



St Joseph's School Cobram

2020

Annual Report to the School Community



Registered School Number: 1152

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Minimum Standards Attestation

I, Lucy Keath, 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 2020 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 School.

Lucy Keath

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

Our School Identity and Vision Statements

ST. JOSEPH'S PRIMARY SCHOOL

Identity Statement

St. Joseph's is a Catholic school community, always faithful to God, ourselves and others in the spirit of the Mercy tradition.

Our Vision

St. Joseph's school strives to:

Create a safe and positive environment in which each person academically, socially, spiritually and emotionally flourishes.

Be a community where the teachings of Jesus are taught, modelled and lived.

Build and value collaborative partnerships with parents, the Parish and wider community.

Build a learning community that fosters best teaching practice to enable improved student learning.

Our Graduate Outcomes

St. Joseph's endeavours to educate students to become:

Problem solving, inquiring & critical thinkers with high competencies in literacy and numeracy.

Confident, competent and ethical users of technology.

Hope filled, independent, resilient and confident young people capable of contributing to building a just and fair society.

Knowledgeable and appreciative of the Catholic faith.

Socially adept, respectful, just, environmentally conscious and appreciative of diversity.

School Overview

School Overview

St Joseph's, Cobram is a Catholic co-educational primary school of 302.4 students in the North East of Victoria, on the Murray River.

The school was originally established in 1922 by the Mercy Order and maintains a strong commitment to Mercy core values. We provide many opportunities for students to participate in a wide range of activities to encompass these core values in all our students.

The modern facilities, including an auditorium, ICT room, canteen and function area are situated on extensive grounds with football and cricket ovals and basketball / netball courts.

The school has a highly-regarded, diverse and inclusive curriculum.

We take our responsibility for the wellbeing of students seriously with an effective pastoral care system, including a Well-Being Officer, five days per week.

We have done a huge amount of professional development around Visible Learning, this has brought a great knowledge of data collection and how to best help children learn.

Principal's Report

What a year 2020 has been!!!! The COVID-19 Pandemic brought lots of change to the classrooms and teachers very quickly. The staff had to learn how to teach behind a computer and students and their families had to adjust to learning from a screen. During this time all our families, students and teachers demonstrated a huge amount of courage and resilience during this time.

We began the year with 300 students and 15 classrooms, which consisted of two Foundation classes, four grade 1/2 classes, four 3/4 classes and four 5/6 classes. We had specialists' classes in Physical Education, The Arts, Italian and Library.

In 2020, the parents continued to work beside the teachers and with their children in parent teacher interviews and goal setting in the classroom. These appointments were done online. We offered various ways of communication during COVID and the relationship between the teachers, students and parents grew.

At the beginning of April our school was inundated with fences, workmen, machinery and noise. We were fortunate to be able to build and refurbish a new administration block and senior classrooms. This took most of the year to complete.

Due to COVID-19, camps and excursions were cancelled. We began the year with visits to local businesses and attended unstructured play in small groups at Punt Road Kindergarten. Coco, our school dog attended our mini excursions and continued to be an integral part of the school's wellbeing program. In term 4, our students participated in a modified Life Education Program.

Our Grade 6 Leadership Program continued in 2020, with students given the opportunity to apply for positions of leadership. The leaders worked in groups with a teacher to make suggestions and improvements, which allowed for student voice. The leaders had a difficult role in 2020 due to lost opportunities in demonstrating leadership due to lockdowns.

This year we continued our teaching and learning venture with Corwin Press on Visible learning. This led to professional development with the leadership team, two impact coaches and whole staff. We continued to work alongside St. Joseph's Benalla in our professional learning journey.

We were lucky (by 24 hours) to have our School Fete. The day took lots of preparation and some stalls and amusements were different. Whilst it was a difficult time as people were unsure whether to enter public spaces, we still made a profit of \$13,000.00 which was spent on new furniture for the senior learning community. We thank the St. Joseph's community and the Cobram community for their help and assistance with this event in such pressing times.

In 2020 we continued with our kitchen/garden program. With local donations of plants, pots, mulch and soil, the students in the 3/4 learning community grew vegetables and started recycling and collecting food scraps within the classroom. This led to changes and learning around recycling and the use of the bins.

Majority of our learning spaces have break out spaces for students who need a quiet space. Many of our students are now working in a shared space with other students.

The enthusiastic and dedicated staff have continued to make great educational choices for our students. This year like no other our staff have been learning so much about technology and teaching in a whole different way. They have worked with individual students and families to make the best educational choices for the students. Our staff work long hours to make the curriculum exciting and enjoyable for all. I would like to publicly thank them for their hard work and dedication.

There is always an element of sadness when we come to the end of a school year. We lose families, who we come to know and have been part of our community for many years. As we sadly say goodbye, I would like to thank these families for the dedication they have shown to our school community and their children in their own personal school journeys.

2020 also was a time for the canteen to close. Financially it was not viable to continue. We said goodbye Leah Hocking, who had been the canteen manager for 5 years. We thank her for her time and dedication over the years and providing a variety of options for our students.

Thank you for being a great community to work with and keeping the students at the centre of all we do. They are blessed to be in such a loving, friendly and caring community.

Lucy
Principal

Keath

Parish Priest's Report

no report given

School Education Board Report

2020 began with new member into the Advisory Council, Kellie Quinane. We began the year with a

Strategic Plan for 2020-

This year as part of our leadership of the Advisory Council we would like to-

-Understanding of SIMON and Complispace- Online systems that we are working on at school daily.

-Visible learning Journey

-Consultation process around leadership structure for 2021 and beyond

-Advisory Board formation with Trish Miller/ Kevin Lawlor from CEO

-School Strategic Plan/ Annual Action Plan

As the year progressed the council learnt about SIMON, complispace and our Visible Learning Journey.

With the initiation of Catholic Education Sandhurst Limited the board formation, structures around leadership and strategic planning were put on hold until 2021.

The Advisory Council continued to support school leadership in the running of the school and often highlight the successes within the school especially during COVID.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

Like all schools, across our diocese, 2020 challenged us to be creative in our efforts to continue to be 'Mission' to each other and to those in our local community. We had to cancel or postpone many events that would normally take place during this time; however, we embraced our school's dispositions head on and lived by the mantra of being 'Motivated, Action Thinkers, in delivering to and providing opportunity for, our students and their families to acknowledge many causes or special days throughout the year.

As always, we returned to school with ANZAC Day at our doorstep. Knowing that services and our usual school gathering at the memorial would not be on the calendar; we prepared our students with symbols and encouraged families to conduct their own stand-to, either at dawn or later in the morning. We celebrated St. Joseph the Workers Feast Day by asking our students to create thank you messages to the workers in our community. Whether these messages were dropped off by parents, posted or displayed on letter boxes and fences; the main message was one of thanks for providing for us and keeping us safe. Being 'The International Year of Nurses'; we made a special presentation to our local hospital with a card and pay-it-forward voucher for coffee. Mother's Day was the next big event on the calendar. Our usual shared lunch was replaced with a digital i-Movie capturing our beautiful mums; many pictured with their children. We also had our student leaders record a special message to the ladies in two of our Aged Care facilities; which was accompanied by a recorded Mother's Day song sung by our 3/4 students attending school. A basket of soaps was delivered to both facilities on Mother's Day. During National Volunteers Week we acknowledged our parents, parish and community volunteers with messages of thanks and symbols drawn on the footpaths at the entrance of our school and Church.

Our opening school Mass provided one of the few opportunities to gather as a school and celebrate Liturgy this year; however through digital technology we have continued to pray as a school at our weekly virtual Assembly and share several paraliturgies on significant Feast Days or special occasions. One highlight was our first Mercy Day celebration, which we celebrated at the end of teaching our Charism units - looking at our school's story. Our bi-annual St. Joseph awards were presented to students displaying qualities of our Patron Saint.

Social Justice causes remained a priority with our school community embracing and supporting events organised. Our Social Justice School Leaders were able to assist with several events when at school. These included our annual collection of food around the Feast of the Sacred Heart which we donate to our local St. Vincent de Paul conference; Caritas K's in support of Caritas Australia and SOCKTOBER in support of Catholic Mission. This year we also fundraised for the Mary MacKillop TODAY foundation who provide opportunities for children to attend Kindy in Fiji.

The Student Leader Sustainability Team has been instrumental in promoting Care for God's Creation by initiating actions to educate students on the management of Waste, Water and Energy.

Our Sacramental program for Confirmation/Eucharist was interrupted mid-way through the sessions. Fortunately, we were able to complete the children's preparation during Term 4 and provide an opportunity for those families wishing to have their child receive these Sacraments. Other families opted to wait until 2021. We were also able to celebrate Reconciliation with 15 of our students, prior to the year's end.

Throughout COVID, staff continued to plan and provide Religious Education activities to children working at school & remotely. Some Learning Communities drew on the services of CEO staff to assist them in planning units of work from our Religious Education Program: Source of Life. A staff retreat was planned; however, it needed to be postponed.

Unfortunately, the opportunity to commission a new group of student F.I.R.E Carriers has not been possible but we hope to look at this next year. The surroundings of our Indigenous Sacred Space are still to be developed but have been temporarily put on hold due to other works in progress.

To all our families; to our staff and their families; to the CEO staff we would like to say THANK YOU. Thank you for supporting us during 2020. Thank you for trusting us to do things differently and in many ways better! Thank you for assisting us in keeping our community safe. Finally thank you to our teachers at St. Joseph's who have lived by Catherine McCauley's example and words when she said "We must strive to do ordinary things extraordinarily well." We have asked much of you during this challenging year, we continue to ask of you and you continue to deliver creative, motivating and educational learning opportunities to our students.

Achievements

The goals achieved this year were:

- Regardless of COVID; Social Justice causes and special community events such as ANZAC Day, Remembrance Day & National Sorry Day/Reconciliation Week were still acknowledged & supported through appropriate actions.
- Our School Action Project; Our Charism Units of Work were taught for the first time; reflected upon with feedback given to improve content for 2021.
- The Sacraments of Confirmation/Eucharist & Reconciliation were celebrated at the end of Term 4.

- Timetabling in 2020 continued to enable release to ALL teachers in their respective learning community at the same time, so collaborative planning in RE could occur.
- Staff morale & well being was at the forefront of our year; ensuring we continued to celebrate milestones, special occasions and achievements.

VALUE ADDED

The school community whether it be learner, parent, family or staff have been involved in-

Masses, Liturgies, Faith community evenings, Sacramental Programs, Aboriginal Culture and Awareness Activities, Social Justice Activities, Sustainability Activities for the Care of God's Creation and Community Events.

Learning & Teaching

Goals & Intended Outcomes

St. Joseph's goal for the annual action plan 2020:

1. To be involved in Collaborative Learning.
 2. To embed learning adjustments in all planning for all students
-
1. Be involved with Corwin Press and St. Joseph's Benalla to increase student outcomes and teacher confidence through visible learning.

Achievements

Collaborative learning and planning were achieved in 2020. Learning Leaders refined their skills in running effective Professional Learning Communities (PLC's) with the support of the leadership team. As a collective leadership group, we engaged with reading "PLC + Better decisions and greater impact by design" by Doug Fisher, Nancy Frey, John Almarode, Karen Flories and Dave Nagel. This book gave us the tools to lead the learning forward and was the focus for improving PLC's in 2020.

2020 was a year like no other. While it started out a normal school year, COVID-19 would soon impact all of us. We entered a new era of remote learning and teaching, not once but twice throughout 2020. What a whirlwind of a ride. The staff learnt new skills, quickly adapted and produced an online platform for learning. Staying connected and feeling supported were the focus while navigating through a worldwide pandemic. All St. Joseph's staff, students and parents showed a new level of resilience, patience and teamwork during this challenging time.

Learning adjustments continued to be looked at and improved. Our leader of learning adjustments leads several staff meetings and PLC meetings to engage in a collaborative conversation, always student-focused. Even during remote learning adjustments were made and professional learning plans (PLP) were a focus to ensure a high level of support was given where needed. As a staff, we also committed 30min a week during our PLC time to work on PLP and discuss adjustments when needed for extra support.

We continued our visible learning journey with Corwin Press and St. Joseph's Benalla. Covid-19 has interrupted a whole school session and we will catch that session up next year. We adjusted the role of the impact coaches, and they now look at whole school data each week. Learning intentions and success criteria are now part of St. Joseph's learning and teaching in every lesson.

Due to Covid-19 NAPLAN was cancelled for 2020. As a school, once we returned to onsite learning we decided to complete our end of year assessments PAT mathematics and reading, observation surveys, Fountas and Pinnell to drive our learning and teaching in week one, term

2021. Teachers have looked at the data and completed an online digital red book to keep track of the data going forward.

We look forward to a wonderful year of learning and teaching in 2021.

STUDENT LEARNING OUTCOMES

During 2020 we continued to assess the children's learning where possible, we continued to use Math Pathways and Essential Assessment in the area of Mathematics.

The teachers assessed the areas of Literacy with continual running records during remote learning.

In forth term the children from grades 2-6 completed PAT Assessments in the areas of Reading,

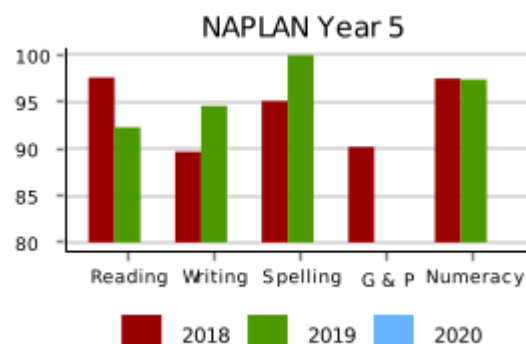
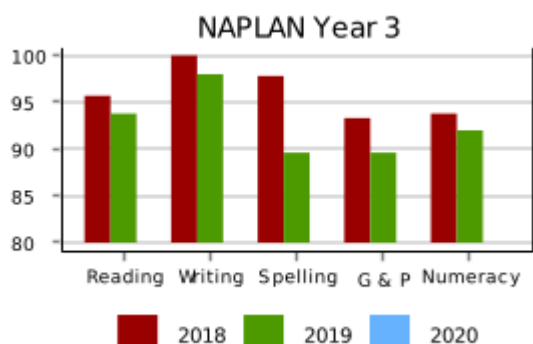
Mathematics, Vocabulary and Spelling. These assessments were analysed to assist with planning and learning for 2021.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019 Changes	2020	2019 – 2020 Changes
	%	%	%	%	%
				*	*
YR 03 Grammar & Punctuation	93.3	89.6	-3.7		
YR 03 Numeracy	93.8	92.0	-1.8		
YR 03 Reading	95.7	93.8	-1.9		
YR 03 Spelling	97.8	89.6	-3.7		
YR 03 Writing	100.0	98.0	-2.0		
YR 05 Grammar & Punctuation	90.2	75.7	-14.5		
YR 05 Numeracy	97.5	97.4	-0.1		
YR 05 Reading	97.6	92.3	-5.3		
YR 05 Spelling	95.1	100.0	4.9		
YR 05 Writing	89.7	94.6	4.9		

* 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

Support Tier 2 and Tier 3 students with additional behaviour needs

Professional Development and support for staff in PBIS and the Behaviour Education Procedure

PBIS Review Team continue to work through action plan

Continuing to cover outcomes of RRRR program

Achievements

As done in previous years, 2020 class teachers began building relationships by doing a "Get to know you" activity on Orientation Day. Specific references to these were made in the postcards that were sent home to each student over the holidays. In 2021, we will be changing the format to sending a personalised email to students.

The PBIS review team continued to meet with Jamie Edwards three times a term until remote learning started in Term 2. We had a change in members and worked with the whole staff to develop lesson plans for the Always Safe matrix points. The CEO restructured and John Mitchell is now our representative and John was able to attend one meeting via video chat before we went back into remote learning. Upon returning from the second round of remote learning, we looked at the number of proposed meetings and looked to minimise. Due to the fact that making lesson plans and videos was the main part of the action plan and there were so many to make that we would discontinue formal meetings and Shannon and Steph would continue completing action plan and staff PD in conjunction with John Mitchell and the BST. The whole staff was involved in writing lesson plans and Shannon is in progress making videos and slideshows.

Richard continued as the full-time Wellbeing Officer and was responsible for liaising with DHS and other agencies, working with vulnerable families, monitoring attendance, running Season for Growth, social skills and ALERT sessions. He also supported children onsite during remote learning. Monty returned from maternity leave 3 days a week and she ran social skills groups and supported children until accepting a position in NSW Child Protection in mid November.

The Behaviour Management Team continued to meet frequently to put supports in place for teachers to use with students who were struggling behaviourally. Remote learning was a challenge for several students who remained onsite and additional individual supports were required. Escalation plans were updated and added for any students who required them. Yard plans were made and implemented and alternative programs were required for some students upon return to on-site learning. Using SIMON to document behaviour was continued and data was used to inform decisions. John Mitchell attended meetings remotely and the membership has grown to be quite large, a possible restructure may be discussed for 2021.

Coco continued to be a support for students in 2020 and many students incorporated walking her and caring for her into their support plans. She also spent time in classrooms and on yard with students as needed. Sarah put together daily posts and photos from Coco during remote learning.

Breakfast club continued to run 5 days a week, overseen by Richard during Term 1. It was provided as needed during remote learning. Upon returning to on-site learning in Term 4, due to construction and COVID restrictions, those needing breakfast can access in the staffroom but it was no longer advertised each morning as we would often have 20 or more students attend. We will revisit the structure and venue to continue offering breakfast in 2021

The outcomes of the RRRR program continued to be covered by Mappen for Grades 3-6, with the exception of Topic 7 in 2020 which was taught in Term 4. The Junior area decided to go with a program called Inquisitive as it was more engaging for younger students than Mappen had been and they covered the RRRR outcomes in separate lessons. The Senior area conducted the Life Relationships components upon returning to onsite learning in Term 4. Ditto has been re-booked for the Junior Learning Community in 2021.

Our Whole School PBIS incentive system continued to award house points for displaying expected behaviours and the Student Leadership Group tallied and displayed the points for each house. They also helped to choose and advertise whole school rewards. Feedback from staff and students in regards to house points and rewards has been positive and will be continued. Many children gather to see the points thermometers be upgraded and are awaiting the announcement of the House Cup trophy.

We were able to have the Healthy Harold program in early Term 3 before the second round of remote learning as they had an extensive COVID plan and it has been rebooked for Term 3 in 2021.

Cybersafety and how to respond to online bullying was again addressed as part of the iPad Learner's Licence and Shannon will update the iPad Learner's Licence and Device Matrix for 2021.

VALUE ADDED

VALUE ADDED

Behaviour Support Team continuing to meet regularly and collaborating with class teachers to put supports in place

Behaviour incident data being used to inform decisions and supports

Ongoing PD to staff about developing positive relationships with students and using data to inform supports

Daily breakfast program (to all in Term 1 and as needed for remainder of year)

Full Time Wellbeing Officer, with several months of a second Wellbeing Officer.

Resource of Lessons and videos to teach social skills for Always Safe is underway and are used with those Always Respectful resources that have been completed to explicitly teach expected behaviours.

STUDENT SATISFACTION

In 2020 the grade 3/4 and grade 5/6 students completed the Insight S.R.C survey. On both graphs we have seen growth in some areas. In grade 3/4 we have growth in the areas of Teacher empathy, purposeful teaching and learning confidence. There was a decline in areas such as classroom behaviour.

The grade 5/6 students identified student safety and classroom behaviour as successful and has shown growth in this survey.

Engagement in learning has shown similar results to 2019, which is fantastic as 2020 was a difficult year.

STUDENT ATTENDANCE

Students attendance is recorded on SIMON. A text message is sent to parent each day at 9:30am if children's absences have not been recorded. The Wellbeing Officer checks these daily and contacts parents if the school has un-notified absences 2 days in a row. Our classroom teachers also keep an eye on absence percentages on SIMON when marking rolls and will flag to leadership as needed.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.1%
Y02	93.6%
Y03	94.2%
Y04	94.9%
Y05	95.4%
Y06	94.2%
Overall average attendance	94.2%

Child Safe Standards

Goals & Intended Outcomes

To continue to refer to the Child Safe Standards in planning

Continue to consider Child Safe Standards in risk assessments

Continue PD in Mandatory Reporting

Provide information to students to empower them to act if they feel unsafe

Establish a Child Safe Team and provide training for members

To ensure all staff, volunteers, contractors etc are aware of their responsibilities regarding Child Safe and Code of Conduct

Achievements

All Risk Assessments include a Child Safe component

Volunteer induction outlines roles and responsibilities regarding Child Safe

Staff completed PD in Mandatory Reporting

Outcomes of RRRR continue to be covered over a 2 year cycle through Mappen (3-6) or separate lessons (F-2)

Lessons for teaching children what to do if they feel unsafe were included in PBIS matrices and this will be explicitly taught to all students

Leader of Wellbeing works in collaboration with Wellbeing Officer(s)

Healthy Harold sessions for all classes and this has been rebooked in 2021 in addition to Ditto for Junior students

Child Safe Standards incorporated into online safety portion of iPad Learner's Licence

Child Team established and members received training

Leadership & Management

Goals & Intended Outcomes

To be continued involved in Pipeline Leadership Framework.

Principal to empower herself- being involved with Professional Coach.

For Learning Leaders to build their capacity and others in their learning communities.

One member completed Masters of Education Leadership.

Deputy Principal to complete Coaching.

All leadership members to continue being coached.

Achievements

Leadership together completed-

- Reading Rosinshines Principles in action together
- Reading PLC Better Decisions and Greater Impact by Design
- A survey in regard to Cultural Leadership Review in 4th term to continue into 2021
- Visible Learning Team Meetings with all staff in late term 3 and all of term 4- we learnt about teacher styles/ personalities and Teacher credibility.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

- First Aid Level 2
- Visible Learning for all staff
- Leadership Team went to Visible Learning Conference online
- Principal completed- Women in Leadership Course
- 3 Staff members are completing their Masters
- Religious Education professional development around our school Charism for all staff

TEACHER SATISFACTION

With our Insight SRC 2020 the staff have indicated that-

Student behaviour, work demands, supportive leadership, respect for students and parent partnerships are similar to 2019.

A lot of the other areas have decreased slightly and we would think that COVID would have indicated these.

Staff have engaged in whole staff Visible Learning meetings 3 times a term, these have been extremely valuable for staff learning about concepts such as Teacher Credability.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	86.5%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.0%
Graduate	16.0%
Graduate Certificate	0.0%
Bachelor Degree	76.0%
Advanced Diploma	40.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	22.7
Non-Teaching Staff (Headcount)	12.0
Non-Teaching Staff (FTE)	11.3
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goals for 2020-

- Fundraising- from St. Joseph's School Fete
- Continue Visible Learning Journey and share with community
- Continue building

Achievements

This year we have had a successful Fête raising \$13, 000.00 for the school.

We also completed the Senior Learning Area and Administration Block.

Our Visible Learning Journey continued and our teaching and learning improved due to COVID as we had to learn new skills and work together to assist ourselves and our children.

PARENT SATISFACTION

Parents are surveyed and asked for opinions throughout the year on various aspects of school life, the advisory council are always speaking on behalf on the parent body in our meetings. At St. Joseph's we have an open door policy which allows parents to come and be heard at anytime.

In the Insight SRC Survey completed at the end of 2020-

Have indicated that parents are happy with parent input, extra curricula activities and classroom behaviour. These 3 indicators have shown significant growth.

Majority of other areas has stayed the same as 2019, apart from connectedness to the school and we would assume this is due to COVID 19.

Future Directions

We live by and learn these values from St Joseph; Reliable, Tolerance, Friendliness, Generosity, Acceptance, Faithfulness, Consideration, Compassion, Caring, Determination, Hard Worker and Kindness. These attributes have been passed down to us from the founder of the Mercy sisters Catherine McAuley and all have a special place within our community. These values have guided us this year like no other, we have awarded many students for using these values during remote learning and COVID 19.

All our St Joseph's community has been using our learning dispositions of Resilient, Hard-working, self-aware, determined, connected and used feedback.

In 2021, we will continue to work together and create great learning environment for all.

- We will be working on our new strategic plan for the coming 3 to 5 years.
- Build a learning culture where we are happy to make mistakes and learn from them and use feedback.
- Complete a playground we had designed a few years ago
- Complete landscaping out the front