



ANNUAL REPORT

TO THE SCHOOL
COMMUNITY

**St. JOSEPH'S PRIMARY SCHOOL
COBRAM**

2017

REGISTERED SCHOOL NUMBER: 1152

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Contact Details

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Minimum Standards Attestation

I, Lucy Keath, 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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

28th January 2018

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

School Overview

St Joseph's, Cobram is a Catholic co-educational primary school of 315 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

2017 seems to have flown by. At St. Joseph's, we continued to work with the students, educationally, spiritually and academically. We started the year with 314 students and 14 classrooms, which consisted of two Foundation classes, four 1/2 classes, four 3/4 classes and four 5/6 classes.

This year we continued to work on the Inquiry Cycle with Helen Timperly for school improvement in the area. This was led by a team of leaders from St. Joseph's. The teachers were also involved in professional development in Writer's Workshop, Sir John Jones and Aboriginal Perspectives. The staff also visited other schools to look at different educational philosophies and pedagogy. This led to a decision to be part of a learning journey for 3 years based on John Hattie's Visible Learning, beginning in 2018.

In 2017, the parents were given 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. Bree Fitzpatrick our Wellbeing Officer supported our students and their parents 3 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 spent the day in Albury. Foundation students attended an excursion to Mansfield Zoo and the Grade 1/2 students had a day in Echuca. 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.

The Fete Committee worked tirelessly again in 2017 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 the cubby house. The students were part of a design competition for the cubby house.

In 2017 we formed an Advisory Council, to support the staff and leadership team. Their input, conversations and thought has been a valuable asset.

This year cannot be forgotten, with the amazing production of Seussical. Seussical was performed by the Grade 5/6 students and led by Mrs Carolyn Cassidy and the Grade 5/6 team.

During 2017 we made changes to the bell times, new carpet was placed in the junior classrooms and seating was placed around the trees in the yard.

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.

We have a large, vibrant group of Foundation students coming in 2018 and we look forward to their educational journey beginning. We also have new families coming into the district and we look forward to them being part of the St. Joseph's family.

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. Thank you to the leadership team who have worked hard to assist and walk beside me in my new role as Principal. In 2018 we look forward to a new leadership structure with 3 learning communities of Junior, Middle and Senior.

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 2018 and the adventures that it will bring.

Lucy Keath

Principal



School Community

St. Joseph's Fete Committee

2017 headed up a great fete with its 39th year running. We had a robust team of people that came forward and took on roles and responsibilities to run this very successful event. There was an opportunity to laugh, sing, eat, play games, buy produce, food. This year at the fete we had local produce, face painting, show bags, inflatable rides, a dunk tank, animal nursery, Bucking Bull and tasty food delights such as bbq, Italian and Indian cuisine. The good old favourites of chips, popcorn and fairy floss were also a highlight.

The fete committee have been working hard since the end of 2016 to make sure that we have fun, support the school and local businesses so that everyone has a great afternoon and night. The children did performances of singing and dancing for the crowds, local people got dunked on the dunk tank, lucky it was a warm night! The children also enjoyed activities from going on the train, kicking the soccer ball in the inflatable soccer pitch and

We welcome the Bishop of Sandhurst, Bishop Leslie Tomlinson to the event, he enjoyed eating dinner and meeting our Parish family.

We continued to have amazing support from the school families, local businesses and the Cobram and district community. We cannot thank everyone enough for the support they gave through generous donations for this school event. We receive significant support for our spinning wheels, silent auction, food stalls, electrical requirements and local emergency services. We thank you! We know the \$20,000 raised will be spent wisely at the school for the children to enjoy.

Education in Faith

Goals & Intended Outcomes

On the 5th Anniversary of Sr Austin's passing, we gathered as a school with Parish members, Mrs Joan Moriarty and Fr John Corcoran to remember Sr Austin and name our library 'Coolock' This was the first house that Catherine McAuley inherited and made into a home for struggling people.

Our house colours were named during 2017. Yellow is Austin, Mercy is Blue, Ellis is Green and Red is McAuley.

This year saw our Sacred Space completed. Louise Levy – CEO Indigenous Liaison and Treahna Hamm – Artist in Residence, worked with Jo-Ann Bennett, students and teachers to complete the mosaic and totems. Our Sacred Space will be a place to take classes for lessons on indigenous perspective, religious education, the environment and for reflection.

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

Achievements

The goals achieved this year were:

The naming of our library - Coolock.

House colours were named

Students were commissioned as F.I.R.E Carriers. We received our school F.I.R.E Carrier Flame and promoted the F.I.R.E Carrier message across the school. Our Catholic Identity Symbols book was revised, published and installed in every classroom. We purchased indigenous crosses which were installed in all classrooms in Term 1 2017.

VALUE ADDED

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

Sacramental Programs, Aboriginal Culture and Awareness Activities, Social Justice Activities, Masses, Liturgies and Faith community evenings.

Learning & Teaching

Goals & Intended Outcomes

St. Joseph's goal for the annual action plan 2017 was: *To Develop a Teaching and Learning Philosophy.*

This has been achieved, however we will continue to come back to this in 2018.

Achievements

1:1 laptops were introduced into the senior school and 1:2 in the middle school. Math Pathways was also introduced into the senior area with two key leaders attending a train the trainer model.

The Foundation teachers have worked closely with Catherine Cardoso from the CEO, to focus on planning and the literacy block. They also attended a learning walk at Kangaroo Flat Primary School with the focus being on the literacy block and high expectations around reading and planning.

Staff attended a two-day learning walk to various schools in our Diocese. They visited St. Liborious, Bendigo and St Francis of the Fields, Strathfieldsaye. Staff then visited Wodonga Primary School, a Visual Learning School and St. Francis of the Fields, a Kathy Walker school. Staff recorded their thoughts during the learning walk and these were discussed at a staff meeting. This opportunity spring boarded into looking deeper at our Learning & Teaching Philosophy.

The Plus One model in reading allows each teacher to work explicitly with 2 reading groups each day. This allowed every child the opportunity to be involved on a daily basis in an explicit reading group focusing specifically on their individual reading needs. Reading levels and growth across the Unit has been evident. The doors were opened between the classrooms for the literacy block. Teaching as a whole cohort allowed the students to work with like reading needs in teacher groups and mixed ability in activity groups. As a result, the students have developed new friendships and working relationships with their peers.

STUDENT LEARNING OUTCOMES

In Year 3 the Numeracy data has been similar in the last years, we have seen a decline in Reading, Writing, Spelling and Punctuation. In 2017 there have been gains in the area of Spelling.

Year 5 Data indicates that there has been an increase in all areas apart from Writing. St. Joseph's saw significant growth in Reading and Spelling in 2017. In 2017 we have seen a decline in the area of Writing.

Student Wellbeing

Goals & Intended Outcomes

Begin audit and review of PBIS implementation across the school
Professional Development of Behaviour Management Team with Dan Petro
Continue with education and implementation of Child Safe Standards
Support Tier 3 students with additional behaviour needs
Professional Development for staff in developing one page Behaviour Management Plans

Achievements

In 2017 St Joseph's started on its journey to develop and implement processes to enhance its positive environment and improve behaviour education strategies. A review team was formed and the process of promoting, and revisiting PBIS framework began. The review of PBIS framework is a long-term project for the school. The team meets fortnightly. This year roles were allocated, staff were interviewed and an Action Plan was formulated.

A Behaviour Management Team was formed. This team took part in some intensive professional development led by Dan Petro and CEO's Jamie Edwards. This team meets on a regular basis to support and care for all students but especially those with additional behaviour needs. Decisions and actions are made after reviewing and analysing data collected

St Joseph's welcomed Bree Fitzpatrick who stepped into the role of Wellbeing Officer. Bree's experience and active involvement in school life has been invaluable. Bree had individual counselling sessions with some children, as well as running "Seasons" for a range of students at St Joseph's having experienced grief or loss in their personal lives.

After professional development with Behaviour Analyst -Dan Petro, One Page Plans were reviewed and modified into working documents for students with challenging behaviours. These plans provide valuable information for all staff, in particular Specialist and Casual Relief Teachers. These plans will be continued to be refined and additional supports such as daily check in and checkouts will continue to support these children.

St Joseph's under the guidance of Madonna Flanagan initiated a Playgroup that operates every Thursday morning. This playgroup offers the families at St Joseph's and the wider community a chance to socialise, while their children participate in some structured play. It also promotes St Joseph's as an educational option for future prospective future enrolments.

Banjo, St Joseph's resident dog became part of the school community. Interaction with Banjo encourages and improves children's confidence, health and wellbeing for children with particular needs.

A breakfast club operates on a Monday, Wednesday and Friday. This has been very popular for children who come to school with insufficient nourishment. We are truly grateful for the sponsors with in the local community who have sponsored this program.

St Joseph's School Cobram uses the SAS2000 Program "Period Absences" to record daily Attendance and Non-Attendance of its' students.

Classroom Teachers mark classroom paper rolls at 9.30am and 2.25pm.

Daily Rolls are then sent to the Administration Office and are duly recorded by Admin Staff into the SAS Program on a weekly basis.

Absence Reporting occurs:

1. Through the School Stream App
2. By Telephone message
3. By parent sending written and signed Absence notes

School Stream Notes and Telephone Advisement s are recorded in an Absentee Roll by Administration as they are received.

After 2 days absence with no reasoning the parents would be contacted by the school. If no further correspondence has been made the Wellbeing Officer and the Principal organise a meeting with parents to discuss this.

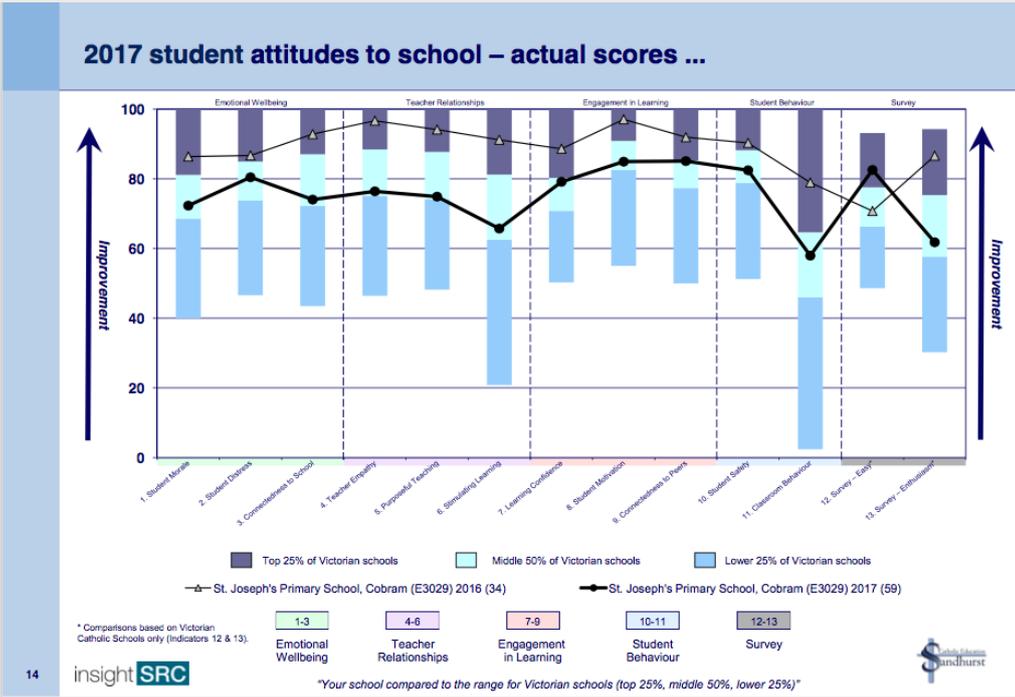
VALUE ADDED

For the community of St. Joseph's, the valued added has been a Behaviour Support Team that has been guided by expertise of Dan Petro. This has assisted with all children and staff within our community.

The employment of a Wellbeing Officer 3 days a week has made significant impact on the community of St. Joseph's

Banjo our resident dog has also made a large impact on the school community.

STUDENT SATISFACTION



During 2017 Student Attitude to school has dropped in all areas.



Child Safe Standards

Goals and Intended Outcomes

To continue to promote and understand the process when there were issues with both parents' children.

To have processes in place for having Volunteers in the school and on excursions.

Achievements

We have continued to promote a child safe environment with professional development with the Wellbeing Officer and the Leader of Wellbeing.

A group of teachers from each unit went and were part of training for RRRR.

We were able to obtain a grant for \$4,000.00 for training for RRRR.

Training continued with Mandatory Reporting

Students had incursions with Healthy Harold and Ditto (both awareness of children's bodies)

VALUE ADDED

Consistent approach around having volunteers in the school.

Validation around process of enrolment and attendance procedures.

Staff awareness of Child Safe Standards



Leadership & Management

Goals & Intended Outcomes

- Professional Development – Inquiry Mindset, Deb Sukarna's Writers Notebook, Math Pathways,
- Beginning of Advisory Board
- Professional Learning Teams.
- 1:1 laptops in Senior Area, Middle area and iPads in Junior school
- Analysing data at all levels of the school to improve student learning outcomes.
- Continued emphasis on shared leadership.
- Maintenance of School

Achievements

- Clarity around roles and expectations.
- Implementation of Professional Learning Team implementation in all areas of the school.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

Sir John Jones Professional Development
 Writers Notebook
 Inquiry Mindset
 Leadership Days
 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

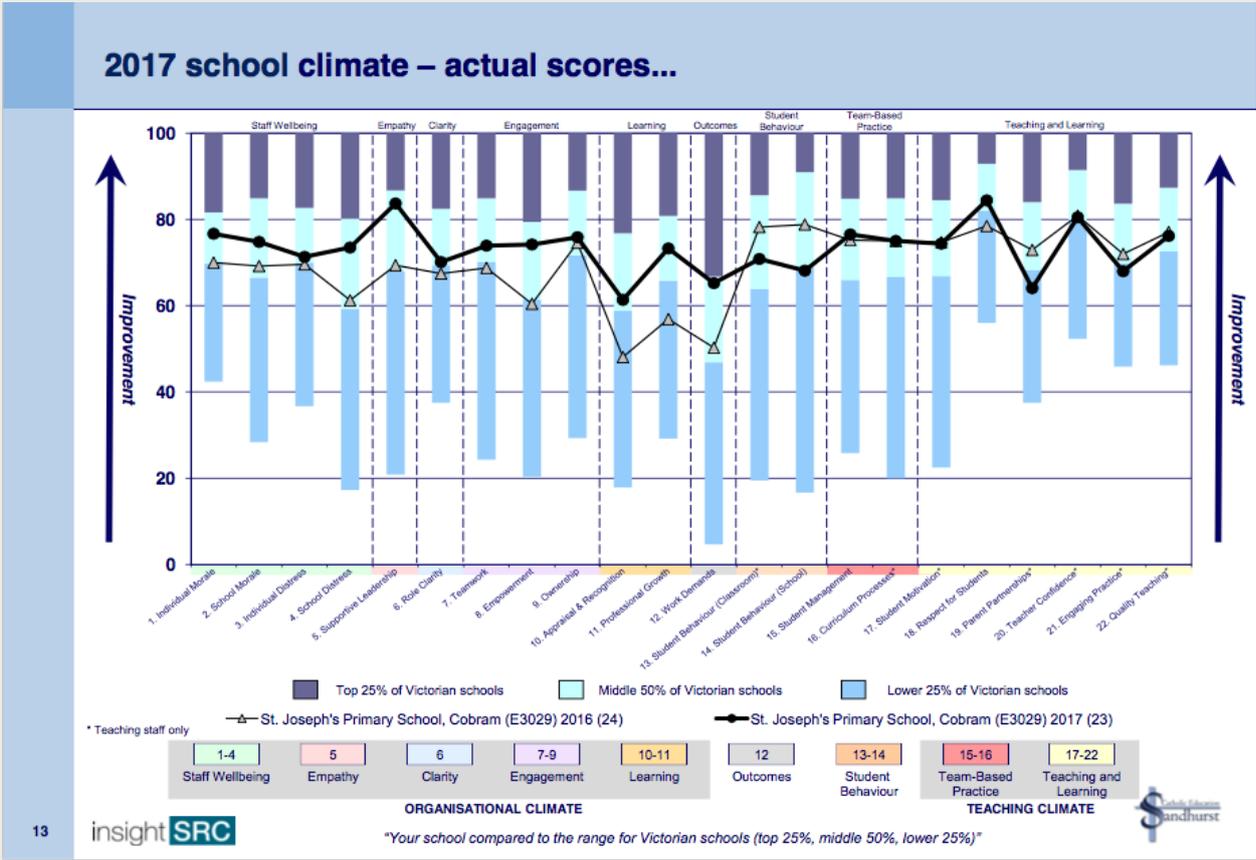
NUMBER OF TEACHERS WHO PARTICIPATED IN PL

24

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1044.00

TEACHER SATISFACTION



This survey indicates that there has been an increase in majority of the areas of this.

School Community

Goals & Intended Outcomes

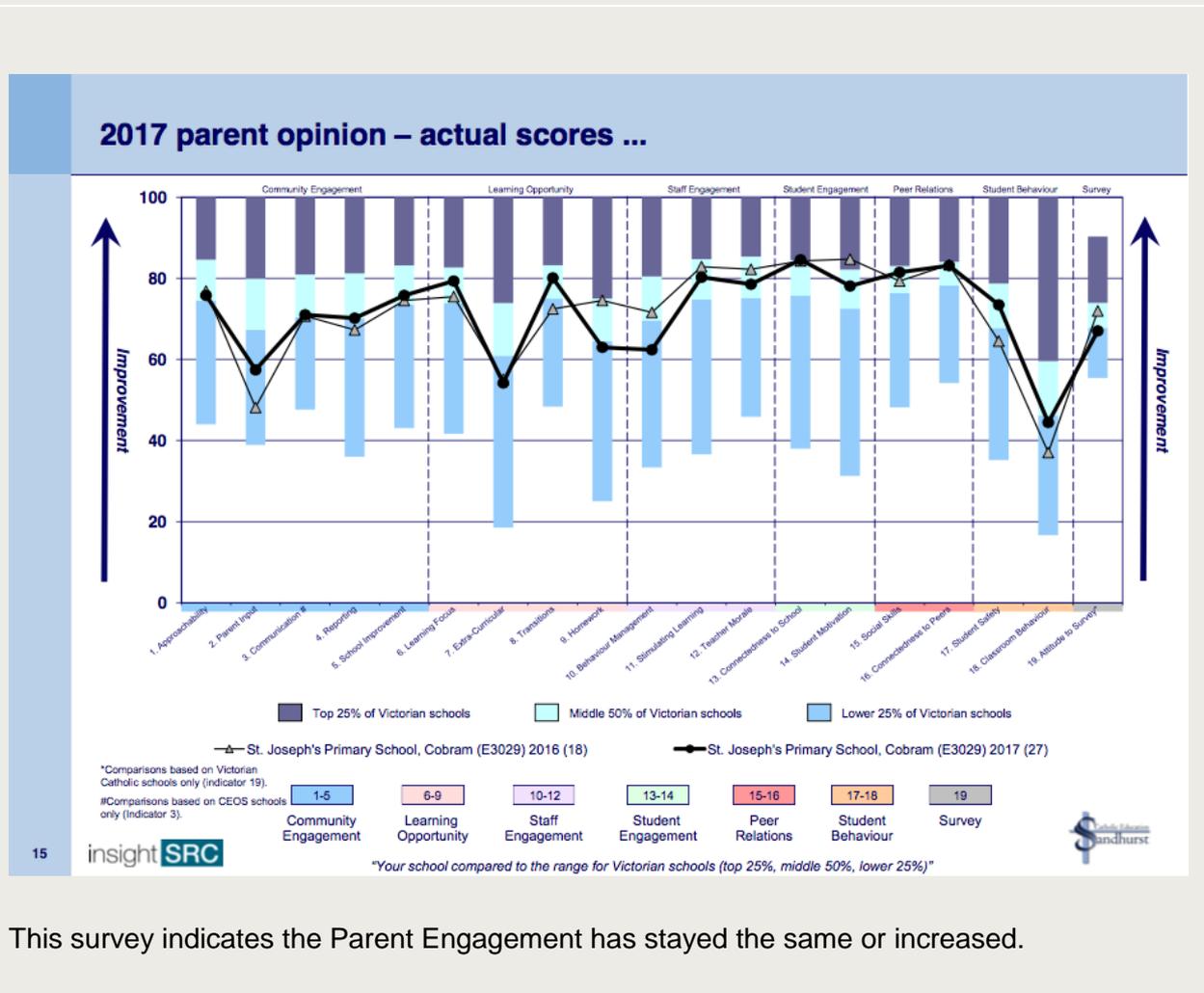
To have the community members have an active role in St. Joseph's School Community.

Achievements

The Advisory Council was developed and monthly meetings have been attended by members.

The School Fete continues to be a massive event for our community and a major fundraiser.

PARENT SATISFACTION



This survey indicates the Parent Engagement has stayed the same or increased.

Future Directions

It has been a fun filled year with lots of learning in various ways for all of our community. The educational journey for our staff has been second to none and the learning has been invaluable and the staff have begun a learning journey with Visible Learning- Corwin Press that will be continued throughout 2018. The leadership Team and Impact coaches will begin to work together for the collective good of the St. Joseph's students and their learning.

As a Catholic community, we continue to grow together in Gospel Values. We are committed to our school community and we will do everything in our power to support our schools Vision, Mission and Graduate Outcomes.

In 2018 we look forward to new staff, some open plan learning spaces and programs such as SIMON to assist with attendance and administration. MAPPEN will also be introduced to assist teachers with planning and delivery of lessons.

We are very proud of our school and would like to take this opportunity to thank everyone involved for making our school the best it can be!

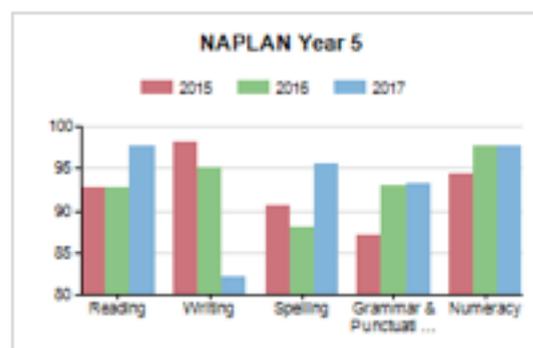
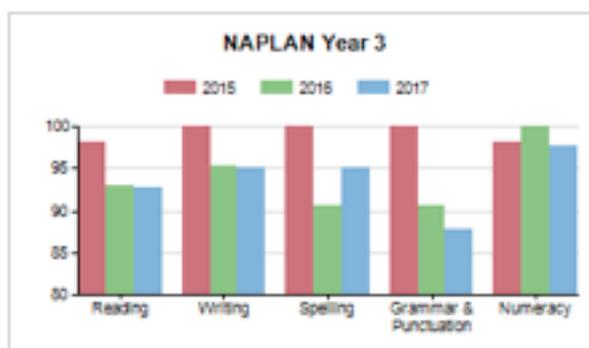
Yours Faithfully

Lucy Keath

Principal

School Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	100.0	90.7	-9.3	87.8	-2.9
YR 03 Numeracy	98.2	100.0	1.8	97.6	-2.4
YR 03 Reading	98.2	93.0	-5.2	92.7	-0.3
YR 03 Spelling	100.0	90.7	-9.3	95.1	4.4
YR 03 Writing	100.0	95.3	-4.7	95.1	-0.2
YR 05 Grammar & Punctuation	87.0	92.9	5.9	93.3	0.4
YR 05 Numeracy	94.4	97.6	3.2	97.8	0.2
YR 05 Reading	92.7	92.7	0.0	97.8	5.1
YR 05 Spelling	90.7	88.1	-2.6	95.6	7.5
YR 05 Writing	98.1	95.2	-2.9	82.2	-13.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	94.24
Y2	93.83
Y3	93.99
Y4	93.50
Y5	95.05
Y6	92.09
Overall average attendance	93.78

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	89.05%

STAFF RETENTION RATE	
Staff Retention Rate	91.30%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	20.00%
Certificate Graduate	0.00%
Degree Bachelor	70.00%
Diploma Advanced	55.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	25
FTE Teaching Staff	20.900
Non-Teaching Staff (Head Count)	18
FTE Non-Teaching Staff	24.470
Indigenous Teaching Staff	1

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