



St Joseph's School

Cobram



Registered School Number: 1152

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Contact Details

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Minimum Standards Attestation

I, Sarah Iddles, 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.

31/03/2022

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

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.

St. Joseph's school strives to:

- Create a child 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.

School Overview

St Joseph's, Cobram is a Catholic co-educational primary school of 316 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. The modern facilities, including an auditorium, canteen, function area and several playgrounds 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 well-being of students seriously with an effective pastoral care system, including two part time well-being officer, five days per week. Our parent community is closely involved with school activities. Fundraising and social activities are conducted with great enthusiasm. The School Fete draws crowds from the surrounding districts. The school operates a partial canteen offering low cost food and the parent run uniform shop keeps the cost of school uniform affordable.

Principal's Report

It is with great pleasure that I present the Principal's Report as Acting Principal for 2021. It has been an extraordinary year with the outgoing principal, Lucy Keath, leaving at the commencement of Term Two, without the opportunity to provide a farewell until later in the year, together with tackling the Covid-19 Pandemic and the re-introduction of remote learning in Terms two and three.

One of the main reasons St. Joseph's School Cobram has enjoyed many successful outcomes is due to the wonderful relationships between staff, students and their families. As many would agree, 2021 was certainly an unforgettable year, with lockdowns four, through to seven all unfolding right before our eyes and concluding as a year that will be remembered for so many different reasons. Living and learning at St. Joseph's will never be the same. Our world, our country, our state and our community faced a health crisis that turned our lives upside down. Yet, we can begin to look back with pride, knowing that we as a school and community never wavered from our focus on maintaining our personal connections and ensuring we provided opportunities for our families to remain connected with each other and the school. The many weeks spent at home, as well as the quiet months in and around our school certainly challenged us, however, the admiration I hold for our staff and families grew, as I watched them perform their duties with determination, open-mindedness and resilience.

The staff managed to pivot and adapt in order to keep meeting the educational, technological and social challenges they were faced with. Educators were not the only ones digging deep, our families managed to work from home, support home learning and keep a positive mindset. Onsite learning commenced in Term Four with a focus on:

- supporting students to re-establish friendships, class groups and providing additional support where necessary
- re-establishing regular school routines
- ensuring students continue to develop their literacy and numeracy knowledge and understanding,
- ensuring students continue to build their personal and social capabilities and are physically active
- helping every student prepare for 2022 with a sense of purpose and optimism

I look forward with anticipation and a great sense of hope to the year 2022, will be a legacy of the work undertaken before us and progress for the betterment of our students, their learning and their wellbeing. In 2022, St. Joseph's School Cobram turns 100 years young, with much to celebrate and remember. May we recognise the value of our work in this space and ask that God continue to bless us abundantly, in all that we do.

May God bless you and hold you in His loving care,

Sarah Iddles

Parish Priest's Report

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

Like all schools, across our diocese, 2021 challenged us again, encouraging us to be creative in our efforts to continue to be 'Mission' to each other and to those in our local community. Again, as in 2020 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.

Similar to 2020, we did our best to acknowledge and celebrate special events such as Holy Week leading up to Easter - students took part in a Easter Walk around the school grounds learning about the events that took place during Holy Week. We also celebrated the Year of St Joseph (our Patron Saint) by inviting members from our local parish to come in and make the famous Italian treat 'Zippoli'. Students thoroughly enjoyed being able to try these and also expanded their awareness of the values that St Joseph teaches us through his actions in the bible stories.

During remote learning, students were provided with a Matrix containing a range of activities to celebrate Pope Francis' Grandparents Day. Students sent in images and videos which were collated and created a video with, which was then sent out to the school community to celebrate and honour our wonderful grandparents. Students who were learning at school also created a display along the fence line and we had grandparents, friends and family members drive past the school to see this and the students.

Our 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. They did their best to promote Sustainability within the school, even when learning from home.

Our Sacramental program for Confirmation/Eucharist was interrupted midway through the sessions. Fortunately, we were still able to complete the children's preparation and the students of 2020 who missed out and those of 2021, received the Sacraments of Confirmation and Eucharist in Term 2. After 3 attempts, we also had 21 students from Grade 3 take part the Sacrament of Reconciliation in Term 4. This was through a small celebration with their immediate families during school hours, and then we all celebrated back at school with a special lunch.

Social Justice causes remained a priority with our school community embracing and supporting events organised. Although we were remote learning at the time, as a staff we decided to raise money among ourselves towards the St Vincent De Paul Society and raised enough money to provide education for a child through their Assist a Student Program.

Throughout COVID and the entire year of 2021, 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 yet again planned and this time we made it to Wangaratta and began the retreat with Maria from the CES. However, a lock-down was announced before the end of the day, so we were sent home early and back into preparation for remote learning.

At the end of the school year, we celebrated the year that had been with an outdoor school mass. Although families were not able to attend, it was live-streamed and was also an opportunity for our school community to close the year with further acknowledgment to Year of St Joseph. We also were able to still host our Annual Awards Ceremony however it was live-streamed to learning spaces and families at home. We thank all of the businesses and members of the community who continue to generously donate money to our school for these awards.

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 2021. 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 once again at the end of the school year.
- The Sacraments of Confirmation/Eucharist & Reconciliation were celebrated.
- Timetabling in 2021 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

Masses (indoors and outdoors)
Liturgies (on-site and online)
Faith community evenings,
Sacramental Programs
Aboriginal Culture
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 2021:

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.
2. Continue embedding MAT Learner disposition into lesson content
3. Continue embedding Learning Intent and Success Criteria into lessons
4. Begin to establish a phonics based literacy structure

Achievements

Collaborative learning and planning were achieved in 2021. 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 "Visible Learning Feedback " by John Hattie and Shirley Clarke. This book gave us the tools to lead the learning forward with regards to offering students and staff with effective feedback process. We also completed a pilot trial of the Feedback platform PIVOT.

2021 was another year like no other. While it started out a normal school year, COVID-19 would soon impact all of us. We continued to ping pong between remote learning and on-site teaching. The staff continued to refine their online teaching strategies and further refined techniques of how they offered learning remotely. Staying connected and feeling supported continued to be our focus while navigating through a worldwide pandemic. All St. Joseph's staff, students and parents continued to show resilience, patience and teamwork during these challenging times.

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 have a committed team of teachers who support the leader of learning adjustments consisting of a representative from each learning community across the school.

We continued our visible learning journey with Corwin Press and St. Joseph's Benalla. Learning intentions and success criteria are now part of St. Joseph's learning and teaching in every lesson. MAT learner dispositions are becoming embedded within lesson content. Effect sizes

were calculated and communicated to the whole staff at the end of the year with whole school data sets.

In Term four we began to implement Targeted Assisted Phonics Program (TAP) supported by a TAP coach. This will form the basis for our literacy structure moving forward.

We look forward to learning and teaching in 2022 being less interrupted.

STUDENT LEARNING OUTCOMES

Students participated in NAPLAN for 2021. As a school, once we returned to onsite learning we decided to complete our end of year assessments PAT Mathematics, PAT Reading, PAT Social Wellbeing, observation surveys, Fountas and Pinnell to drive our learning and teaching in week one, term 2022. Teachers have looked at the data and completed an online digital red book to keep track of the data going forward.

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.

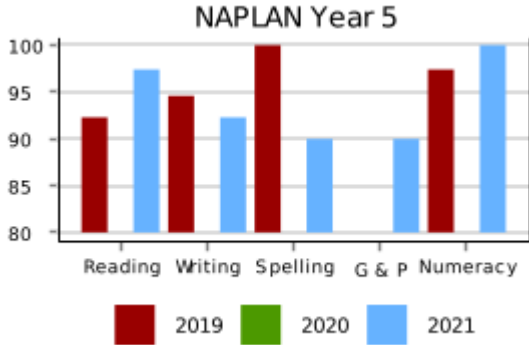
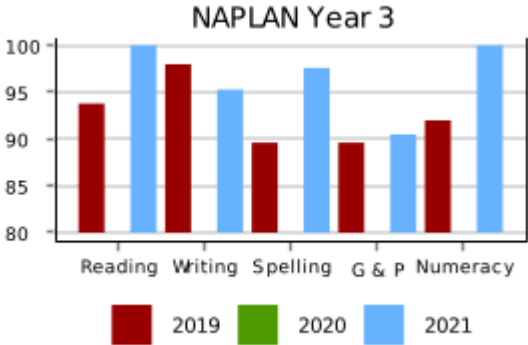
These assessments were analysed to assist with planning and learning for 2022. Effect sizes were calculated and communicated whole staff at the end of the year with whole school data sets.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019	2020	2019 – 2020 Changes	2021	2020 – 2021 Changes
	%	*	*	%	*
YR 03 Grammar & Punctuation	89.6	-	-	90.5	-
YR 03 Numeracy	92.0	-	-	100.0	-
YR 03 Reading	93.8	-	-	100.0	-
YR 03 Spelling	89.6	-	-	97.6	-
YR 03 Writing	98.0	-	-	95.3	-
YR 05 Grammar & Punctuation	75.7	-	-	90.0	-
YR 05 Numeracy	97.4	-	-	100.0	-
YR 05 Reading	92.3	-	-	97.4	-
YR 05 Spelling	100.0	-	-	90.0	-
YR 05 Writing	94.6	-	-	92.3	-

* 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

Continuing to cover outcomes of RRRR program

Personalised Learning Plans in accordance with NCCD

Behaviour Support Team (BST) met fortnightly to focus on student needs and staff support

Achievements

In previous years, 2021 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. This year we changed the format to send a personalised email to students.

John Mitchell is our representative and John was able to attend one meeting via video chat before we went back into remote learning. John supported the Pastoral Wellbeing leader and BST team meeting fortnightly.

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.

The Behaviour Support 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 incidences was continued and data was used to inform decisions. John Mitchell attended meetings remotely.

Coco, our school dog, continued to be a support for students in 2021 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. We initiated an Instagram account to promote Coco.

Breakfast club continued to run 5 days a week. It was provided as needed during remote learning. Upon returning to on-site learning due to construction and COVID restrictions, those needing breakfast could access it but it was no longer advertised.

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 move toward generating their own through lines in conjunction with Victorian Curriculum and teaching RRRRs as a stand alone subject area. 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.

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

A Pastoral Wellbeing Team was established which meet fortnightly to ensure all matters under the Pastoral Wellbeing banner are met and dealt with accordingly.

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 and Always Respectful have been completed to explicitly teach expected behaviours.

STUDENT SATISFACTION

Results from this survey, indicated that students were satisfied with their learning environments and teacher's knowing them.

PIVOT Wellbeing survey 5-6

Results from this survey indicated that a large majority of students felt safe at school.

Ripple Wellbeing survey 3-6

Academic - Classroom conferencing both student to teacher and vice versa.

STUDENT ATTENDANCE

During remote learning students were engaged in Google Meets and Google Classrooms, where teachers were keeping records of who was in attendance and who was handing in work each day. 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	91.2%
Y02	90.7%
Y03	92.7%
Y04	90.2%
Y05	89.6%
Y06	92.0%
Overall average attendance	91.1%

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

Continue 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 two 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 Pastoral Wellbeing works in collaboration with Wellbeing Officer(s)

Ditto for Junior students

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

Child Safe Team established and members received training

PIVOT Wellbeing survey fortnightly T4 2021 completed by Year 5-6

Ripple Wellbeing survey fortnightly T3-4 2021 completed by Year 3-4

Leadership & Management

Goals & Intended Outcomes

- * To improve the culture in our leadership team and our school community
- * Continue Advisory Council
- * Adaptive Leadership professional development - Norms of collaboration
- * Get a consultative committee running and work through the process of leadership positions for 2021 and beyond.

Achievements

- * Leadership team was adjusted when Lucy left in term 2, needing to change principal and deputy principal roles. The school was able to operate effectively and efficiently when facing unrest and unease, due to the change in leadership and COVID -19.
- * Leadership continued to develop skills and use adaptive leadership strategies learnt, especially in relation to the norms of collaboration and the language used at school.
- * A consultative committee was formed and held several meetings, discussing class sizes, open plan learning and meeting structure.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Professional development was hindered due to several lock-downs and COVID-19 in 2021.

- * Analysis of data at all levels of the school to improve student learning outcomes
- * Leadership Days
- * Budget workshops
- * First Aid
- * C.P.R, anaphylaxis and Asthma - whole school
- * Child safe training
- * Writing analysis and moderation - Catherine Bonham
- * Women in leadership (NESLI)
- * Science of Reading - all staff
- * Corwin Press - Visible Learning

TEACHER SATISFACTION

Staff had an opportunity to meet with the principal to gain feedback and set goals.

Staff indicated that leadership was supportive and understanding during remote learning and indicated the following:

* I felt supported during remote learning as leadership had systems and structures in place to access information

* I felt that communication was always at the forefront and this made life easier, as I knew what was going on

* I felt that I was well-supported in my well-being, as leadership constantly showed us kindness

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.1%
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ALL STAFF RETENTION RATE

Staff Retention Rate	91.9%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
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Masters	4.5%
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Graduate	18.2%
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Graduate Certificate	0.0%
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Bachelor Degree	72.7%
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Advanced Diploma	40.9%
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No Qualifications Listed	4.5%
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STAFF COMPOSITION

Principal Class (Headcount)	2.0
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Teaching Staff (Headcount)	27.0
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Teaching Staff (FTE)	23.2
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Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	14.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Goals for 2021

For the school Community of St. Joseph's to be collaborative, inviting and work together educationally, spiritually and socially for the good of all member of our community.

Achievements

Varied and different fund-raisers due to COVID -19 impact.

Our Visible Learning Journey continued and our teaching and learning improved due to COVID-19 as we had to learn new skills and work together to assist ourselves and our children.

Online activities were developed by staff, engaging families during the several lock downs that we endured.

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 any-time.

During remote learning staff were engaged with parents online through google meets and email. Below are some of the comments that indicated satisfaction with the school:

- * Thank you for all you and your staff are doing to support us in this very challenging time.
- * We appreciate the constant communication around the ever-changing rules, thank you.
- * The lessons are fun, engaging and a good balance of academic and look after student well-being.

Future Directions

The goals set out in each area of our School Improvement Plan were the source of direction for us through 2021. Progress was reported on at each of our School Advisory meetings throughout the year and documented in the meeting reports and minutes. At the end of 2021, our Staff and School Advisory Council took time to review the overall situation and assess how we worked to achieve what was planned. It was most satisfying to take this time and identify that much of what was set out has been done as well as many other achievements that came to be along the way. We look to set a new plan in action for 2022.