



ANNUAL REPORT TO THE SCHOOL COMMUNITY

ST. JOSEPH'S PRIMARY SCHOOL
BROADWAY STREET, COBRAM

2016

REGISTERED SCHOOL NUMBER: 1152



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Contact Details

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SCHOOL BOARD CHAIR	
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Minimum Standards Attestation

I, Joan Moriarty attest that St. Joseph's Primary School, 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 2007 (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 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

27 January 2017

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.

School Overview



ST JOSEPH'S PRIMARY SCHOOL COBRAM

St Joseph's, Cobram is a Catholic co-educational primary school of 330 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, music 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 seriously our responsibility for the wellbeing of students with an effective pastoral care system, including a Well-Being Officer, two days per week.

Our parent community is closely involved with school activities. Fundraising and social activities are conducted with great enthusiasm. The Annual 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

In presenting my final report as principal of St Joseph's school, I am very grateful for all the opportunities, support and friendship that I have had the privilege of receiving over the past years. I am happy with the progress and achievements of the school and students in this time but acutely aware that none of it would be possible without the cooperation and support of Fr Corcoran, staff, parents and students. The quality and quantity of unconditional support has been second to none. Whether people have been in leadership roles or, as so many were, just doing the best they could for their children or students, it has been to my favour and the school's benefit.

From the beginning of my tenure up until now, I have been guided and supported by Rosemary Brooks and her expertise in office administration and I thank her for her conscientious attention to detail and the running of the office. Kerry Quinn and Sarah Iddles who were my able and wise deputies during my principal-ship cannot be understated. Thank you to all.

2016 has been a year of looking towards the future with careful attention given to building leadership within the school community.

The Learning & Teaching focus for the year has been writing. With whole staff involvement in looking at our data sets and a common focus across school was adopted.

Literacy and in particular Writing has been the focus across the English curriculum. All staff committed to 'Inquiry Mindset' with the Leadership Team attending Professional Development throughout the year and inducting all staff.

Driven by the Teaching and Learning Team Leader and Deputy Principal, Sarah Iddles, P.L.C's continued across all areas of the school in an effort to improve student learning outcomes.

Various Pastoral Well-Being programs continued for students with special needs identified by parents and or teachers. Emily Gough, our Well-Being Officer resigned at the end of the year and we thank her for all she has brought to St. Joseph's School.

Comprehensive screenings of Prep students by Speech Pathologists and Occupational Therapists added to the baseline data collected through testing at the commencement of the school year.

Intervention planning was optimal due to early identification of needs.

Graduating students all shared in leadership roles throughout the year and took part in a leadership program conducted by the Well-Being Officer. These students set a great example of cooperation and pride as well competence as representatives of the school.

As a school we celebrated the Sacraments with our Grade 3 / 4 students and families, prayed for and supported Project Compassion and held our annual collection of non-perishable food for the local branch of the St Vincent De Paul Society. Lenten and Advent Masses involved many families and the whole school community gathered for Ash Wednesday, Feast of St. Joseph, our patron, Feast of the Sacred Heart and the End of the Year Mass of Thanksgiving. These traditions are a long -standing part of our Catholic Identity, as is our connection with Mercy Order.

The year concluded with the transition program for the 40 newly enrolled students. Kimberly Nye, Prep Unit Leader and Transition coordinator organised four visits ranging from one hour then leading up to one whole day at school.

Following our End of Year Mass our End of Year Awards were held in the 'Josephinum.' The Grade 6 students were farewelled at a special liturgy in the 'Josephinum.'

I take this opportunity to welcome Mrs. Lucy Keath to St. Joseph's School and wish her every success as she leads the school into the future.

Education in Faith

2016 started on a high note with a whole staff Mass on the first day of the school year.

2016 has been a year of change and growth. We have reviewed and refocused attention on our Catholic Identity and the symbols of this across the school.

On Wednesday February 10th, the entire school came together for Ash Wednesday and we launched Project Compassion. Over Term 1 the students raised a huge \$503.50 for this project.

On Friday February 17th, the Grade 6 students travelled to Mooropna for the Diocesan Leadership Day. The day gave the students insight into what leadership entails and what a good leader embodies.

On Monday March 21st, the school came together to celebrate Harmony Day. The message for 'Harmony Day' was 'Our diversity is our strength'.

The children participated in Harmony Day activities in classrooms and wrote a class prayer for our Harmony Day balloons. We all gathered after lunch to release these balloons with the class prayer or wish attached. The orange balloons floating up into the blue sky was a beautiful sight to see.

On Wednesday March 23rd the students walked in the footprints of Jesus on our Holy Week walk. Each Unit created a station that represented a major event from Holy Week. These were: Prep – Palm Sunday; 1/2 – The Last Supper; 3/ 4 – the Crucifixion and the 5/ 6 Area – the Resurrection. Each class then visited each station, read the reading and discussed this part of Holy Week.

We started Term 2 with a staff PD, where we focused on Catholic Identity. We revisited what Catholic Identity is and investigated our Catholic Identity as a school.

ANZAC Day 2016 was another example of the respect the students and families of St Joseph's, hold for those who have fallen and those still serving. A large number of students marched to the Cenotaph in Cobram and participated in the service with great respect and pride.

On May 26th, we held our annual Biggest Morning Tea, where all students shared morning tea on the basketball courts. The students and families raised \$221.00 for the Cancer Council of Australia.

On Monday May 30th, we launched our annual collection of non-perishables for St Vincent De Paul. Over the following two weeks we collected cans of various food-stuffs, pasta and other non-perishables. All of these items were then donated to the St Vincent De Paul Society.

Friday June 3rd was a very special Mass for the Feast of the Sacred Heart. We celebrated the Mass with the Grade 4 students during their Spirit Day.

Spirit Day was a busy day for the students preparing to receive the sacraments of Confirmation

and Eucharist. They practiced for their Mass, held a thank you morning tea for their sponsors and then shared a special lunch together in the Josephinum foyer with Father Corcoran and their teachers.

On the weekend of June 4th and 5th, the candidates received the sacraments of Confirmation and Eucharist in two beautiful Masses. The preparation undertaken by the candidates and the culminating Masses were the result of a lot of hard work by the students, the Middle Area teachers and also the parents.

Bishop Lesley Tomlinson Confirmed the candidates, sealing the Holy Spirit within them and then watched over the candidates as they received the Eucharist for the first time. On August 17th, many Grade 3 students received Reconciliation for the first time.

In semester two, the Area Masses were a high point for each area. The Senior Area celebrated their Mass on Friday August 15th; the Feast day of St Bonaventure, who received his name from St Francis of Assisi. The Junior Area celebrated their Mass on Friday August 19th and the Middle Area were unable to have their Mass due to ill health.

On August 10th the students were treated to a mini Michael Mangan concert in the Josephinum. The students loved Michael's upbeat yet meaningful songs about Jesus, Mary and God. After the concert, we purchased a number of Michael's new music CDs and an Easter musical.

In Term 4 we held our bi-annual 'Socktober' to help raise money for Catholic Mission. Students and staff wore socks all over their bodies in a colourful display of solidarity for students in Thailand. We raised \$314.20 for Catholic Mission from this colourful day.

On November the 11th, students from 5/6CN, 5/6SH and 5/6LR attended the Remembrance Day service at the Cobram Cenotaph, contributing by reading and singing. On Thursday November 17th, 5/6JB and 5/6JC attended the Remembrance Day service at Ottrey Lodge, with all students representing our school in a reverent and respectful manner on both occasions.

Our annual Anointing Mass and luncheon for parishioners was held on Thursday November 24th. The Grade 6 students sat with the parishioners at Mass and the Grade 5 students read the readings for the Mass. The Grade 6 students then escorted the parishioners to the Josephinum for a light luncheon. The students' behaviour was impeccable and they received many thanks from the parishioners.

On the 8th of December we held our second annual Grade 6 Graduation Liturgy Presentation evening. This was a time for the Grade 6 students to reflect on their time at St Joseph's. The evening was filled with prayer, songs and memories. The students' families and school staff joined the students to celebrate their time at St Joseph's.

Our '2016 End of Year Mass' was held on Thursday December 15th. Each area was represented by students in various roles throughout the Mass, with all of the students singing beautifully and participated eagerly in the Mass.

This year has seen our Sacred Space take form. On Wednesday June 22nd, Louise Levy – CEO Indigenous Liaison and Treaahna Hamm – Artist in Residence, held a workshop for the senior students looking at our local indigenous story and totems. After a lot of preparation, the concreting for our Sacred Space was completed on Tuesday November 29th. The stencils for the totems and cross were placed in the concrete and the eldest student from each family placed their handprint in the concrete. After this, the redgum seating was installed and an outer concrete circle was laid around the Sacred Space. The mosaic work on the totems, cross and river will be completed by staff in 2017.

Our Sacred Space will be a place to take classes for lessons on: indigenous perspective, religious education, the environment and for reflection.

F.I.R.E. Carriers – our first group of student F.I.R.E. Carriers were commissioned on Tuesday November 29th. The 27 students from Grade 5/6 completed a workshop on Friday November 18th to learn about being a F.I.R.E Carrier in preparation for the commissioning. The F.I.R.E Carriers will be working to promote understanding of indigenous issues and will organise Reconciliation Week and Sorry Day activities.

The goals achieved this year were:

F.I.R.E Carriers:

Twenty- seven students were commissioned as F.I.R.E Carriers, we received our school F.I.R.E Carrier Flame and we promoted the F.I.R.E Carrier message across the school.

Catholic Identity:

Our Catholic Identity Symbols book was revised, published and installed in every classroom. We also purchased indigenous crosses to be installed in each classroom in Term 1 2017.

Thank you to everyone who contributed to making 2016 a successful year. We look forward to evolving and growing in 2017.

Teaching & Learning Report 2015

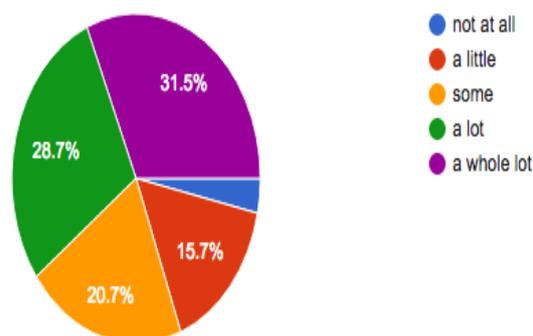
Writing was once again our whole school focus. After being accepted into the Inquiry Mindset, Helen Timperely project we committed to eight days professional development for all four of the Unit Leaders, Principal and Deputy. Writing Vocabulary was an area in which we felt needed exploring. We wanted to find a focus that could be drilled down into from Foundation to Year 6.

Digging deeper into writing through staff meetings held with CEO support and leadership, sentence structure came out of the data. We had months of discussion and data gathering. We explored hunches and worked with focus students in the area of sentence structure.

We surveyed every student in the school to gather a student voice. In Foundation, One, Two we have focused on drawing before we write. The graph below depicts the student's response about drawing. Over 50% of students like to draw a lot. Teachers have found this process supportive of those students who need this type of scaffolding in their writing time.

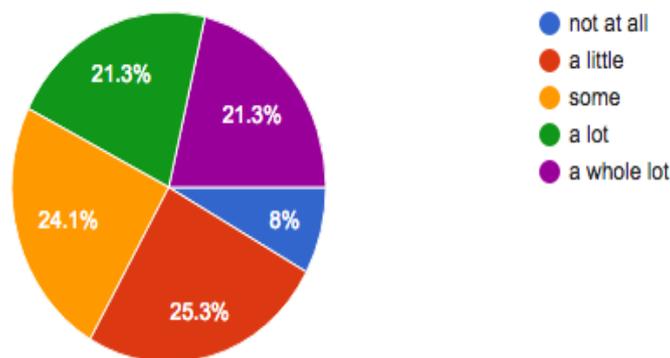
Student voice data – “GRAPHS”

I like to draw. (324 responses)



The graph below shows that just over 40% of students like writing. 50% like it somewhat or a little. This information is from Foundation to Year 6.

I like writing. (324 responses)



Professional learning communities (PLC) continued to become a part of the culture here at St. Joseph's in 2016. Unit leaders were able to build their capacity and by term four they were mapping out the agendas for the PLC's.

Part of our Inquiry Mindset professional learning was to take a video and share with colleagues. The leadership team started the process and filmed themselves working with their target students. We then watched these back in our PLC's. We then opened the invitation up to all staff members and videoed each one working with their target students. For most of the staff this was the first time they had experienced anything like this. Professional reading was also encouraged throughout the year, with a focus on writing.

NAPLAN:

An improvement in Writing to “Within Range” was a very positive outcome, as writing has been our whole school focus. The improvement was in both Year 3 and Year 5. We will continue to work on writing in 2017.

NAPLAN 2016

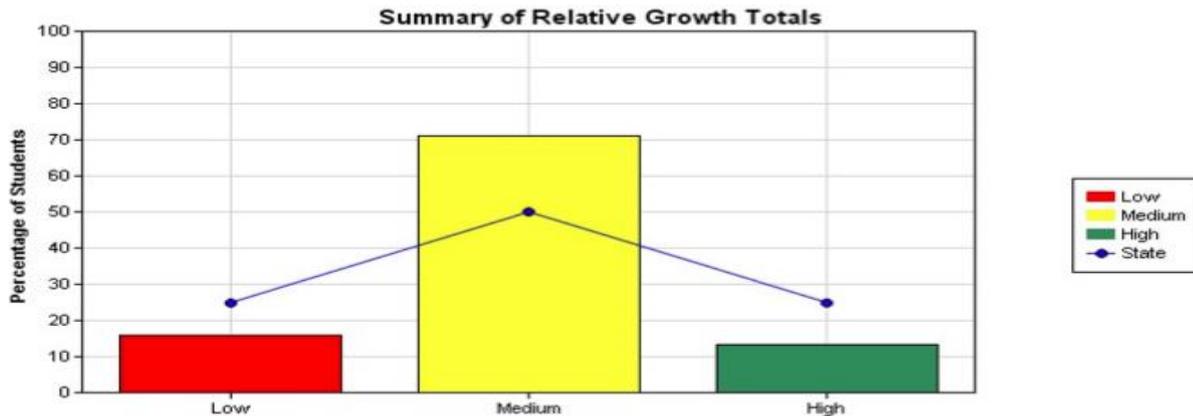
SE (MEAN)		13		11		15		15		9	
ST JOSEPH'S COBRAM		Reading		Writing		Spelling		Grammar & Punctuation		Numeracy	
Year 3	State Mean	438		436		428		448		415	
	School Mean	410		418		388		402		386	
	School Range	384	436	396	440	358	418	372	432	368	404
	Significance	Significant Difference		Within Range		Significant Difference		Significant Difference		Significant Difference	
SE (MEAN)		12		8		11		13		7	
Year 5	State Mean	511		491		499		510		504	
	School Mean	481		462		468		481		463	
	School Range	457	505	446	478	446	490	455	507	449	477
	Significance	Significant Difference									
Relative Growth	State	25.50%		25.00%		25.00%		25.00%		25.00%	
	School	38.33%		16.67%		37.22%		32.45%		41.33%	

The relative growth graph below shows six of our Year 5 students have made low growth. Twenty-seven have made medium growth and only five students have made high growth in Writing. As discussed in our PLC's we would like to see more high growth in our students.

Date : 30/08/2016
Time : 3:04:09 PM

ST JOSEPH'S SCHOOL
Relative Growth Report - Graphical Summary for WRITING
National Assessment Program - Literacy and Numeracy Tests 2016
Year 5 - Class: All

[View - Information about this report](#)



	Low	Medium	High	Totals
Percentage of students - State	25	50	25	100
Percentage of students - School	15.79	71.05	13.16	100
No of Students - School	6	27	5	38

TESTING:

The testing timetable was followed again this year. Pat Maths, Pat R, Observation Surveys, Naplan, Fountas & Pinnell being the main test undertaken by the appropriate children at the appropriate time of year. Each unit also has a reading data wall that is updated regularly and teachers discuss student progress in Professional Learning Communities.

VICTORIAN CURRICULUM:

St. Joseph's started using the Victorian Curriculum in 2016. Each unit worked collaboratively to ensure that a scope and sequences was correctly documented for each subject area. With planning underway for 2017 and units all working together to ensure that all the curriculum is being covered in a two year cycle. Leadership also attended the Master Class for Victorian Curriculum ran by the CEO as professional development. Leadership has also committed to continue this in 2017.

Sarah Iddles

Value added – Curricular & Extra Curricular Activities

Physical Education Program

This gives the children the opportunity to take part in outdoor movement games, coordination and fitness activities on a consistent basis each week.

Camps

Each year, at each level of the school, each child is involved in some form of school camp or outdoor activity. At St. Josephs we conduct these at each year level as follows.

Prep - Picnic and activities at nearby location during school hours.

Gr. 1 - After school twilight activities

Gr. 2 – After school activities, evening meal and a sleepover at school

Gr. 3 and 4 –1 night sleepover and 2 days at an 'out of school' camp

Gr. 5 – 2 nights sleepover and 3 days at Harrietville, includes 1 day at the snow

Gr. 6 – 3 nights and 4 days Urban Camp Melbourne

Music

Grade 5/6 students participated in 'Festival of the Sacred'

Our school employs a part time music teacher, Carolyn Cassidy, who conducts weekly music lessons with each class throughout the week during the school year.

Biannual Gr. 5/6 production.

Excursions/Incursions

Most excursions occur during school hours and are directly related to what the children are studying in each area e.g. Grade 2 'Animals', unit of work involved an excursion to the Kyabram Fauna Park.

Sustainability

The school conducted a vertically planned unit of work on the topic of sustainability. The school has completed the SETS – School Environmental Tracking System Module, the SEMP – Strategic Environmental Management Plan and has developed a Sustainability Policy.

Inquiry Learning

This approach to teaching will continue to have a positive impact on our students and compliment the way individuals learn, building skills and cooperative attitudes.

Computers On Wheels (C.O.W.S.) / Technology

Preparation underway to introduce 1 to 1 laptops in the Grade 5/6 classes. The ratio of 1:2 in Grade 1/2 and 3/4 area. Foundation students have access to iPads as well as a bank of laptops.

Some classrooms have established their own class blogs, digital portfolios etc. It is hoped with further in servicing and resources in this area our children will grow in the application of technology skills.

Mothers' & Fathers' Day Lunch

Each year we celebrate our families by inviting our children's parents to share lunch with their children. Grandparents and special friends are also invited to attend. This has been a valuable way of involving more people with the work of our school.

Water Safety Programs

Each child at the school takes part in a water safety program at one of the local pools. Each lesson was overseen by a qualified Austswim swimming instructor.

School / Zone / Inter-school sports

Each child at our school was involved in our school's sport day which occurred at the end of third term. Each child was allocated a house colour to represent and accumulated points for that team via participation in various sporting events.

Grade 4, 5 and 6 students were given the opportunity to take part in school events in swimming, cross country and athletics and successful competitors were invited to attend Zone events, usually held in Shepparton.

Grade 5 and 6 the children also took part in Lightning Premierships in Soccer, Football, Netball and Softball against other schools in the area.

Grade 5 and 6 students also have the opportunity to try out for various sports such as soccer, football, netball, basketball and tennis at a regional level and the opportunity if selected to go on to state level.

L.O.T.E.

Kerry Quinn Auslan teacher Grades 1 – 6.

Community Involvement

All areas of the school are involved in the wider community.

Prep students visit the local kindergartens as part of the Transition program.

Grade 3/4 students organise activities with the students at the Special Developmental School.

Grade 5/6 students make regular visits to the local aged care facilities e.g. making and then delivering chocolates.

Organise the Annual Mass of Anointing which is followed by a light luncheon catered for by the students.

Senior Leadership Groups organise and plan special events that involve other school groups under the guidance of the Well-Being Officer and in conjunction with Community House Youth Foundation person.

Annual participation by the whole school in Project Compassion, Caritas K's, Biggest Morning Tea, collection of non-perishable food for the local branch of St. Vincent de Paul Society and family participation in weekend Mass particularly in the seasons of Advent and Lent. Senior students volunteer to be rostered on the Meals on Wheels Project. The students, under the supervision of a parent, assist with the delivery of meals to the sick and elderly.

Student Wellbeing

Child Safety is an area of the most fundamental importance at St Joseph's School. As part of our moral and legal responsibilities, the Wellbeing focus for 2016 was spent strengthening strategies for the safekeeping of our young people. The Ministerial Order No.870 specified that schools must develop strategies and appropriate education in regards to student attendance, healthy and respectful relationships, resilience and child abuse awareness and prevention.

In consultation with CEO legal team, new policies, which are required by law to ensure St Joseph's fulfill their VRQA requirements of the Seven Safety Standards of Child Safe, were written, ratified and shared with staff and the St Joseph's wider community. Jamie Edwards from the CEO in-serviced all staff on the legal and moral obligation of these policies and assisted in formulating the following policies:

- Child safe Policy
- Failure to Disclose Policy
- Failure to Protect Policy.
- Grooming Policy
- Reporting and responding - Protect
- Employment & Volunteer Policy & Procedure.
- Employment-Guidelines.
- Mandatory Reporting Policy.
- Social Media and Digital Citizenship Policy
- Volunteers Policy
- Working With Children Checks Policy and Procedures
- Code of Conduct Staff
- Code of Conduct Volunteer

The St Joseph Web Site and a Google Site were created to inform staff and parents of relevant policies and foster an environment of openness and inclusiveness. This will continue to be an ongoing process.

There was a continued focus on Improving the PBIS data collection and reporting system

- Focused on data on bullying to inform strategies to implement to prevent and decrease bullying.
- There was a continued review of the current Behaviour Management/Education Policy ensuring it continued to align itself to PBIS. In particular Outside Behaviour was revisited with a focus on Active Supervision at all times.
- Escalation One page plans were introduced to support those children with additional behaviour needs. All staff was in serviced and participated in the process of writing these plans. Checking in regularly, with children with high behavioural needs and implementing the

use of a Safety Teacher and return to playground plan were introduced as part of Behaviour Management/Education Policy.

A generic Risk Assessment template was introduced. All excursion, incursions and special days are assessed in the light of potential risk to students and adults. This is the beginning of a process to ensure all foreseeable risks are minimised.

Emily Gough the Wellbeing Officer was farewelled at the end of 2016. Her support and expertise will be greatly missed by the children and staff.

Virginia O'Sullivan - Pastoral Wellbeing Coordinator

Leadership & Management

Leadership Formation

- Professional Development – Inquiry Mindset
- Professional Learning Teams.
- Preparation for 1:1 laptops in Senior Area
- Analysing data at all levels of the school to improve student learning outcomes.
- Continued emphasis on shared leadership.
- Maintenance

Achievements

- Clarity around roles and expectations.
- Implementation of Professional Learning Team implementation in all areas of the school.
- Planned GAFE Professional Development set in place for Term 1, 2015

Expenditure and Teacher Participation in Professional Learning

\$16,360.00 spent on Professional Learning Costs
21 staff participated in professional development off site.

TOTAL SPENT PER STAFF MEMBER (Including admin & Integration Aides.)
APPROXIMATELY \$ 780.00 per Staff member.

All staff have participated in Professional Learning throughout, 2016 with 21 staff participating in off site.

Examples are:

A.F.S. Workshops & Pay 3K	Inquiry Mindset
A3 Training Days	Languages PD
Accelerus Report Maker	Leadership Conference
Administration Conference	Leadership Discussion – School services
Arts Network days – Festival of the Sacred	Learning Leaders Network Days
Austswim	Mandatory Reporting E Module – All staff
Autism Network Days	Music Curriculum Days
Behaviour Management - Dan Petri	Numeracy Network Days
Budget Workshops	Ob Surveys PD
C.P.R. – Whole Staff	Occupational Health & Safety
Asthma & Anaphylaxis	P.B.I.S Network Days
Child Safe - Intense PD	Professional Learning Teams PD
Critical Incident Training	Religious Education Coordinators' Network Days
Data Analysis - SRC Surveys – NAPLAN etc.	Using SPA Data Analysis
Diocesan Briefings	Social Justice Network
Dyslexia PD	Strategies for dealing with Autism – Sue Larkey
Emergency Management	Student Leadership Day Planning
First Aid Training	Well-Being Network Days

School Community

St. Joseph's Fete Committee

Anna De Bourg and Dallas Koch organised a very success Twilight Fete on Friday 18th March from 4:00pm to 8:00pm.

On behalf of the Fete Committee I would like to extend an enormous thank you to all parents and teachers who donated their ideas, energy and time in the lead up and on the day of the fete.

Running a fete is a very big project that could not eventuate without the commitment of many. The Fete Committee were an amazing group of people to work with. Their dedication to the school is very admirable. Thank you to each and every one of you.

The Fete Committee is exceptionally pleased with the results of this year's fete. It was really wonderful to see so many parents passionate about re-establishing the tradition of the School Fete.

Our aim was to regenerate the enthusiasm of the school community and to provide an event that brought the broader Cobram community together and we feel that we succeeded with this very well! It was a really fabulous and fun night. We took some risks, changing the format to a twilight and trying some new stalls and now have a great foundation to work with next year.

It was really wonderful to see so many new families getting involved. We hope that we can build on this next year. Giving just a little bit of time can have such a big impact and it is great to see their parents getting involved and supporting their school.

The fete raised approximately \$18,500 which is a wonderful achievement. The Fete Committee has had some discussions with Mrs Joan Moriarty and Mrs Sarah Iddles as to how this money will be spent. We look forward to updating you all once a decision has been made.

Anna DuBourg

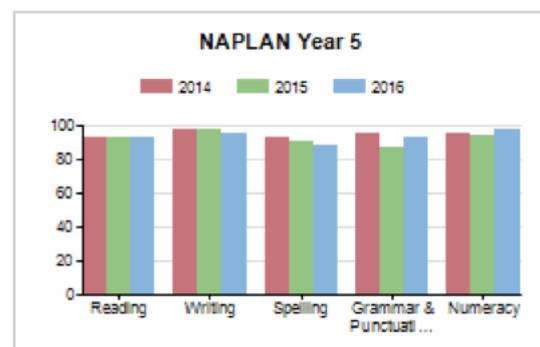
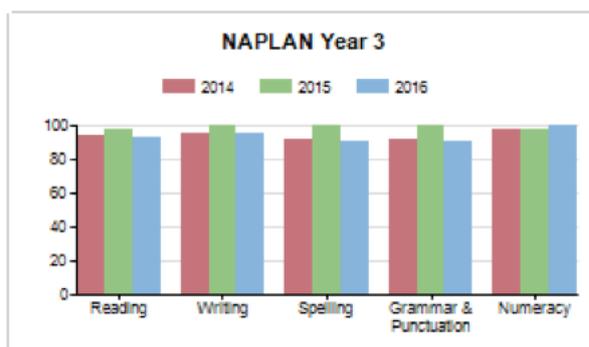
Fete Secretary

VRQA Compliance Data

E3029

St Joseph's School, Cobram

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	93.9	98.2	4.3	93.0	-5.2
YR 03 Writing	95.9	100.0	4.1	95.3	-4.7
YR 03 Spelling	91.8	100.0	8.2	90.7	-9.3
YR 03 Grammar & Punctuation	91.8	100.0	8.2	90.7	-9.3
YR 03 Numeracy	98.0	98.2	0.2	100.0	1.8
YR 05 Reading	92.9	92.7	-0.2	92.7	0.0
YR 05 Writing	97.7	98.1	0.4	95.2	-2.9
YR 05 Spelling	93.0	90.7	-2.3	88.1	-2.6
YR 05 Grammar & Punctuation	95.3	87.0	-8.3	92.9	5.9
YR 05 Numeracy	95.3	94.4	-0.9	97.6	3.2



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.53
Y02	91.68
Y03	92.47
Y04	94.32
Y05	91.63
Y06	91.63
Overall average attendance	92.54

Students of school age (six to fifteen years) resident in Victoria are required to be in full-time attendance at a government or registered non-government school unless they are receiving approved home tuition, have a shared enrolment with a specialist setting, have received exemption from the Regional Director (Schools) or are enrolled in distance education.

All enrolled students are expected to attend all of each school day.

Class teachers will mark the attendance roll first thing in the morning session and first thing in the afternoon session each day.

Class teachers will record reason for absence if known in the roll

If a child is absent due to school commitments, e.g. Zone, this is noted in the roll.

Teachers will send a list of absent children to the office daily.

Attendance records will be entered into relevant computer program weekly.

Attendance and absence records will form part of each child's half-year and end of year progress reports to parents.

Parents of absent students are required to provide a written note, detailing the reason/s for absence. These notes are to be retained in each student's personal file.

Absence notes are collected by the class teacher and passed to the office at the end of each term.

Long term absence needs to be accompanied by a medical certificate if illness/ medical condition is given as a reason for absence.

Staff members are to bring to the attention of the Principal or Deputy Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.

The Principal/ Deputy Principal will, after consulting with the teacher, attendance records will follow the Attendance Policy the school has in place.

TEACHING STAFF ATTENDANCE RATE

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.39%

STAFF RETENTION RATE

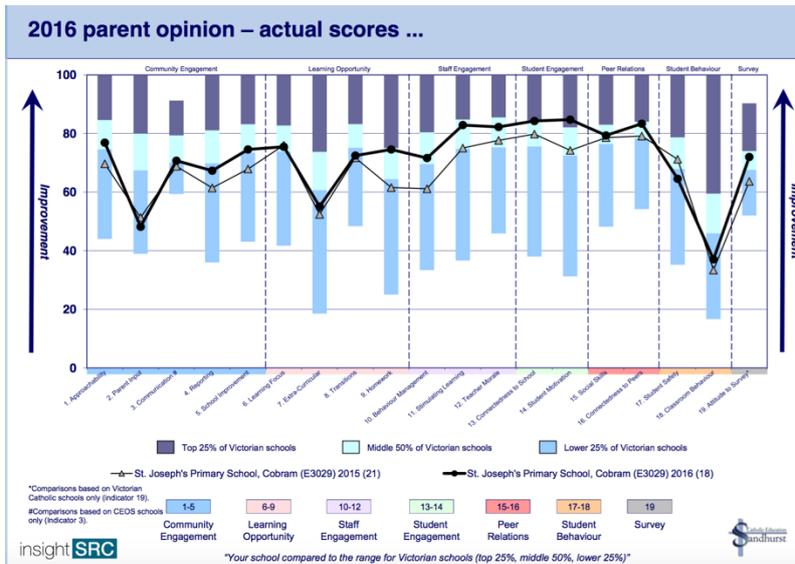
STAFF RETENTION RATE	
Staff Retention Rate	88.00%

TEACHER QUALIFICATIONS

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	25.00%
Certificate Graduate	0.00%
Degree Bachelor	65.00%
Diploma Advanced	50.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	17
FTE Teaching Staff	15.000
Non-Teaching Staff (Head Count)	5
FTE Non-Teaching Staff	3.030
Indigenous Teaching Staff	1



The Insight SRC data from 2016 has shown growth in majority of the areas. The students attitude and satisfaction around St. Joseph's has significantly improved.

