

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST. JOSEPHS COBRAM

2018

REGISTERED SCHOOL NUMBER: 1152



Contents

Contact Details	2
Minimum Standards Attestation	2
Our School Vision	3
School Overview	6
Principal's Report	7
School Education Board Report	9
Education in Faith	10
Learning & Teaching	12
Student Wellbeing	14
Child Safe Standards	17
Leadership & Management	18
School Community	21
Future Direction	22
School performance Summary Data	25

Contact Details

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PRINCIPAL	Mrs Lucy keath
PARISH PRIEST	Rev. John Corcoran P.P
SCHOOL BOARD CHAIR	
TELEPHONE	(03) 58721573
EMAIL	principal@sjcobram.catholic.edu.au
WEBSITE	www.sjcobram.catholic.edu.au
E NUMBER	E3029

Minimum Standards Attestation

I, Lucy Keath , attest that St. Joseph's Cobram 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

<26th April 2019>

Our School Vision

St Joseph's Primary School:

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 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.

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.

Teaching & Learning Framework

We believe in Authentic Learning

IN PRINCIPLE THIS MEANS:

We believe:

- All students can learn.
- Learning is personalised for each student.
- Learning is active, hands on and relevant.
- Independent learners show initiative.
- Students should have significant input into their own learning and assessment.



IN PRACTICE THIS MEANS:

We will:

- Build healthy relationships with students, families and staff.
- Challenge our students with high expectations and expect 12 months growth.
- Give students their own voice in their learning journey.
- Give students questioning, problem solving and research opportunities.
- Reflect on our teacher practise to make a difference to Learning and Teaching.

We believe in Purposeful Teaching

IN PRINCIPLE THIS MEANS:

We believe:

- Teachers have the greatest impact on student achievement.
- Teaching is about knowing the whole child.
- Teachers need to be active, passionate and engaging.
- Reflecting on ourselves as learners is crucial.
- Feedback is vital to the learning process.



IN PRACTICE THIS MEANS:

We will:

- Have effective child safe teacher - student relationships.
- Be driven to analyse data to drive teaching.
- Set timely and relevant goals and expectations for all students.
- Use learning intentions and success criteria that are student friendly.
- Break down components of a concept.

We believe in an engaging Learning Environment

IN PRINCIPLE THIS MEANS:

We believe:

- Learning environments encourage confidence and risk taking.
- Safe, stimulating and supportive learning spaces enable children to grow emotionally, intellectually, socially, spiritually and physically.
- Flexible learning environments are engaging.



IN PRACTICE THIS MEANS:

We will:

- Be open minded, consistent, engaging and enthusiastic.
- Know our students, their likes, dislikes, interests, families and friends.
- See each other as life long learners.
- Be respectful and collaborative at all times.



St Joseph's Primary School - Cobram

St. Joseph's Cobram 2018 Strategic Plan

Catholic Identity

With Jesus as our model, we, at St. Joseph's promote the God-given dignity of each person, honouring the cultures and faith traditions of all. We value the richness of diversity and difference.

Action:

Build/promote an awareness of social justice issues in our world—locally & globally.

Action:

Bring to life our history & charism of St Joseph's school & parish community

Learning & Teaching

At St. Joseph's we acknowledge the complexity of teacher-student relationships as a critical indicator of school based achievement, while ensuring that learning and teaching remain responsive to students' diverse needs.
(John Wayne and Rodin Cobbs)

Action:

Ongoing implementation and evaluation of Visible Learning.

Action:

Pastoral Wellbeing

At St Joseph's each person is called to understand, value and actively promote the wellbeing of all members of the schools community.

Action:

Continue to meet as Behaviour Support Team with a focus on student wellbeing.

Action:

Staff, students and families will be involved in the teaching & learning of RRRR and PBIS.

Action:

Formalise fee paying process.

Action:

Use school master plan to enable renovations and purchasing of new furniture.

Stewardship of Resources

At St Joseph's we are just and faithful Stewards resourcing, building partnerships and advocating for the community.

Principal - Ms Lucy Keath

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St. Joseph's Catholic Primary School

Broadway Street, Cobram 3644

P: (03) 5872 1573



School Overview

St Joseph's, Cobram is a Catholic co-educational primary school of 310 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, 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, four days per week, and a school bag.

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 canteen offering low cost food and the parent run uniform shop keeps the cost of school uniform affordable.

Principal's Report

At St. Joseph's in 2018, we continued to work with the students, educationally, spiritually and academically. We started the year with 310 students and 15 classrooms, which consisted of three Foundation classes, two year 1 classes, two year 2 classes, four 3/4 classes and four 5/6 classes. This year the staff and children in the junior school have shared open learning spaces. With walls being opened for staff and students to improve student outcomes.

2018 saw leadership changes within the community not only with staff but also with student leadership as well. Each child in Grade 6 had the opportunity to apply for positions of leadership. There were School Leaders, House leaders, and then leaders in Sports, Sustainability, O.H & S, Catholic Identity, PBIS and Sports Assistants. The leaders worked in groups with a teacher to make suggestions, improvements and this allowed for student voice.

This year we began a new 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. This decision is part of a learning journey for 3 years based on John Hattie's Visible Learning, and we have chosen to work alongside St. Joseph's Benalla in our professional learning journey.

In 2018, the parents continued the opportunity to work beside the teachers and with their children in parent teacher interviews. Dan Petro worked with parents and the behaviour support team to upskill teachers and leaders in the school on student behaviour and how best to work with students, teachers and families. Kalenna Pont our Wellbeing Officer supported our students and their parents 4 days a week.

The Grade 5/6 students were fantastic leaders and had a brilliant week away in Melbourne at Urban Camp. The Grade 3/4 students had a night at Corop. The junior students went to Altine Wildlife Park. The Grade 2 students had a fun night at the school sleep over. The students also had local excursions to the public library, Thompsons Beach, Ottery Lodge and local shops and businesses. Our grade 5 students also began a partnership with Punt Rd Kinder where 6 children would go down to bush kinder at Quinn Island with a teacher and Banjo.

The Fete Committee worked tirelessly again in 2018 to provide our students with a donation to put towards a cubby house for our playground. \$20,000 has been put aside, with funds from the 2018 Fete to be used towards a cubby house which was designed by a student in 2017.

During 2018 we made changes to the eating times. The students now have the opportunity to play first and then eat after they have played. This saw a reduced number of students involved in incidents on the yard. It has been a noticeable difference in the amount that children are eating and that it has a calming effect when they come into the classroom. They are ready to learn with full tummies.

There is always an element of sadness when we come to the end of a school year. We lose families that we come to know and have been part of our community for 7 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.

In 2018 we asked for parent input on the tuckshop and the options that have been offered to the students. The results showed that healthy options needed to be put into the canteen. So, healthier options have been placed for lunches on a Monday and the canteen window on a Wednesday as well.

2018 saw the beginning of our kitchen/ garden program. Mrs Carmel O'Dwyer took this role on successfully. With local donations of fruit bins, plants, pots, mulch and soil the students in the 3 /4 learning community have grown vegetables and started recycling and collecting food scraps within the classroom. This lead to changes and learning around recycling and the use of the bins.

We also had to make changes to the uniform as the supplier was changing, this lead to the school t-shirt being changed to navy blue with a yellow trim. 2019 brings the junior block and middle block swapping over, the master plan being well on its way with hopefully some architect work beginning. Majority of our learning spaces will have break out spaces for children that need a quiet space.

The enthusiastic and dedicated staff have continued to make great educational choices for our students. 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 publically thank them for their hard work and dedication.

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. Thank you for your ongoing support and we look forward to 2019 and the adventures that it will bring.

Lucy Keath

Principal



School Advisory Council Report

The St. Joseph's School Advisory Council began in September 2017. With the writing of the Constitution and having parent voice being one of the initial process for the St. Joseph's School Community.

During 2018 the Advisory council meet twice a term and made suggestions and changes in regards to the school uniform, master plan, child safe, EFTPOS machines, Camps/ Excursions, Solar Panels and Major Capital Grants.

During the end of 2018 there were discussions about making the council slightly larger and tenures for all members need to be 2 years. Nominations would be put out in 2019 for the Annual general meeting in March/ April.

Although this group of dedicated parents/carers is small they need to be thanked for the support of the school leadership team, and a voice for our parents and school community. Many decisions and ideas were discussed across the 12 months and we look forward to seeing what this council will do in 2019.



Education in Faith

Goals & Intended Outcomes

2018 saw St. Joseph's draw on the expertise and support of our CEO team members to review and develop a number of areas in Catholic Identity. We completed an audit of our Sacred Spaces within each learning area to ensure they were meaningful and relevant. We allocated several staff meeting sessions to revisit Godly Play, looking at the Source of Life program and encouraging collaborative planning. A Spirituality Day for staff provided opportunity for self-reflection. We began to look at our Charism but due to unforeseen circumstances, further work on this has been rescheduled for 2019.

We celebrated Eucharist as a school community on special Feasts throughout the year and within our individual learning communities. Programs for the Sacraments of Confirmation and Eucharist and Reconciliation were held with the Sacraments being received at the conclusion of preparation. St. Joseph awards were presented to students displaying qualities of our Patron Saint.

This year our Student Leader Social Justice Team were the drive behind many days to support worthy causes including Caritas K's, Super Hero Day and Daffodil Day. As a school, we also held a Colour Fun Run with some of the proceeds being donated to Catholic Mission and we collected non-perishable items for our local St. Vincent de Paul conference as a reminder of our responsibility to help those in need.

The Student Leader Sustainability Team were instrumental in promoting Care for God's Creation by initiating many actions to manage Waste, Water and Energy better and to develop our Biodiversity spaces.

Our second group of student F.I.R.E. Carriers were commissioned in May after completing a workshop to learn about being a F.I.R.E Carrier with Louise Levy - CEO Indigenous Liaison. On the 9th August (International Day of the World's Indigenous People) students attended an interactive Indigenous Incursion, TRUE Culture, to learn a little about Indigenous culture. We continued to work with Treahna Hamm - Artist in Residence, to plan and develop the surroundings of our Indigenous Sacred Space.

As a school, we encouraged all to support community events including the RSL services for ANZAC Day, Vietnam Veteran's Day and Remembrance Day. We encouraged and provided opportunity for our students to participate in weekend Masses by reading, altar serving or taking up the Offertory gifts.

Achievements

House colours named in 2017 (after prominent Catholic Identity figures) were implemented.

Teachers reflected on our Sacred Space audit and positioned Prayer focus' in prominent positions within their learning areas.

As a school, we encouraged families and staff to donate to Caritas in place of classes organising KK exchanges at the end of the year.

Timetabling in 2019 has provided release to ALL members of the Learning Community to be released at the same time; enabling collaborative planning in RE.

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

To be involved in Collaborative Learning.

To 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 was achieved with the support of CEO Catherine Bonham in all areas of the school with a literacy focus. Increased reading level results were the main focus point for 2018. Setting clear goals and then working out how to achieve them in a timely manner.

As a whole staff we embraced the learning opportunities provided by Corwin Press (Visible Learning). We had several days with St. Joseph's Benalla from the Foundation day, Leadership days and Coaching days. With teacher learning and students at the centre of our decisions we have made great head way into the Visible Learning Journey. Every class has learning intentions and success criteria displayed and they are being referred to.

Teachers and students are increasing their vocabulary around their learning and using a common language.

The School Capability Assessment framework is focused on the four key strands of Visible Learning as identified below, and their research proven characteristics:

- The Visible Learner
- Know thy impact
- Inspired and passionate teachers
- Effective Feedback

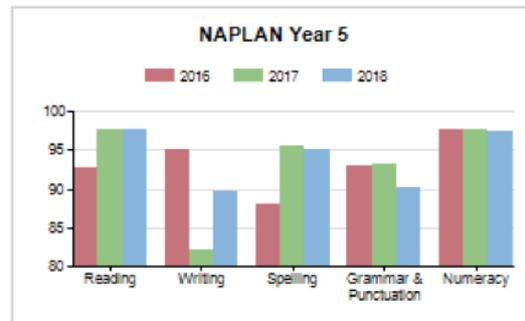
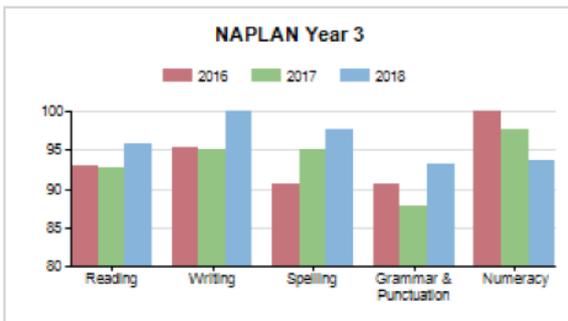
The three Learning Leaders and REC embarked on a three-year journey (Pipeline Project) along with Lucy's support and Sarah the Deputy Principal completed the Deputy Principal Colloquium all adding to the leadership capacity of the group.

STUDENT LEARNING OUTCOMES

E3029
St Joseph's School, Cobram

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	90.7	87.8	-2.9	93.3	5.5
YR 03 Numeracy	100.0	97.6	-2.4	93.8	-3.8
YR 03 Reading	93.0	92.7	-0.3	95.7	3.0
YR 03 Spelling	90.7	95.1	4.4	97.8	2.7
YR 03 Writing	95.3	95.1	-0.2	100.0	4.9
YR 05 Grammar & Punctuation	92.9	93.3	0.4	90.2	-3.1
YR 05 Numeracy	97.6	97.8	0.2	97.5	-0.3
YR 05 Reading	92.7	97.8	5.1	97.6	-0.2
YR 05 Spelling	88.1	95.6	7.5	95.1	-0.5
YR 05 Writing	95.2	82.2	-13.0	89.7	7.5



In Grade 3 we have seen growth in reading, writing, spelling and Grammar and punctuation. Significant professional development given in reading, writing and SMART Spelling over the last 2 years. The leader of the Junior Learning Community has been working with her community and outside assistance in the area of reading.

In Grade 5 Writing has seen significant growth, while reading, spelling and Numeracy have stayed stable. Grammar and Punctuation has decreased from 2017 to 2018.

Student Wellbeing

Goals & Intended Outcomes

Work in collaboration with Jamie Edwards from the CEO to develop new Behaviour Education Procedure and communicate it to all staff
 Professional Development for Behaviour Management Team with Behaviour Analyst Dan Petro
 Support Tier 3 students with additional behaviour needs
 Professional Development for staff in PBIS and new Behaviour Education Procedure
 PBIS Review Team continue to work through action plan
 Implementing the RRRR program

Achievements

Developing and building positive relationships with students is a proven way to help improve behaviour. 2018 began with a new initiative of class teachers sending a postcard with a personal message to each student. This generated lots of positive feedback from parents and students.

A new Behaviour Education Procedure was developed, incorporating principles from PBIS and strategies from Dan Petro. Staff were consulted and involved during the process and continual PD is planned to ensure that all staff are using consistently. Parents will have access and it will be displayed publicly on our website.

The PBIS review team continued to meet with Jamie Edwards on a fortnightly basis. They worked through the action plan, which resulted in updating the matrices of schoolwide expected behaviour. The group provided ongoing PD to staff and began creating whole school lesson plans and videos which will be used to consistently teach expected behaviours across the school.

Kaleena Pont (aka Monty) replaced Bree as the Wellbeing Officer and the position was increased to 4 days per week. Monty continued the Seasons for Growth program, ran social skills groups and programs for a variety of students. She also became a resource for staff in supporting students, making reports to DHS and ensuring understanding of Child Safe Standards.

The Behaviour Management Team continued to meet with Dan Petro for ongoing professional development. They met fortnightly or as needed to put supports in place for students who were struggling behaviourally. They supported students who were off the yard, collaborated with class teachers to put support plans in place or create or update one page escalation plans. They conducted check in/check out with students.

Data of behaviour incidents that occurred in class or on the yard were tracked using SIMON and have been used to provide greater insight to create more effective supports for students.

Playgroup continued to run every Thursday and Madonna Flanagan did a fantastic job. Participation was good and there were a wide variety of activities to children to engage in with their parents. Guest speakers were organised to talk about the importance of play.

Banjo continued to support many students. Caring for him provided responsibility, positive interaction and proactive breaks to students as part of their support plans. Sadly, Banjo passed away from a suspected snake bite in the last week of school and it was then that the magnitude of his place in the school was truly felt. Students were supported as many of them experienced grief upon hearing of his death.

Breakfast club was expanded to every day and was taken over by Richard Gatum, a Learning Support Officer. It is regularly attended and it provided positive social interaction and skill development in addition to nourishment. The program continues to rely on donations.

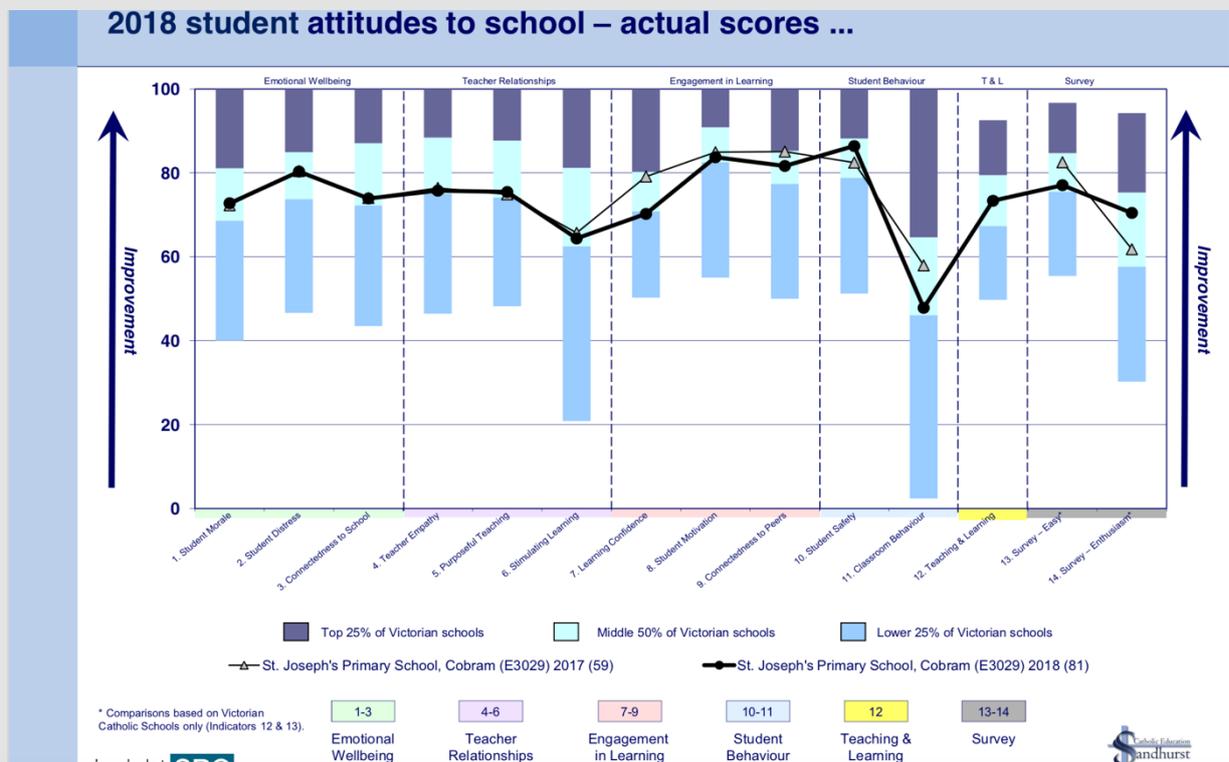
The RRRR program outcomes are covered over 2 years through our Mappen program. Topics 7 and 8, which covered positive gender roles were taught separately as a part of Social and Emotional Learning.

The school was compliant in VRQA review regarding Child Safe Standards and conducted a thorough self review of Wellbeing, which was validated by a panel from the CEO.

VALUE ADDED

- Behaviour Support Team meeting regularly and collaborating with class teachers to put supports in place
- Behaviour incident data being used to inform decisions and supports
- Daily breakfast program
- 4-day Wellbeing Officer Role
- Resource of Lessons and videos to teach social skills being developed
- Wellbeing Leader working with Wellbeing Officer and PBIS Coordinator

STUDENT SATISFACTION



Students attitude to school has stayed stable in majority areas. The data has shown an increase in the areas of student safety and also purposeful teaching which has been in line with our some of our school goals. We have seen a decrease in Classroom behaviour in 2018.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.3
Y02	91.3
Y03	92.7
Y04	89.8
Y05	90.8
Y06	92.4
Overall average attendance	90.7

Students attendance is recorded on SIMON. A text message is sent to parents each day at 9:30am if children's absences have not been recorded. Cross checks are done to make sure we have reasons for absences by the secretary. Classroom teachers and secretary check for any unknown absences after 2 days this is then referred to leadership to contact parents.



Child Safe Standards

Goals and Intended Outcomes

To continue to refer to the Child Safe Standards in planning
 Ensure that staff are aware of their responsibilities
 Continue PD in Mandatory Reporting
 Provide information to students to empower them to act if they feel unsafe

Achievements

Risk Assessment were updated to include a Child Safe component
 Volunteers were required to complete an induction, which outlined roles and responsibilities regarding Child Safe
 Staff completed PD in Mandatory Reporting
 Outcomes of RRRR have been covered over a 2 year cycle
 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
 Healthy Harold and Ditto programs have been rebooked
 Wellbeing Officer and Leader of Wellbeing as resources for staff regarding Child Safe Standards
 Child Safe Standards are more embedded in planning



Leadership & Management

Goals & Intended Outcomes

Professional Development –Visible Learning, Math Pathways

Continuation of Advisory Board

Analysing data at all levels of the school to improve student learning outcomes.

Create a Leadership team based on shared leadership and growth in own leaders' leadership

Complete a new Master Plan

Achievements

Leadership Team involved in Pipeline Leadership Program

Journey began with Corwin Press to become a Visible Learning School

Leadership Team involved in individual coaching

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Whole Staff Visible Learning PD
 How to effectively run the Reading Hour
 Writers Notebook
 Math Pathways
 Leadership Days
 Pipeline Leadership
 A.F.S. Workshops & Pay 3K
 A3 Training Days
 Religious Education Coordinators' Network Days
 P.B.I.S Network Days
 Budget Workshops
 C.P.R. – Whole Staff
 Asthma & Anaphylaxis
 Child Safe - Intense PD
 Critical Incident Training

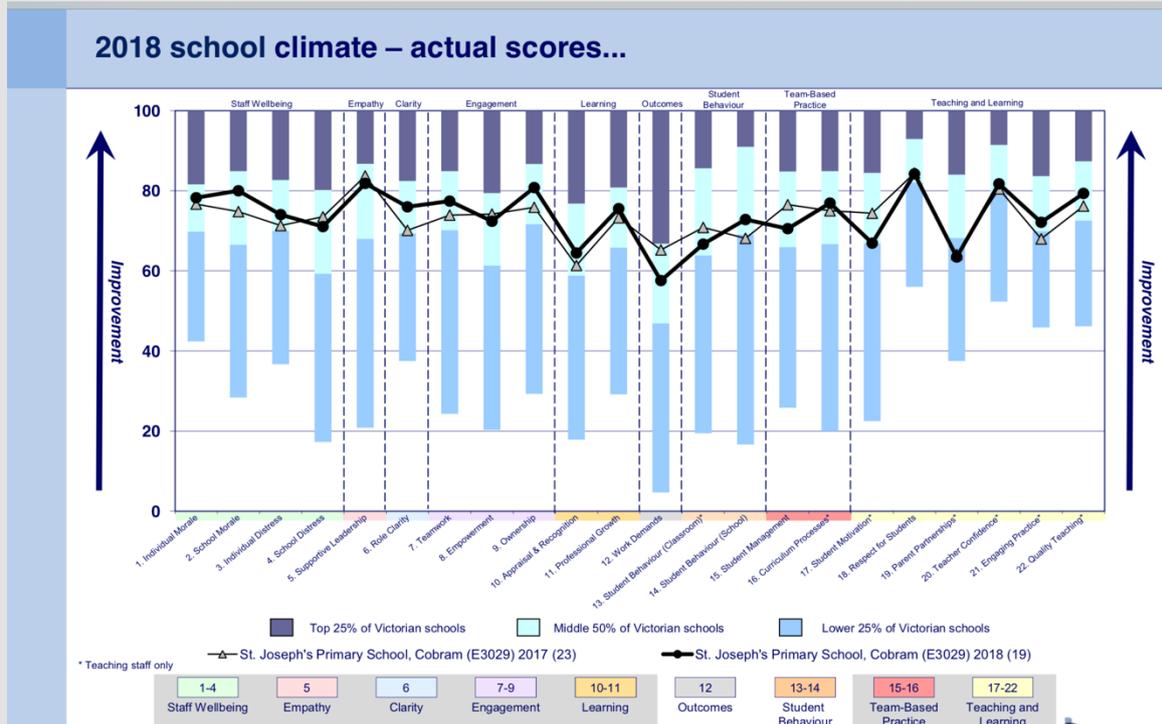
NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

33

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,502.00

TEACHER SATISFACTION



The school climate in 2018 has shown growth in many areas from the teachers' perspective. Growth in role clarity, school morale and teamwork to name a few. There has been a decrease in work demands and student motivation.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	94.4%
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STAFF RETENTION RATE

Staff Retention Rate	86.4%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	4.2%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	45.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	2
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	24.1
Non-Teaching Staff (Headcount)	16
Non-Teaching Staff (FTE)	19.3
Indigenous Teaching Staff (Headcount)	1

School Community

Goals & Intended Outcomes

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

The School ran a very successful 40th Fete raising \$20,000.

The Advisory Council continued to run monthly meetings.

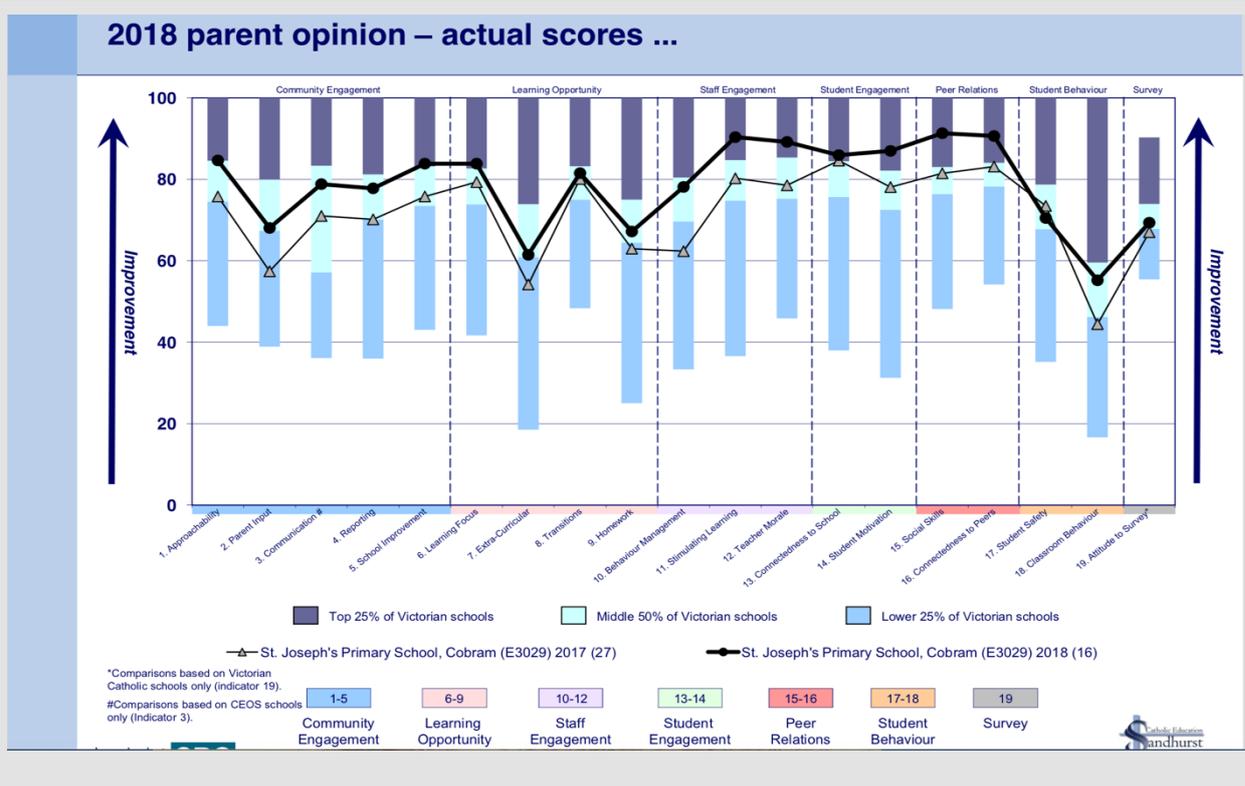
Parent Information Evenings have been run to inform parents about teaching and learning.

Mass' and special feast days and days of celebration throughout the year continued, so that parents could be part of school community events.

Students in Grade 5 were involved in Bush Kinder with Punt Road Childcare Centre. Meals on Wheels continued to run. The school was involved in all important days throughout the year and was represented in Cobram.

PARENT SATISFACTION

Parent opinion has shown below that there has been growth in all areas of the school community.



Future Directions

As a community of learners at St. Joseph's we aim to and will continue to learn altogether. Our objective is to have growth in ourselves and help others as well. Next year we will maintain our thirst to learn as teachers, students, parents, parish members and community members. Through ongoing professional learning with Corwin Press to continue our journey with Visible Learning.

2019 will see the community of St. Joseph's get another dog as Banjo and Dogs Connect has had a major impact on our school. We will sadly miss Banjo but for the wellbeing of our students and teachers we will get another pooch.

Our Master plan will be completed by May 2019. Refurbishment of the senior block and administration area will be the main focus for the coming years. So, that our students can be in a learning space that is functional, spacious and be fun for all our learners.

As a community in Cobram the Principals wish to begin a network so that all the children of Cobram have the advantage of being part of great learning and educational facilities.

In our Faith, we always draw from the stories and life of Jesus Christ, our traditions come from the spirit of the Mercy Sisters at St. Joseph's Cobram. We continue to instil these values to all of our community.

Lucy Keath

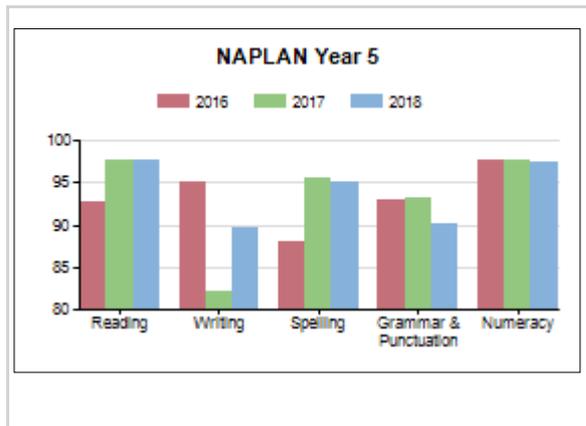
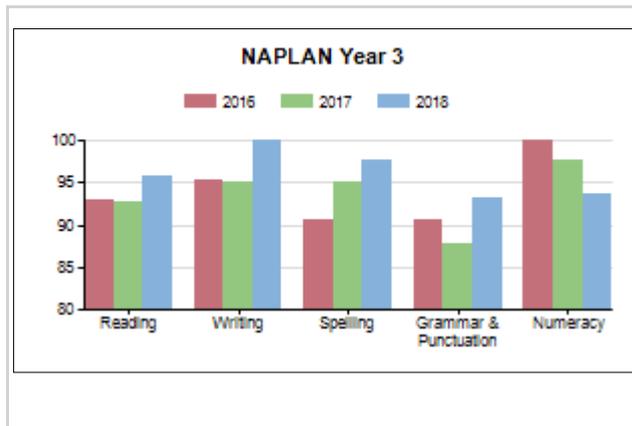
Principal.

School Performance Summary Data

E3029
St Joseph's School, Cobram

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TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	94.4%

STAFF RETENTION RATE

Staff Retention Rate	86.4%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	4.2%
Graduate	16.7%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	45.8%
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