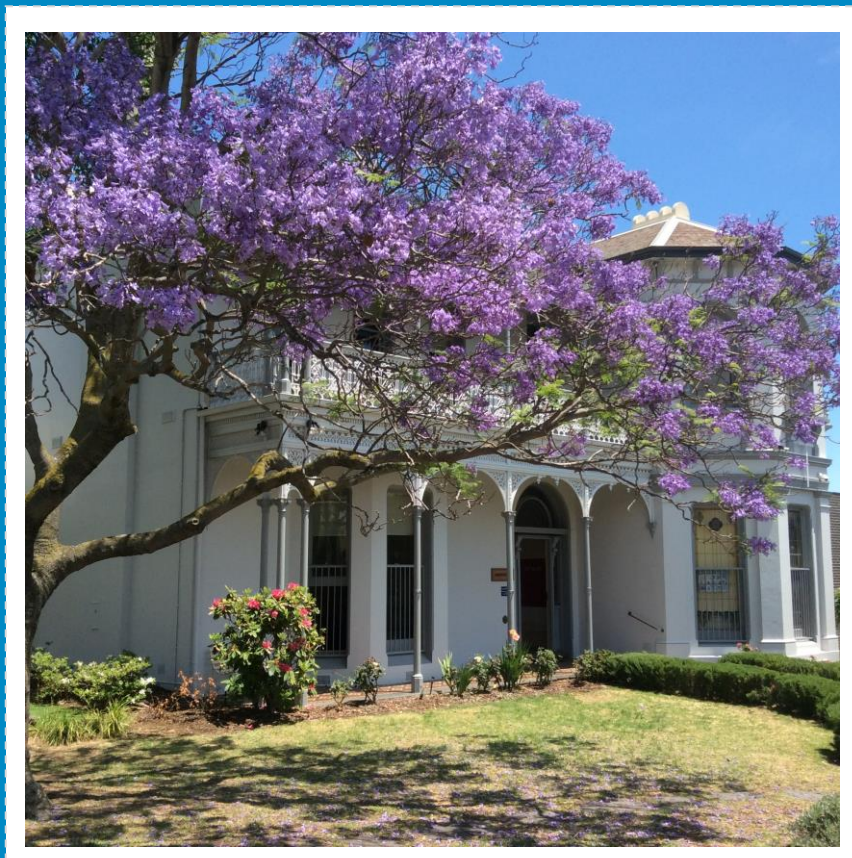




2016 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Joseph's Elsternwick



REGISTERED SCHOOL NUMBER: 1368

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ST. JOSEPH'S VISION & MISSION STATEMENT

Our Mission:

We believe that St Joseph's School finds its heart and its strength within the parish community. With this **encouragement** and **support**, we draw the **strength** to **endeavour** to fulfil our mission of providing a quality, contemporary, Catholic education for our students. We **empower** all learners to become **caring, competent, responsible** citizens who value education as a **lifelong** process.

Our Vision:

Learning to Know:

We strive to develop students who are **engaged** and **curious** about their learning and who are kind, **considerate** and **respectful** as people.

Learning to Do:

We are committed to developing **expert teachers** so that our learning environment is **student focused** and **striving for excellence**.

We strive to effectively engage all learners through meaningful, **contemporary** experiences that utilise new thinking and technologies.

Learning to Be:

We hold close the **values of Jesus Christ**, so that each person experiences love, forgiveness acceptance and hope.

We encourage everyone to reach their **full potential**.

Learning to Live Together:

We strive to develop a caring and respectful community that is considerate towards each other, other people and **the environment**.

We instil a **sense of resilience** in our students to assist them in dealing with life's inevitable challenges.

School Overview

St. Joseph's is a medium size school which reflects the ideals of Christ's teachings and encourages the full development of each individual child. The majority of children are baptised Catholics, but children from other denominations are also welcome. We are a vibrant and inclusive learning community, where collaboration and strong relationships are evident in all we do.

Religious education at St. Joseph's permeates relevant areas of the curriculum, through a 'Faith Inquiry' approach to teaching and learning. This is a way to ensure that Religious Education content is relevant, engaging and challenging for our students. Each year, the Year 3 children are prepared for the Sacraments of Reconciliation and Year 4 Eucharist and the Sacrament of Confirmation is received every second year, at the Year 5 and 6 level.



Our Parish Priest, Fr. Varghese Kattikattu was officially appointed in 2016.

The school has a projected enrolment of 340 children (2017) from a wide variety of socio-economic and ethnic backgrounds and student numbers have increased by 131% in the past 5yrs. Most of the children attending St. Joseph's were born in Australia, with approximately 15% of them having one or both parents born overseas.

Parental involvement in all aspects of school life is strong, valued and always encouraged. We have a Parish Education Board and there is also a most active Parents and Friends Association, which coordinates fundraising events and community building activities such as the school fete. All proceeds in 2016 went into the purchasing of a new Chromebooks, interactive projectors, a shade cloth structure and laptops for the students. Parents assist with curriculum programs e.g. Early Literacy activities, excursions and sports events. Parents also run basketball, netball and mixed sports classes before and after school.

Outdoor facilities at St. Joseph's are very good with several adventure playgrounds covered by shade-cloth structures. The rear playground area caters for accredited tennis lessons for our students before school each morning, and 2 netball and basketball training sessions a week before and after school.



All classrooms have interactive whiteboards/ projectors, iPads, computers and Chromebooks for the children's daily use, with connection to the internet. A flexible Chromebook, laptop and iPad program is used throughout the classrooms with a 1:1 access program to be introduced from Yr.3-6 in 2017. All class structures are straight, with 2 straight grades from Prep to Yr.6. Specialist teacher programs include Physical Education, Performing Arts, Library, Visual Arts and Italian. Music was introduced with great success across the school in 2016.

Principal's Report

Another year filled with exciting challenges and new beginnings in 2016. We celebrated and closed the year with an exceptional fete raising in excess of \$50,000, with all proceeds to target student resources and facilities in 2017. We also gathered for a fabulous combined bush dance and art show, showcasing the stunning student work in mini galleries spread throughout the school. We had 5 very successful Tournament of Minds teams, Zone Athletics, Football, Basketball and Netball Championships, ensuring our students were provided with many opportunities to show initiative, creativity and leadership. The student leaders continued to embrace leadership roles and worked collaboratively with a variety of teachers and other students to enhance the culture that is central to the St. Joseph's School philosophy of welcome and respect for one another. In addition, and led by our Sustainability Leader, we won the coveted **'Energy School of the Year'** at the Resource Smart Awards in 2016. The school maintained its **Resource Smart** registration, and we were also awarded a third star by 'Sustainability Victoria', reaching all energy targets. In 2016, the sustainability team focused on water efficiency and St. Joseph's remains one of 5 schools to maintain this high sustainability rating and registration. All toilets now use rainwater harvested from water tanks and the school will also look to strengthen its links with the Eco Centre and the Elster Creek Program.

Combined with MySchool data and ongoing Literacy/ Mathematics assessments, our students and school continues to achieve above like schools and educational endeavour and achievement is strong. The learning needs of those students who experience delay or difficulty with learning have been addressed through additional intervention programs, such as Numeracy Intervention, LLI, PERI and ERIK. The Teaching and Learning Leader, Additional Needs Leader and Literacy Leader have guided the staff on how to effectively address the needs of the high achieving students at St. Joseph's. In 2016, the school participated in Maths Olympiad and The Tournament of Minds, as these programs provided a great challenge to many students in Grades 5 and 6 in 2016.

The staff is a talented and dedicated team who worked collaboratively to ensure excellent learning outcomes for all students. A successful grant application in 2014 supported significant professional development in Literacy, a strong focus in 2016. A specific focus on reading comprehension, the staff from Yr.3-6 presented their findings and works at a CLLC symposium in Term 4.

The vibrant and active parent community worked tirelessly towards holding a variety of successful social and fundraising events, notably the incredibly success school fete, **Rio Carnival**. Other events and fundraising included: cake stalls, bush dance, sausage sizzles, Mother's Day morning tea and Father's Day breakfast (98% attendance), Grandparent's Day, and the annual parent social evening. These events provided the members of the St. Joseph's community many opportunities to come together to socialize and to support the school. Money raised was dedicated to new Chromebooks, iPads, laptops, new interactive technologies, capital works and contemporary student resources.

I thank my highly committed Parish Education Board who collaborated on many important initiatives in 2016, most significantly a new communication strategy and website. Our families continue to contribute significantly to the welcoming culture and spirit within the school community.

An excellent reputation within the broader community, the retention of senior students and the intake of another two prep classes ensures the contemporary facilities will adequately meet the demands of this growth. It is with a tremendous sense of satisfaction that we completed the 2016 school year and looked forward with anticipation and excitement to a period of increased growth, learning and wellbeing for all in the St Joseph's community.

Simon Collis (Principal)

Parish Priest's Report

St Joseph's Catholic Primary School, Elsternwick, bears a proud tradition of over seventy-five years' service to Catholic primary education in the Archdiocese of Melbourne. It began when the parish purchased "Cromarty Private Girls Academy" and used the premises to entrust to the Presentation Sisters for the primary education of our children. Their strong pastoral and educational gifts, supported by the loyal families of their students, saw a successful and flourishing educational resource established in our parish. The events of the past twelve months have served to highlight the achievements of our pioneers in establishing our school community.

Our unseen but hardworking Parents and Friends' Committee of the school organized and hosted many successful fundraising events throughout the school year, in particular the highly successful School Fete, Rio Carnival.

The religious needs of our children have been and continue to remain paramount in their education. There are weekly class visits by myself, and class Masses to which the parents are invited are prepared by and attended by the individual grades in the school. The faith education of the children follows the religious guidelines prepared by the Archdiocese and prepares the children to consider and encounter the modern challenges relating to issues of justice and mission that are the call of the Gospel. The Eucharist and the Sacrament of Reconciliation celebrated with our children assist them to develop a life within their families that is centred on prayer and obedient to the call of witness and service that is the promise of their Baptism. There have been numerous baptisms and preschool inquiries for 2016.

Like other schools in our day and age, we face the challenge of developing marketing initiatives to promote the fine attributes of our school and its lively and enriching community to other families in the area. We can boast of a dedicated and professional faculty of teachers, first rate opportunities for leadership training for our students, a close and friendly environment where each student is valued for his or her own sake, a safe school environment, strong sporting and physical education programmes, extra-curricular classes, and new and replenished ICT resources.

Our long-established school, with its proud historical background and current level of achievements, welcomes the opportunity to embrace and develop its present positive prospects for the future.

Reverend Fr. Varghese Kattikattu,

Parish Priest.

Parish Education Board Report

St Joseph's Parish Education Board:

The board consisted of:

Ex-Officio Members

- Parish Priest
- Principal

Nominated Members

- Parish priest's nominee
- Principal's nominee
- Executive Secretary of the Board

Elected Representatives

- Members were elected by the parent community
- 8 Selected representatives

Each member of the Board assumed a leadership role in the school. Members were committed to the values and principles outlined in the Statement of Purpose.

The main objectives of the Board:

- is to provide a forum for discussion of issues, which affect the spiritual, educational, administrative and community life of the school
- is to function as a body representing parents and teachers and the wider Parish community on a consultative basis to assist the Principal and Parish Priest in the formulation, implementation and administration of school policy.
- is to consult with the Parents and Friends Association and school management in respect of fundraising objectives and priorities.
- is setting the Mission and Vision statement of the School at large, which is detailed in the annual report. The Board should embrace and develop the recognition of the benefits such a Board has in the school community.

This year has seen The Parish Education Board collaborate on important initiatives including;

- Policy Development
- Participation in the formation of a new communication strategy
- Development of student and staff security measures
- Augmentation of the schools physical infrastructure
- Developing plans and compliance measures around health & safety
- Negotiating for Archdiocese funding to support the school and its activities
- Forming branding and marketing strategies to secure the schools ongoing profile
- Development and execution of school maintenance regimes
- Development of school community skills register

Education in Faith

Goals & Intended Outcomes

- To increase the importance of our Catholic Culture in the lives of students, staff and parents.
- To further develop the sacramental and prayer life of the school.

Achievements

Throughout 2016, our goals centered on increasing the importance of our Catholic Culture as well as developing the sacramental and prayer life of the school. The enlivening, purposeful and rich learning tasks taught across the school were foundational in working towards the intended outcomes aligned with these goals. In consultation with expert staff from within the Melbourne Diocese, school staff participated in professional learning focused on re-contextualizing the Catholic Faith for students. The staff was also provided with professional learning opportunities focused on the importance of interpreting the messages of the Gospel within a contemporary context.

Teaching staff participated in professional learning sessions aimed towards contemporizing the delivery of Religious Education curriculum using a Faith Inquiry approach. These sessions offered staff the opportunity to discuss current teaching practice in RE across the school as well as identifying learning priorities by moderating students' work. In the latter part of 2016, professional learning sessions also centered on the introduction of the new RE curriculum in preparation for its delivery in 2017.

In 2016, the emphasis in Education in Faith continued to promote the importance of the Catholic Culture in the lives of students, staff and parents. This goal is fundamental to the purpose of our school and the emphasis in this academic year was placed on teaching of curriculum and embedding a Faith Inquiry approach, whilst maintaining the Sacramental and Liturgical life of the school.

In 2016, Friday masses continued to be held on a regular basis throughout the year, prepared by teachers and students, facilitated by the Religious Education Leader. In 2016, Family masses held on a Sunday were maintained with all classes having the opportunity to lead these for both the school and parish community. Two of these masses were also held at Holy Cross Church to strengthen the links between the St Joseph's and Holy Cross parishes. The school also continued to extend invitations to older members of the parish to join participate in aspects of the Education in Faith curriculum as well as for special celebrations, such as Mother's Day, Father's Day, Grandparent's Day and other significant occasions. The newly appointed Parish Priest was invited to participate in class prayer time across all levels of the school and

Our mission of Christian service continues to drive our strong involvement in a wide range of social justice initiatives including Caritas Australia's Project Compassion, the St Vincent de Paul Winter Appeal and the St Vincent De Paul Christmas Appeal. The Caritas Australia initiative links the St Joseph's school community with their responsibilities as global citizens, recognising that we all can contribute towards positive change for ourselves and for others. The St. Vincent De Paul appeals assist disadvantaged members of the local community and strengthens our students' awareness of their responsibilities in the local community, and link with the Religious Education Curriculum as lived actions linked with the Principles of Catholic Social Teaching. We also continued to encourage our students and families to support our sponsor child Mudi in Tanzania and the Ryder-Cheshire Foundation and their work in Klibur Domin, East Timor in consultation with Fr Ted Burns. Students also became involved in supporting local organisations such as St Kilda Mum's with a coat drive during the winter months. In 2016, the students led Harmony Day where funds raised were sent to support the work of the Ryder-Cheshire Foundation.

VALUE ADDED

- Family Masses led by each year level on Sunday's at St Joseph's Church or Holy Cross Church
- Begun to familiarize teaching staff with new RE curriculum
- REL supported teachers in planning and delivery of Faith Inquiry curriculum
- Maintained Social Justice initiatives – Project Compassion, St Vincent De Paul
- Maintaining a strong connection with Catholic children who attend government and private schools through our Sacramental program.
- Strong student participation in all Sacraments – Confirmation, Reconciliation and First Eucharist
- Increased number of non-Catholic students being baptized across the school year.
- Increasing parent and student involvement at school masses and liturgies.

Learning & Teaching

Goals & Intended Outcomes

- Goal: To provide a rigorous and contemporary learning environment that challenges and empowers students to grow as passionate and successful learners.
- Intended Outcome: That student performance in literacy and numeracy remains consistently high.
- Intended Outcome: That students engage in, reflect on, and articulate their personalised learning journey.

Achievements

2016 saw the culmination of our involvement in 2 major Teaching and Learning projects with Catholic Education Melbourne.

During 2016 the staff implemented the framework for personalised learning, developed by the Change2 team during 2015. The change focus chosen by the team was to build upon collaboration and feedback practices across the school, to ensure the highest levels of student engagement. The work of the Change2 team, supported by all staff, has led to major changes in the way we work and collaborate at St. Joseph's. The framework has provided a structure for teachers to assist students to set learning goals, based on feedback, and these academic goals helped direct a personalised approach to student learning. In Term 3 we held student led conferences, where our Year 2 to 6 students shared their learning goals with their parents. Our Prep and Year 1 students held 'open classroom' sessions, when parents were invited in to peruse student work and also hear their child's learning goals for Semester 2. This was a most worthwhile endeavour and illustrated how far our students have come in identifying their goals for learning.

The second project undertaken with Catholic Education Melbourne was the 'Collaborative Literacy Learning Communities' (CLLC) project. Teachers from Grades 3 to 6, supported and led by Geraldine Pepper, embarked upon a two year journey to explore the question: **'How might we build upon current explicit teaching practices to enhance student's capacity to make deeper meaning from texts?'** Over the 2 years, the CLLC teachers have developed their understandings of contemporary and traditional literacies and teacher/student collaboration and reflection. The CLLC team explored and used social networking spaces to facilitate connections, communication, productive relationships and accountability. The teachers were given opportunity to observe colleagues in the classroom, and provide feedback. Reading aloud and 'thinking aloud', using high quality mentor texts, provided the opportunity to model higher order thinking skills. In 2016 the CLLC team have effectively used the gradual release of responsibility model (I do, we do, two do, you do) to explicit teach comprehension skills (activating prior knowledge, questioning, clarifying, visualising, synthesising, analysing and critiquing). It is evident that the students value the time given for them to apply these skills when they read and participate in literature circle sessions. Our students have thoroughly enjoyed the new approaches to teaching reading, implemented by their teachers. Their enthusiasm to participate in weekly literature circles is so very evident, and after a year of the project our student engagement data has continued to grow.

Our junior school literacy professional learning focused on understanding the six key components of a successful literacy program; oral language, comprehension, phonological awareness, phonemic awareness, vocabulary and fluency. Explicit teaching of comprehension was also the major focus in the junior school to ensure our students were actively engaging and making meaning from the text. We continue to use our assessment to identify students' needs and intervene early to ensure success for all individuals. Programs such as Reading Recovery, ERIK, LLI, PERI are successfully implemented to support students' literacy development across the school.

In 2016, the CEOM Number Intervention Program was implemented at St Joseph's. The aim of the program is to support the lowest attaining students in number in years One to Four. Research shows that students who participate in the program make substantial gains in number, particularly with mental arithmetic. In semester one, eight students in Years 3 & 4, identified through Videotaped Interview-based Assessment (VIBA) which allowed the Maths Intervention Teacher to analyse student's current number knowledge and

strategies, were accepted into the program for approximately 30 lessons. The students participated in half hour sessions four times a week. In semester two six students in Years 1 & 2, participated in the program for forty lessons in the second half of the year. They too participated in four sessions per week. The intervention lessons follow the Learning Framework in Number developed by Professor Bob Wright with a rigorous focus on number words and numerals, structuring numbers, conceptual place value and addition and subtraction. The number intervention teacher was supported and mentored by CEOM Number Intervention Tutors through regular school visits throughout the year.

The use of Google Classroom and Google Apps has changed the way in which teachers are approaching learning and teaching at St. Joseph's. During 2016 we explored new ways to engage our learners and implemented ways in which we can enrich student learning through the use of technology. 2016 also saw staff at St Joseph's beginning to unpack and introduce the new Digital Technologies curriculum and lessons were conducted in Years 3-6 with an effort to find links between what is already occurring in the classroom. In order to facilitate this, we were fortunate enough to purchase an additional 60 Chromebooks, which ensured one device per 2 students. In 2017 we will be ordering a further 100 Chromebooks, which will result in a 1:1 device program in our school.

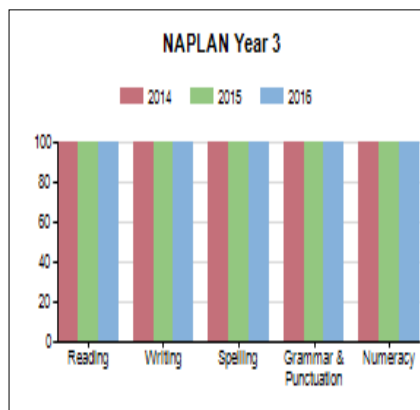
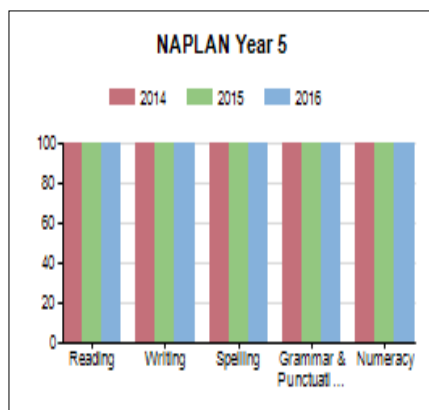
Current data shows that student engagement levels at St. Joseph's are high and this continues to grow. Our students have had the opportunity to participate in challenges across all areas of school life and they have relished these opportunities. We had a record five teams participate in the highly popular Tournament of Minds competition, with teams entering the Maths/ Engineering challenge, Social Sciences challenge, Language Literature challenge and Science Technology challenge. We were awarded honours and second place in the Melbourne Metro Central region for the tournament. Further challenges were presented to our senior students, through the introduction of the Maths Olympiad, which is a national mathematical problem solving competition. We were very proud of the efforts and achievements of the St. Joseph's students, as we were placed in the top 10% of all participating schools within Australia and New Zealand.

We continued to make astounding progress in our environmental education with Resource Smart meeting all targets and implementing initiatives to influence sustainability practices and habits. Not only did we receive our 3rd sustainability star, but we were also awarded **Victorian Resource Smart Energy School of the Year**. This was an amazing achievement, resulting from the hard work of our sustainability leaders from Prep- 6 and our Sustainability Coordinator, Claire Ryle.

Throughout 2016, the staff were involved in regular professional development in the new Victorian Curriculum, attending numerous in-school professional development sessions in conjunction with VCAA online staff webinars. This work culminated in the development of our newly designed two-year curriculum overview.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2014 %	2015 %	2014–2015 Changes %	2016 %	2015–2016 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0

YR 05	Writing	100.0	100.0	0.0	100.0	0.0
YR 05	Spelling	100.0	100.0	0.0	100.0	0.0
YR 05	Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05	Numeracy	100.0	100.0	0.0	100.0	0.0



Student Learning Outcomes for 2014-2016 Explanation

There have been no changes to the student outcomes over this period. 100% of the students have achieved above the minimum standard from 2014 – 2016.

Student Wellbeing

Goals & Intended Outcomes

Goal- To continue to support the social, emotional and spiritual wellbeing of all students, empowering them to be effective members of the school community.

Intended Outcome: That students can confidently and competently manage themselves in their relationships and learning.

Achievements

Goals & Intended Outcomes

Goal- To continue to support the social, emotional and spiritual wellbeing of all students, empowering them to be effective members of the school community.

Intended Outcome: That students can confidently and competently manage themselves in their relationships and learning.

Achievements

At St. Joseph's we firmly believe that respectful relationships and clearly stated guidelines for behaviour, underpin and enhance student wellbeing. When relationships are respectful, reliable and strong, excellent outcomes can be achieved for all learners in the school community. In 2016 the staff continued to develop a shared understanding of the Student Wellbeing Sphere, and the central role of Social and Emotional Learning (SEL) within the school environment. We conducted a whole school audit of teaching practises



in SEL and used the Victorian Curriculum 'Personal and Social Capability' to update our SEL scope and sequence from Prep to 6.

Throughout 2016 we reflected upon our behaviour management processes and protocols, in light in our substantial and rapid growth in enrolments. Again, an audit was carried out to gather information relating to our practises, and we engaged expert input for staff professional development. The staff conference in March provided a wonderful opportunity for us to hear an expert in the field of behavioural psychology, Maria Roberta, and we used our learning in the session to reflect on our practises at St. Joseph's. Throughout the year we worked as a team to ensure consistent approaches to behaviour management, which culminated in an update in our Behaviour Management Policy. Student data related to wellbeing continues to be high and we are proud of our proactive work in the sphere of student wellbeing.

During Term 2 our student wellbeing leader led two groups of students through an 8 week 'Peaceful Kids' program, which is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children. This program helps children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

In Term 3 of 2016 our student wellbeing leader also conducted the 10 week 'Seasons for Growth' loss and grief program, for two groups of students. *Seasons for Growth* is based on the belief that change, loss and grief are a normal and valuable part of life. Students were given the opportunity to explore the impact of changes such as death, separation, divorce, and natural disaster upon our lives, and explored how we can learn to live with and grow from these experiences.

In 2016, many extra-curricular programs were offered to increase and enhance student engagement. The school offered opportunities for Chess Club, basketball, tennis, singing lessons, Maths Olympiad, music tuition, netball and Tournament of Minds. These were well received and in some cases oversubscribed throughout the year. For 2017 we have employed the services of 'Code-It', a company specialising in coding for children, and they will offer an extra-curricular program for Grade 2 to 6 students.

Student leadership is being enhanced through the strengthening of our Student Representative Council. The students on the SRC are democratically elected by their peers and serve a semester on the SRC. Meetings are held fortnightly with all senior school leaders in attendance and in these meetings students share news and ideas from their classrooms and work to develop student initiatives in the school. In 2016 the SRC continued to work with Father Burns on ways to support the Klibur Domin community in East Timor. In Semester One the SRC held their third 'Harmony Day' fair, where all students organised and ran their own fundraising stalls. This was completely student led and organised, and they raised over \$1700 for Klibur Domin. All year 6 students have a designated leadership role in our school, and they have many opportunities to plan and organise activities and events for other students. A particularly successful event was the Year 6 led 'Student Olympics', which involved all students in the school participating in a round robin of sporting activities. Our Year 6 Art Captains also played a pivotal role in preparing for our Australiana Art Show and Bush Dance in Term 3. These students not only assisted in displaying the art work, they also planned and delivered lessons to all year levels, with activities based on our Australian theme.

At the beginning of 2016 we also introduced a new lunchtime option for our students with the establishment of 'Quiet Club'. This 'club' is available each day during lunchtime, and is situated in our library. Children of any age can attend Quiet Club, and we have purchase a wide range of resources to be used during this time, such as Lego. This program has been a very popular addition to our lunchtime activities.

2016 saw the introduction of the 'Child Safe Standards' for all schools in Victoria and in response to this we developed or updated a number of policies at St. Joseph's, in line with the new standards. All registered schools are required to develop and endorse a child safe code of conduct, part of child safety standard three (clause nine of Ministerial Order No. 870), and disseminate this amongst the school community. At St. Joseph's we are fortunate to have so many parents/ guardians volunteer to assist in the school and we were overwhelmed by the response from our parent community in signing off on this document, and adhering to the contents of the code. We successfully completed all requirements to meet the Child Safe Standards and regulations.

Some of the other key actions for 2016 are as follows:

· Year 5 and Prep buddy program	· Tournament of Minds for Grade 5 and 6	· Chess Club, environment club, singing classes, Quiet Club, netball, basketball, instrumental music lessons	· Wellbeing leader delivered the 'Seasons for Growth' loss and grief program with 2 groups of students
· Art Captains leading preparation for the Art Show and Bush Dance	· Transition days for Prep	· Passive Play equipment – extra-large chess, Connect 4, Jenga	· Updated Behaviour Management Policy
· Staff training and Professional Development with Maria Roberta	· Cyber Safety Budd:e	· Wellbeing leader attended 4 day 'Berry Street Curriculum' training- trauma informed practise	· New website- with wellbeing resources for parents
· Audited SEL resources	· Regular Mindfulness PD – whole staff	· Updated Social and Emotional Learning curriculum overview and scope and sequence	· Additional YCDI resources purchased
· SRC students, Deputy Principal and Principal, worked with Smiling Mind to produce their educational video clips.	· Whole school student and parent mindfulness workshop provided by Smiling Mind	· Circle Time P-6	· Winter fundraiser and Christmas appeal for St. Vincent De Paul
· Class developed classroom rules and mission statements	· Inquiry unit of work exploring school rules – P-6	· Mindfulness Meditation on a regular basis for all students	· SRC organized Harmony Day
· Anti-Bullying Program	· Mandatory Reporting Training – all staff	· Anaphylaxis training – all staff	· Peaceful Kids course for Grades 2 and 3

VALUE ADDED

- **Student Representative Council strengthened and more active**
 - Senior Leadership active and embedded in SRC
 - A whole school understanding of SEL, developed through regular professional development
 - Mindfulness becoming daily practice
 - School based counselling services provided by onPsych
 - Wide range of extra-curricular activities
 - Peaceful Kids and Seasons small group intervention programs
 - Personal Safety curriculum for students

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y06	95.65
Y04	95.20
Y03	95.80
Y05	95.54
Y01	95.17
Y02	95.68
Overall average attendance	95.51

Non – attendance at St. Joseph's

All families are contacted should a child not attend school for a specific period of time. An electronic register is completed twice a day, in the morning and afternoon. Parents are required to notify the office or teacher directly should their child be absent from school.

Leadership & Management

Goals & Intended Outcomes

- To build leadership capacity for all staff.
- To build a professional learning culture.
- To enhance staff engagement, positivity, resilience and wellbeing.

Achievements

- Introduction of Ei – Educator Impact Professional Development. A system of teacher appraisal and feedback that is directly linked to improved student performance.
- Goals and targets were set in consultation with all staff and strategic plan established for implementation in 2016.
- Comprehensive staff induction program for all new staff implemented
- A comprehensive term planning document was devised outlining all specific staff professional learning. This was reviewed each term and distributed to all staff. A structured agenda for staff meetings is presented each week outlining key foci. This is strongly aligned to the AAP.
- Fortnightly leadership team meetings
- Restructuring of positions of leadership
- Policy revision for VRQA
- Leadership members complete reports for the termly Leadership Planning days

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.97%

STAFF RETENTION RATE	
Staff Retention Rate	84.00%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	34.78%
Graduate	39.13%
Certificate Graduate	4.35%
Degree Bachelor	65.22%
Diploma Advanced	17.39%
No Qualifications Listed	8.70%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	24

FTE Teaching Staff	19.600
Non-Teaching Staff (Head Count)	2
FTE Non-Teaching Staff	1.422
Indigenous Teaching Staff	0

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

All staff at St Joseph's participated in Professional Learning Activities in 2016. The average expenditure per teacher on professional learning in 2016 was approximately \$1750.

In total 13 classrooms consisting of: 11 fulltime classroom teachers, 2 job share placements and 4 specialist teachers.

Non classroom staff: Principal, Deputy, Student Services, Reading Recovery, Numeracy Intervention, Literacy Leader 2 x Admin Officers and 5 x School Officers

Professional Learning 2016:

Literacy Mentoring Program	CLLC Literacy Project
Ei – Educator Impact	ERIK Review
Mindfulness	Mandatory Reporting
P-6 Literacies	Anaphylaxis training
P-2 A Deeper Understanding in Literacy	Numeracy intervention
Enhancing Catholic Identity	

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

28 teaching and non-teaching staff

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,750.00

TEACHER SATISFACTION

The School Improvement Survey results provide information about the culture in your school. The four pillars of culture assessed in the survey are:

- Empathy (Supportive Leadership)
- Clarity (Role Clarity)
- Engagement (Teamwork, Empowerment, Ownership)
- Learning (Appraisal & Recognition, Professional Growth)

School Community



Goals & Intended Outcomes

- To further develop interactive partnerships between the school, parish, local and global community.
- That student learning is improved through parents being actively engaged in their child's learning.

Achievements

St Joseph's Primary School enjoys the support of a highly active parent community. This is epitomised by the contributions made by the Parents and Friends Association and School Board. The generous donations of time, energy and skills by both groups have assisted to steer the school in a positive direction and raise significant funds during 2016, which were utilised by the school community.

Parents within the St Joseph's community offer enormous support to teachers and students across a range of areas of school life. In the mornings, parents coordinate a variety of sports programs, including coaching of various school teams, organising everything from uniforms to fixtures. Parents also lend educational support through their involvement in the classroom. The capacity of parents to lend support in these areas is enhanced by a literacy information night for parent helpers, facilitated by the Junior School teachers and Literacy Coordinator. Other indicators of support offered by the parent community include participation in regular working bees, sharing of expertise through guest speaking. Parents also assist with the coordinating and implementation of activities on special occasions, including Italian Day, ANZAC Day and Harmony Day.

The vibrant parent community is evident in social aspects of school life. The Welcome Barbeque at the commencement of the school year and End of Year Barbeque both drew a large attendance and continued well into the evening. A large number of parents attend school assemblies and lead celebrations for both Mother's Day and Father's Day.

Parents made a significant contribution to the organisation and running of the School Fete, which raised over \$50,000 and assisted to further raise the profile of the school in the broader community. Parents hosted regular cake stalls, footy and movie nights for parents and the Dad's camping trip away, which hosted over 175 families.

The Parish Education Board continues to actively support the Parish Priest and Principal. It was great to see Father Varghese getting involved with school events, playing cricket with the students post whole school masses and social barbeques, also offering to be 'dunked' at the school fete. The Board represents parents, teachers and the wider Parish community on a consultative basis. It assists the Principal and Parish Priest in the formulation, implementation and administration of school policy, mapping the future direction of the school, for example, fee structuring and forward planning.

In the past twelve months St Joseph's has continued to further strengthen its ties with the Parish community, through family masses, morning teas with families and parishioners. The relationship has been further strengthened through work done with Father Burns, fundraising and contributing to the Klibur Domin community in East Timor, through student-led events such as Harmony Day and Olympics Day.

The school has continued to make authentic connections with the wider community in 2016 to create rich and meaningful learning experiences for the students and to further enhance the positive relationships in place. This has been accomplished through the maintenance of kinder orientation and buddy programs,

conducted in collaboration with local kinders, including Orrong Road Kinder and Tree House Kinder. Senior students have continued to network with leadership groups from neighbouring Catholic primary schools through initiatives such as the 'Just Leaders' day.

An inclusive, connected school community relies heavily on open and regular communication celebrating the school's and students' achievements. Students led open days, learning expos, weekly assemblies that showcased innovative and contemporary learning. Teachers distributed a termly newsletter outlining relevant curriculum information, learning goals for each term and key dates.

Our parents remain pivotal to the school's reputation in advocating the successes and achievements within the broader community.

PARENT SATISFACTION

The following results relate to online surveys conducted by Insight SRC in August 2016. The School Improvement Survey results provide information about the culture in the school based on parent opinion.

School Improvement	90%	Reporting	83%	Student Safety	87%
Approachability	88%	Learning Focus	87%	Classroom Behaviour	65%
Teacher Morale	94%	Transitions	88%	Connectedness to Peers	88%
Parent Input	80%	Extra-Curricular	74%	Student Motivation	90%
Stimulating Learning	87%	Homework	78%	Social Skills	88%
Behaviour Management	85%	Parent Partnerships	86%	Connectedness to School	90%

The above tabled results are quite exceptional and reflective of the strong partnership and relationship between the school and parent community.

Attestation Statement

Minimum Standards & Accountability Attestation to be included in the 2016 Annual Report to the School Community:

I, **Simon Collis**, attest that **St. Joseph's** 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 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)