. Other successful events included Fun Run Spectacular, Free Dress fund-raisers and Mother's & Father's Day Stalls for the children. During 2023 we began to promote community activities. The "Parent Engagement Action Team" PEAT as we re-packaged how our Parents and Friends engaged with the school will continue to be developed in 2024. The focus for all activities and meetings will be "What is the Learning? and Who is the Learning for?".

The emphasis when we gather is to share information and facilitate parent learning.

Parent Satisfaction

During 2023 Parents re-engaged each week in attending live assemblies. Comments from parents:

- We love assembly. We love knowing what the kids are learning and being part of it - through seeing daily schedules and work on seesaw.
- It is a great way to keep connected to one another and really be part of their learning journey. We are learning too!
- Again, thank-you for all your hard work... Such a great team effort!

- I feel really lucky and grateful that we are at such a support school with fantastic teachers.
- Even though these have been very challenging weeks for all of us, we feel part of the community with the constant communication with school and teachers. Thank you for organising special learning sessions (LSO)
- Absolutely Brilliant ! Amazing ! The amount of encouragement and dedication shown at the time to our child we could not be more grateful !
- We are so very blessed to have such a wonderful teacher for our child's first year at school Thank you !
- The overall results of the parent 2023 MACSSIS data indicates very positive responses. The parents continue to acknowledge strong student motivation and connectedness to the school.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sjchelsea.catholic.edu.au