



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

St Joseph's Primary School Cobram

2019

REGISTERED SCHOOL NUMBER: E3029



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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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

24th April 2020

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

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

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

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

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

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.

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 awareness of social justice issues in our world—locally & globally.

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

Leadership

At St. Joseph's School we all co-create a vision for a community in which all may have life in abundance (John 10:10) and where student flourishing is the core purpose.

Action:
Build capacity of Learning Leaders, with a focus on Learning by attending Learning Leader meetings and PLTs.

Action:
Take part in the Pipeline Leadership Program to transform community and shape culture.

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.

Action:
Ongoing implementation and evaluation of Visible Learning.

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

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

Stewardship of Resources

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

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

Action:
Formalise fee paying process.

Principal - Ms Lucy Keath
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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

Principal's Report

At St. Joseph's in 2019, we continued to work with the students, educationally, spiritually and academically. We started the year with 302.4 Students and 16 classrooms, which consisted of three Foundation classes, two year 1 classes, two year 2 classes, four 3/4 classes and four 5/6 classes.

2019 saw leadership within the senior school continue to help our community. Each child in Grade 6 had the opportunity to apply for positions of leadership. The leaders worked in groups with a teacher to make suggestions, improvements and this allowed for student voice.

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

In 2019, the parents continued the opportunity to work beside the teachers and with their children in parent teacher interviews and goal setting in the classroom. Dan Petro continued to work with 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. This was our last year with Dan as he is travelling and working back in the U.S.A. Kalenna Pont our Wellbeing Officer took family leave and Richard Gatcum took over supporting our students and their parents 5 days a week.

The Grade 5/6 students were fantastic leaders and had a brilliant week away in Canberra for the first time. They were gone for 3 nights and 4 days. The Grade 3/4 students had 2 nights in Beechworth. The junior students went to Echuca for the day. The Grade 2 students had a fun night at the school sleepover in first term. 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 Coco the school dog.

In late 2018 Banjo our school dog passed away. It was with great excitement at the end of first term that we introduced Coco to the school community. Coco is a Lagrotto. She loves water and loves to run around, be with the children and play with her toys.

In 2019 it was decided due to lack of numbers and assistance that the Fete would not go ahead and would become a bi annual event. It was then decided a fund-raising committee would gather ideas and raise money in small pockets throughout the year. The school was involved in a school disco, sausage sizzle, colour fun run, cherry fundraiser, pie drive and easter egg raffle.

In 2019 we unfortunately lost one of our beautiful staff members. Miss Shelley Clancy had been in the school for ?? years and died suddenly at home. Her memory will be with the St. Joseph's Community forever. We miss her dearly daily.

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 2019 we continued with our kitchen/ garden program. Mrs Carmel O'Dwyer. With local donations of 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.

Majority of our learning spaces had break out spaces for children that need a quiet space. And alot of our children are now working in a shared space with other children.

The senior school had their Senior Spectacular performances- Joey's on Broadway which was written by the Senior School Teachers and performed by the children over 2 evenings. The performances were full of dancing, singing and acting.

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. This year was particularly difficult with losing such a valued member of our community Miss Clancy. Thank you for your ongoing support and we look forward to 2020 and the adventures that it will bring.

Lucy Keath
Principal



School Education Board Report

During 2019 the Advisory council meet twice a term and made suggestions and changes in regards to master plan, building project, fundraising, awards and lots more.

During 2019 a lot of time was spent on building drawings and making sure we were right to begin our building at the start of 2020.

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 2020.



Education in Faith

Goals & Intended Outcomes

In 2019, St. Joseph's continued to draw on the expertise and support of our CEO team members to review and develop a number of areas in Catholic Identity. The main focus was Our Action Research Project where representatives from each of the three Learning Communities, together with our Catholic Identity Leader and Bernadette Casey (CEO) looked at our Charism and developed Units of Work to be implemented in 2020. While the Core Team initially met to determine what we wanted and discussed how this might look; several staff meeting sessions were allocated to share and receive feedback from whole staff. As our school awards are shared biannually with St. Joseph and the Mercy Sisters values as models; and with 2020 being St. Joseph Awards, we decided we would teach our Charism units in the alternative year to the Mercy awards. Lee Pethybridge (CEO) continued to work with staff in familiarizing them with the Source of Life program as well as working with individual Learning Communities to support collaborative planning. We had some staff begin studies to gain accreditation to teach RE. Our Grade 6 Leaders participated in a Leadership Day run by Kylie Smith (CEO) as well as Kylie working with staff to discuss prayer and present the Praying As One resource.

We celebrated Eucharist as a school community on special Feasts throughout the year and within our individual learning communities. Where possible, we tried to connect with our Parishioners, whether through making prayer cards for St. Joseph's Day or inviting them to participate in our celebrations. The Sacramental program; preparing students to be Confirmed and receive Eucharist for the first time began with a parent meeting; followed by weekly small group sessions. We were fortunate to have Maria Weatherill (CEO) speak to our parents at this meeting. The program for the Sacrament of Reconciliation was held later in the year with parents using the Diocesan 'Steps in Faith' program to prepare their children at home. St. Joseph awards were presented to students displaying qualities of the Mercy nuns; in particular our very own Sr. Mary Austin (the last nun to reside here in Cobram).

This year our Student Leader Social Justice Team were the drive behind many days to support worthy causes; reminding us of our responsibility to help those in need, whether due to financial, physical or emotional difficulties. We supported Caritas' annual Project Compassion cause. We collected non-perishable items for our local St. Vincent de Paul conference; presenting these to a representative at our Feast of the Sacred Heart (Poor Man's Mass). In October, each Learning Community along with the Social Justice Leaders, organised various stalls to raise money for Catholic Missions. At the end of the year, our annual Giving Tree collection took on a new look with families and staff being asked to donate 'Christmas-like' food and household essentials to give to families within our school community struggling.

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.

Indigenous perspectives was an area we wanted to develop and implement across all KLA's so we began some Professional Development with Louise Levy and Michael Chisolm (CEO); allocating several staff meetings to establish prior knowledge and look at what resources we had within the school. This will be an ongoing commitment in 2020. Our school community celebrated National Aboriginal & Torres Strait Islander Children's Day with an Incursion presented by TAG (Traditional Aboriginal Games), providing students with experience in Traditional Games, Traditional Art, Woka (Language) and Wala (Dance).

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.

In early Term 4 disbelief and sadness engulfed our community with the death of Miss Shelley Clancy. We gathered as staff, as classes and as families in prayer and community, to provide comfort and support, to put words to our grief and share our memories of our treasured teacher, colleague and friend Miss Clancy. We shared a special paraliturgy as a whole school, reflecting and remembering Shelley's special gifts and what she meant to us. While this was a very challenging time, we banded together, reaching out in love, care and support to Shelley's family and each other. We were also humbled by the kindness and generosity of our colleagues who took time from their school communities to support us.

Achievements

Our Research Action Project: Charism was planned and will be implemented and evaluated in Term 3 of 2020.

As a school, we encouraged families and staff to place non-perishable 'Christmas' goodies and essentials; rather than gifts, under our Giving Tree which were then distributed to our families.

Timetabling in 2019 has continued to provide 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 Embed Learning Intentions and Success Criteria across the school

To continue our visible learning journey with Corwin Press and St. Joseph's Benalla to increase student outcomes and teacher confidence through visible learning.

Achievements

Collaborative learning and planning was a continued focus for staff in 2019 and this was enhanced 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 2019. 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 continued our learning journey with evidence into action days and every staff member set a learning goal and worked for a term to achieve their goal. On our last day together we shared our goals and celebrated the success that all staff had made through their learning and student progress.

Staff continued to learn and develop learning intentions and success criteria across the entire school. Staff continued to collaborate and build their skills in this area. Our next step is to build learning intentions and success criteria together with the students.

M. A. T (Motivated Actioned Thinkers) has been introduced this year. We have six headings that have been explicitly taught throughout the year and will continue to develop these into 2020.



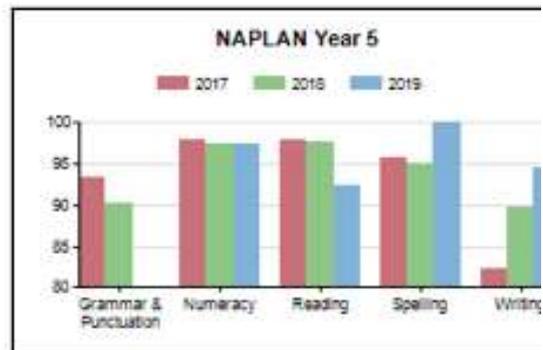
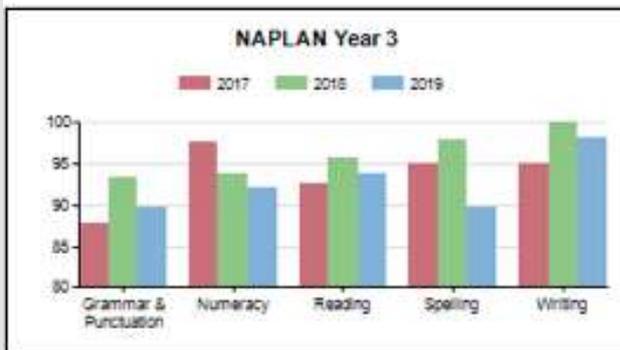
The three learning leaders and deputy principal attended the Visible Learning Conference in Melbourne for three days. We were lucky enough to work with John Hattie, Shirley Clark, Doug Fisher and Simon Breakspear and it was an amazing learning experience. We were able to come back and share many different ideas and experiences with the staff.

STUDENT LEARNING OUTCOMES

E3029
St Joseph's School, Cobram

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	87.8	93.3	5.5	89.6	-3.7
YR 03 Numeracy	97.6	93.8	-3.8	92.0	-1.8
YR 03 Reading	92.7	95.7	3.0	93.8	-1.9
YR 03 Spelling	95.1	97.8	2.7	89.6	-8.2
YR 03 Writing	95.1	100.0	4.9	98.0	-2.0
YR 05 Grammar & Punctuation	93.3	90.2	-3.1	75.7	-14.5
YR 05 Numeracy	97.8	97.5	-0.3	97.4	-0.1
YR 05 Reading	97.8	97.6	-0.2	92.3	-5.3
YR 05 Spelling	95.6	95.1	-0.5	100.0	4.9
YR 05 Writing	82.2	89.7	7.5	94.6	4.9



In Grade 3 we have stayed steady in all areas apart from spelling. 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 growth in Spelling and Writing, while reading, and Numeracy have stayed stable. Grammar and Punctuation has decreased over the 3 year period. Significant professional development given in reading, writing and SMART Spelling over the last 2 years.

Student Wellbeing

Goals & Intended Outcomes

Support Tier 2 and Tier 3 students with additional behaviour needs
Professional Development and support for staff in PBIS and the Behaviour Education Procedure
PBIS Review Team continue to work through action plan
Continuing to cover outcomes of RRRR program

Achievements

Developing and building positive relationships with students is a proven way to help improve behaviour. We continued beginning to build positive Teacher-Student relationships by doing specific activities on Orientation Day and continuing with all class teachers sending a postcard during the holidays.

The PBIS review team continued to meet with Jamie Edwards three times a term. They worked through the action plan, putting together lesson plans and videos of the Always Respectful components from our matrix. There was a representative from each learning community on the review team and either Sarah or Lucy was present at each meeting.

Monty continued her work as the Wellbeing Officer running social skills groups, promoting attendance and being the school liaison for the RRRR curriculum. Richard Gatum took over 5 days a week in Term 4 as Monty went on maternity leave. Richard implemented the ALERTS program with groups of students, ran social skills groups, attended meetings as part of a students care team, organised hampers for families with toiletries and household items, among many other duties.

The Behaviour Management Team continued to meet with Dan Petro for ongoing professional development. They met frequently 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. PD was given on how to log incidents and to ensure that the data was available to help make decisions.

Playgroup continued to run every Thursday with Fiona James taking over its operation. It was well attended and there were a variety of activities and experiences.

Coco began the 2019 school year as our new school support dog and quickly became an important part of the school. She continued to be a support to many students. She spent time in classrooms and several children took over the responsibility of feeding her, keeping her water full, bathing her or taking her for walks.

Breakfast club continued to run 5 days a week, overseen by Richard. Supplies for the breakfast club were mainly covered by the school, with some bread being provided by Baker's Delight. Moira Foodshare provided some items, but they were often out of date or not suitable (eg sugary cereals).

The RRRR program outcomes were 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. Topic 8 Positive Gender Relations was covered in 2019. A letter was sent home to parents outlining the content and explaining that teachers would modify activities to suit their class, for example they may omit some examples or scenarios and substitute with others more appropriate to the needs of their class, while still meeting the required objectives.

The Junior Learning Community attended a Ditto presentation about body safety to protect themselves from sexual assault and focused teaching children to avoid a wide range of potentially unsafe situations.

Staff PD was given on PBIS and the structure of the 3 tiers. Clarity was given to what each tier entailed, what supports were for all students and then how they differentiated and became more individualised for Tiers 2 and 3. This explained why supports could vary so much from student to student and how escalation plans trump the PBIS flowchart for those students.

Our Whole School PBIS incentive system changed in 2019. Previously, teachers handed out tickets, which were put in the office. Steph or the PBIS Student Leadership group would collate these by hand to determine individual and Learning Community champs. There was a lucky dip for the PBIS luncheon. We changed over to a house point system using the existing house colours. Each class has a tally chart and teachers give out points based on the PBIS matrix or for other positive acts. The Student Leadership Group comes around and adds up the points for each house and displays the totals for each house and whole school. Whole school rewards will be given throughout the year, which will not be food based and there is a house cup as the grand prize for the winning house at the end of the year.

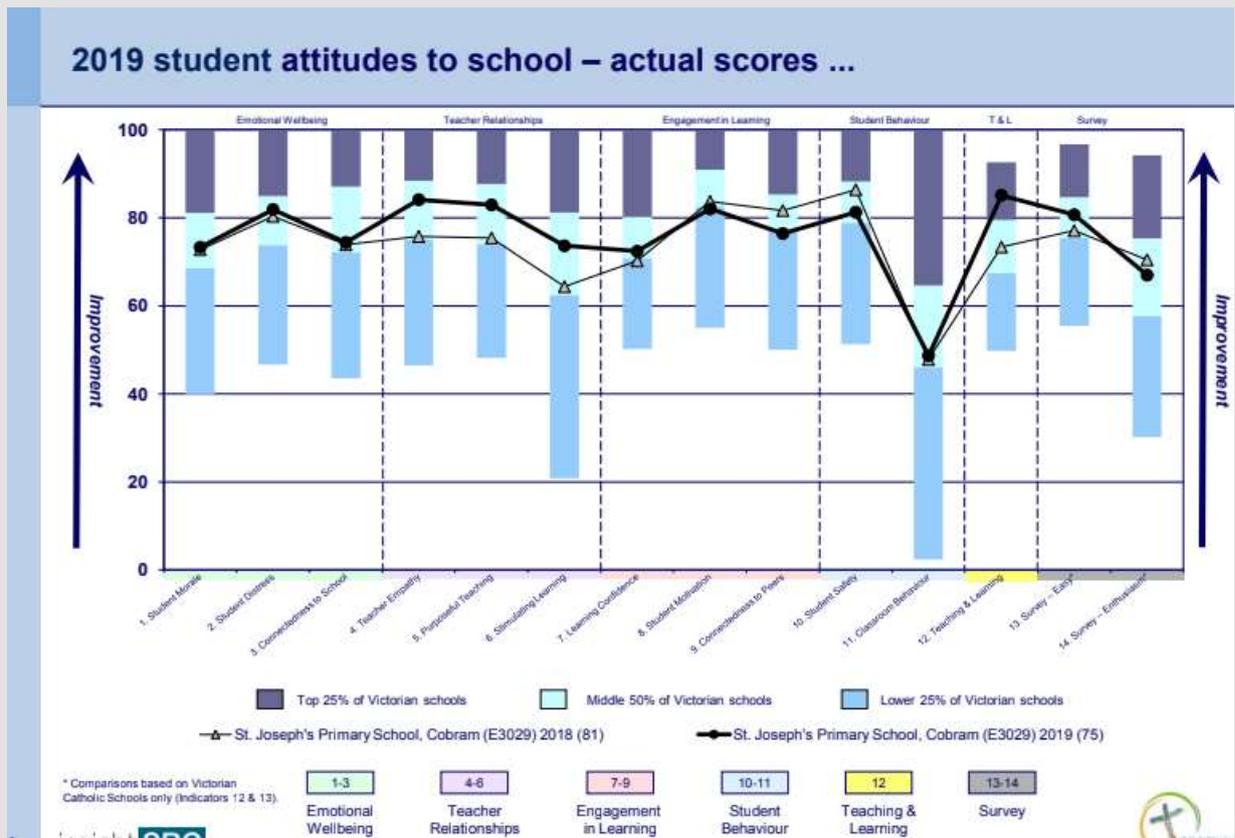
We had Healthy Haorld booked in Term 4, but due to sudden health issues of the Educator, it was unable to be rescheduled and had to be cancelled. We have a booking for Term 3 in 2020.

As part of the Laptop Learner's Licence, all students from Grades 3-6 learned about cyber safety, keeping personal information private, their network of trusted adults, where and how to seek help and how to deal with cyberbullying.

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 make decisions
 Daily breakfast program
 4 day Wellbeing Officer Role was increased to 5
 Resource of Lessons and videos to teach social skills completed for Always Respectful
 PD for staff about PBIS and the 3 tiers of support

STUDENT SATISFACTION



This student data shows us that there has been growth in teacher relationships and teaching and learning. This data over the last 3 years has continued to grow, with our Visible learning journey we are happy to see growth in enthusiasm around their learning. During 2019 we have seen changes to student wellbeing as well which we hope will be demonstrated in 2020 Insight SRC.

STUDENT ATTENDANCE

Students attendance is recorded on SIMON. A text message is sent to parents each day at 9:30 if children's absences have not been recorded. Classroom teachers and secretary check for any unknown absences after 2 days to leadership.



Child Safe Standards

Goals and Intended Outcomes

- To continue to refer to the Child Safe Standards in planning
- To consider Child Safe Standards in risk assessments
- 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 includes a Child Safe component
- Volunteers induction, outlines 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
- Ditto program was attended by all students in F-2. This and Healthy Harold have been rebooked
- Child Safe Standards incorporated into online safety portion of Laptop Learner's Licence
- Wellbeing Officer and Leader of Wellbeing as resources for staff regarding Child Safe Standards
- Child Safe Standards were more embedded in planning and risk assessments
- All students in Grades 3-6 learned about their network of trusted adults and where to go for help if they feel unsafe as part of Laptop Learner's Licence



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

Achievements

All staff trained in SMART Spelling

All staff involved in continuous learning for First Aid annually

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 2019

Whole Staff Visible Learning PD
 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
 First Aid
 Child Safe Training
 SMART Spelling
 Seasons for Growth

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

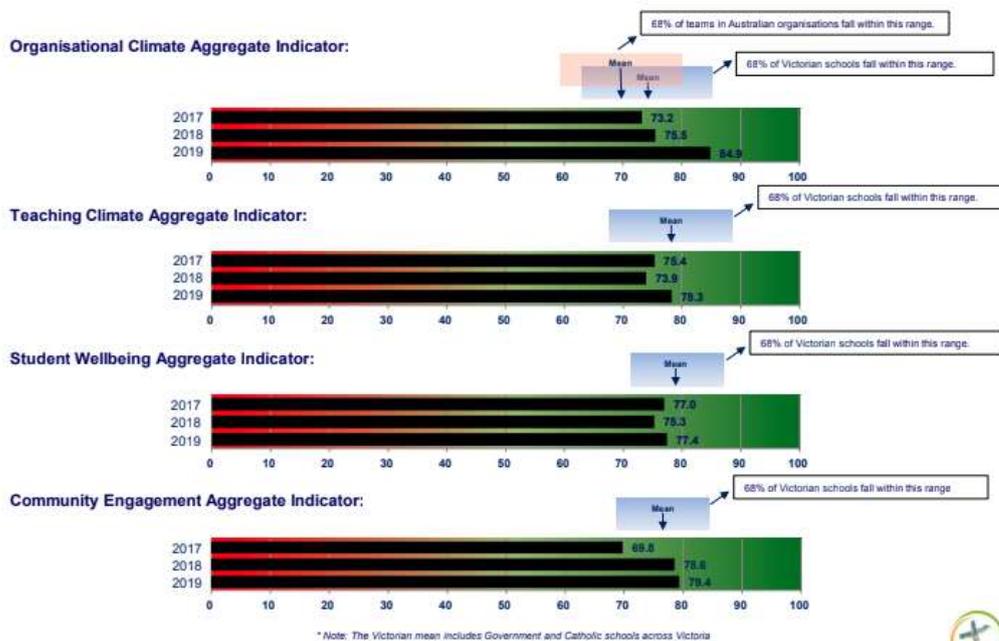
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AVERAGE EXPENDITURE PER TEACHER FOR PL

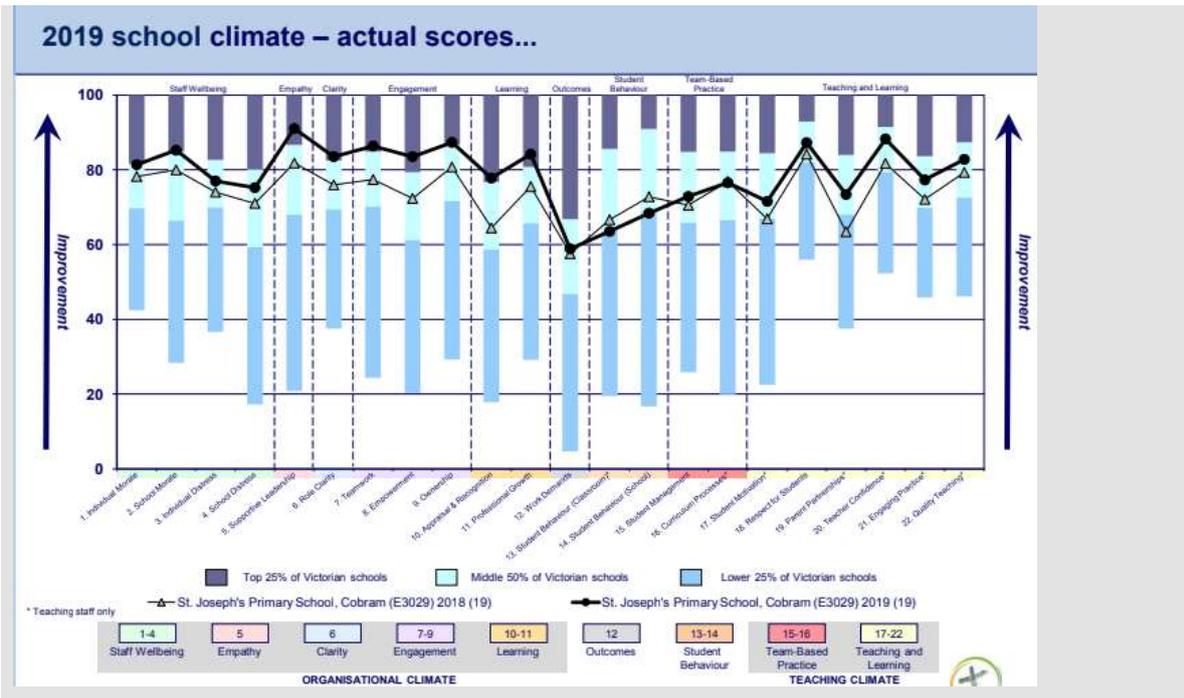
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TEACHER SATISFACTION

2019 aggregate indicators – actual scores with 2 years' historical data ...



During 2019 we have seen significant growth in most areas of the survey. We have a Behaviour Support Team that meets fortnightly. We have a PBIS team that meets 3 times a term. We are constantly looking at ways to continually motivate and teach the children of St. Joseph's.



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

Achievements

Varied and different fundraisers

The Advisory Council continued to run meetings twice a term.

Parent Information Evenings have been run to inform parents about Sacraments and areas of the curriculum eg Maths.

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

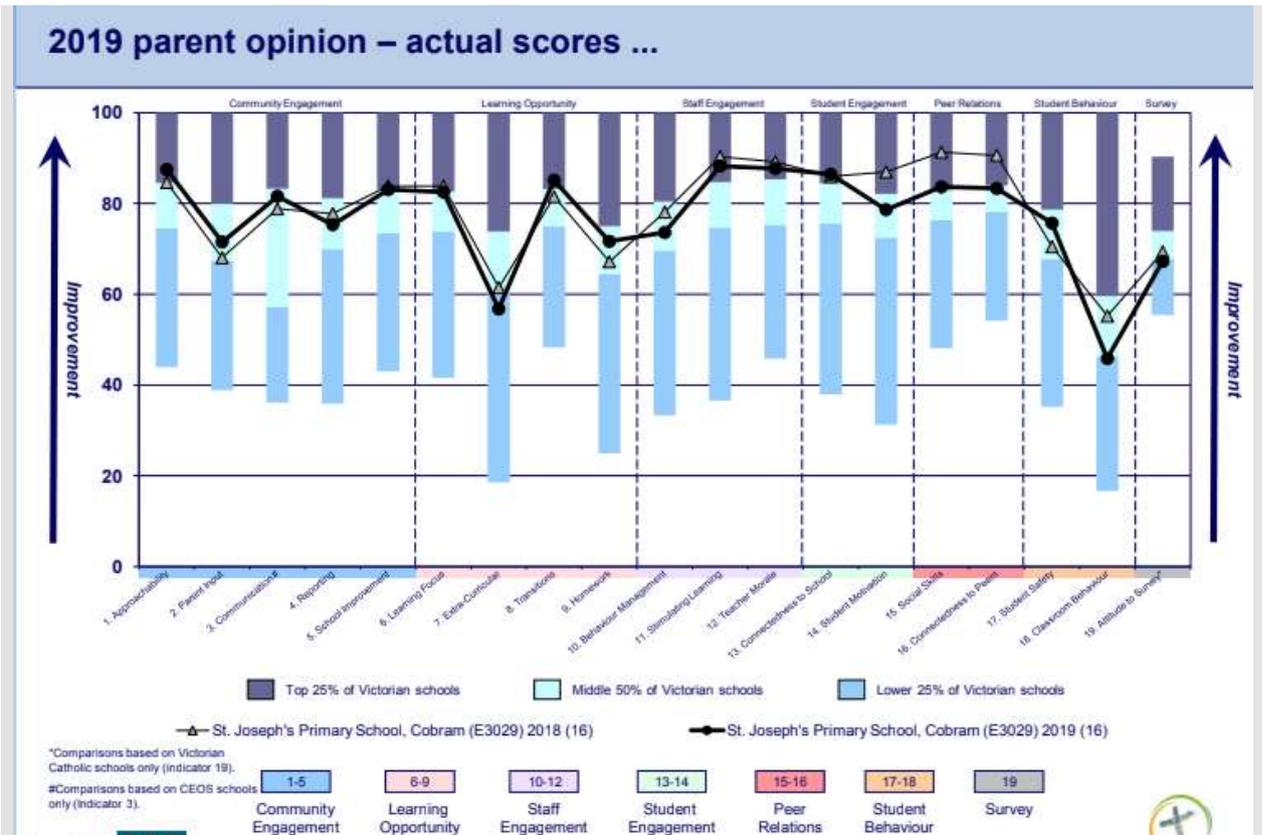
Students in Grade 5 were involved in Bush Kinder with Punt Road Childcare Centre. Meals on Wheels continued to run. The school was involved in all important days throughout the year and was represented in Cobram.

Children did some school advertising on the radio for Open Day and Education Week.

Grade 3/4 were involved in curriculum of Picaso Cow. They designed and painted a life size cow to put in the school grounds.

Grade 5/6 were involved in Senior School Spectacular- 2 performance nights for the school and wider community

PARENT SATISFACTION



The Parent Opinion survey has remained steady, during 2020 we want to create more experiences for community events with links to the Parish and 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 was a difficult year in many ways beginning our year with the loss of a parent and at the end of the year losing a staff member. While these were challenging times, together the St. Joseph's community worked and supported each other and the children through these tough times.

2020 will see the community of St. Joseph's continuing to work together for the better of the students and families of our community.

Our Master plan was completed and the refurbishment of the senior block and administration area will be the main focus for 2020. So, that our students can be in a learning space that is functional, spacious and be fun for all our learners.

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.

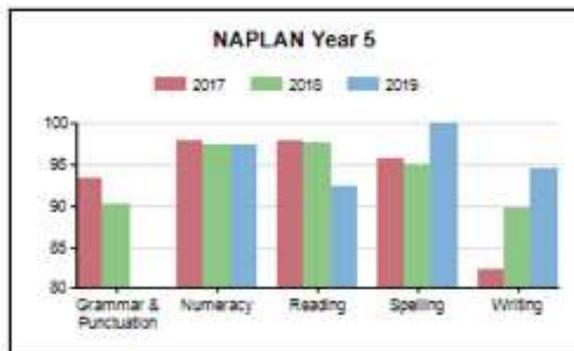
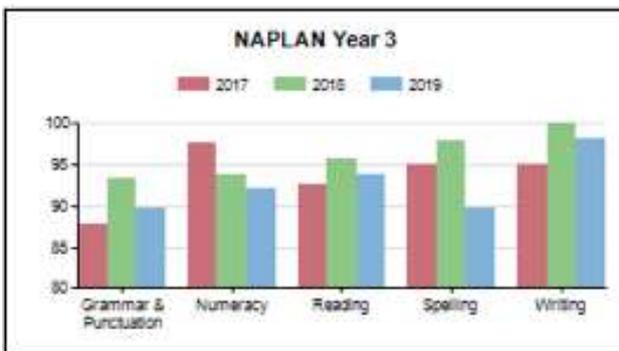
Lucy Keath

Principal.

School Performance Data Summary

E3029
St Joseph's School, Cobram

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	87.8	93.3	5.5	89.6	-3.7
YR 03 Numeracy	97.6	93.8	-3.8	92.0	-1.8
YR 03 Reading	92.7	95.7	3.0	93.8	-1.9
YR 03 Spelling	95.1	97.8	2.7	89.6	-8.2
YR 03 Writing	95.1	100.0	4.9	98.0	-2.0
YR 05 Grammar & Punctuation	93.3	90.2	-3.1	75.7	-14.5
YR 05 Numeracy	97.8	97.5	-0.3	97.4	-0.1
YR 05 Reading	97.8	97.6	-0.2	92.3	-5.3
YR 05 Spelling	95.6	95.1	-0.5	100.0	4.9
YR 05 Writing	82.2	89.7	7.5	94.6	4.9



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		89.8
Y02		89.1
Y03		91.0
Y04		91.0
Y05		89.0
Y06		90.3
Overall average attendance		90.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	92.3%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	86.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	4.5%
Graduate	18.2%
Graduate Certificate	0.0%
Bachelor Degree	72.7%
Advanced Diploma	45.5%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	25
Teaching Staff (FTE)	22.5
Non-Teaching Staff (Headcount)	13
Non-Teaching Staff (FTE)	10.9
Indigenous Teaching Staff (Headcount)	0

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