

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



2017

St. Joseph's Catholic Primary School
Mernda

REGISTERED SCHOOL NUMBER: 2060



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E NUMBER	E1394
FEDERAL DET NUMBER	2060

Minimum Standards Attestation

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

25th May, 2018

Our School Vision

*St. Joseph's Catholic Primary School
is a place where*

*dreams, ideas and passions are
encouraged, so that each individual
has an opportunity to make a
difference.*

*Faith, Creativity, Hope and
Respect*

*lead us in the direction that will
enable our community to live, learn,
laugh and work in the*

21st Century.

School Overview

St. Joseph's is a co-educational Primary School situated in the northern outer suburbs of Melbourne, providing a Catholic education for children from Prep to Year Six. The school opened in February 2009, with an enrolment of 42 children and in 2017 currently has 278.

The school is committed to the faith development of all members of its community. St Joseph's provides rich learning programs and opportunities, with the long-term goal of empowering students to become life long learners. We encourage a shared responsibility to challenge learners and their families to reflect on their relationship with God and the Catholic tradition.

The design of St Joseph's is far removed from the conventional 'box-like' classrooms. Innovations in pedagogy and the physical environment have grown out of contemporary understandings about children and learning and from the school's strongly-held belief that children have a right to the highest quality social and learning experiences. The learning environment provides a diverse and flexible environment where an inseparable relationship has been created between pedagogy and design. Students and staff welcome the friendliness and purposefulness of their Learning Village and treat it with care and respect.

Differentiating the curriculum to personalising the learning is vital to the success of each child. The provision of state of the art technological resources is integral to the school's belief in accessing information from a global perspective with the belief that these are tools are for learning. Students recognize these are tools to assist in organization, timetabling, cooperative and collaborative learning. These tools are used for constant communication and collaboration with the principal, teachers and school community to share their work and learning and obtain constructive feedback for future learning both at school and from home to assist in the transformation of learning throughout the community.

At St Joseph's Primary School the staff believe that students learn through engagement in complex experiences in which they make relevant, purposeful connections.. The pedagogical approach to learning and teaching embraces the philosophy of authentic learning that draws on a range of tools and strategies to develop thinking skills, collaboration, independence and ownership of learning. Each day is full of purpose, where intellectual engagement and connectedness to the real world are priorities which enables authentic learning for every member of the community.

The engaging and inclusive curriculum is designed to meet the needs and interests of all students. It focuses on developing students' depth of understanding of core concepts and interdisciplinary knowledge and skills needed to be adaptive, to transfer learning to new contexts and to prepare for learning throughout life. The school designs curriculum utilising the AUSVELs, mandated for all Victorian Schools. This curriculum provides a coherent and comprehensive continuum of learning in which we construct inclusive learning plans, assess student's progress and report to parents. This curriculum covers the Learning Areas of English, Mathematics, Science, The Arts (Visual and Performing), Humanities (Geography, History, Economics), Civics and Citizenship,

Languages (Mandarin – through our program My Chinese Teacher), Health and Physical Education, Personal and Interpersonal Learning, Technology and Thinking Processes.

We nurture an atmosphere of respect, honour, trust, justice, independence, creativity, resilience and virtue which are qualities and dispositions as taught and imparted in the Gospels' and demonstrated by our patron, St Joseph. It is an environment where every member is called by name, recognised for their achievements and appreciated for their contribution to the community of St Joseph's Catholic Primary School.

An Out of School Hours Program is offered on site in the Nazareth Centre. Before and After School Care programs are offered on both a permanent and casual basis. This program provides a needed service to our community in a welcoming, supervised and structured setting.

Our Leadership Team at St Joseph's has aimed to work collaboratively to promote a shared leadership model to empower staff to nurture a learning culture. In 2015 a School Improvement Plan was designed through our Review process. This aims to engage in reflection and dialogue that is distinctive to our Catholic school, honouring the learning entitlement of each learner.

Education in Faith

Goal: To renew and enhance the Catholic Identity of St. Joseph's School as part of an inclusive Parish Community

Learning and Teaching

Goal: To embed a culture of Visible Learning within a stimulating, challenging, purposeful, authentic, safe learning environment where students develop their full potential and are empowered to become life long learners.

Student Wellbeing

Goal: To develop students as self managing and collaborative learners who take responsibility for their learning, actions and wellbeing of themselves and others.

School Community

Goal: To build sustainable relationships within the parent community, local community and beyond in order to enhance student learning

Leadership and Management

Goal: To develop St. Joseph's as a vibrant inclusive Catholic Learning Community

Principal's Report

In 2017, St. Joseph's continued to be committed to providing quality Catholic education for all our students in partnership with our parents, parish and our wider community. Through this partnership we are continually planning, reflecting and evaluating to guide us to work towards achieving our vision and goals for this school.

Throughout the year we continued to cement stronger partnerships and worked in the spirit of creating and designing new frontiers for our new parish of Mernda, Whittlesea, Doreen and Kinglake. Our parish, Christ the Light, was created out of a rich tradition of pioneering faith communities in this region. I would like to thank Father Martin Ashe, Father Joseph Troung our assistant priest, Sister Anne Hill our Parish Pastoral Associate, parish groups and with our sister schools of St. Paul the Apostle and St. Mary's for their continued support. Their constant presence in the school and support to all members of the school community is very much valued and appreciated. It is also evident in the many ways the parish school community come together as one when celebrating the sacraments, monthly family masses and significant seasons in the church's liturgical calendar.

There have been many developments during the 2017 school year with a continued focus on building relationships and improving student outcomes and agency. The use of data and evidence to focus on learning, goal setting and feedback, engagement of parents as partners in learning has driven the work that we have achieved throughout 2017.

Thank you to our parents, carers, extended families, parent bodies as the School Board and Parents and Friends who continually support our school in creating an essential partnership between home and school. Your continued support is greatly appreciated. I would also like to thank all staff, which continually place the children at the centre of all that we do.

Looking forward to encountering new horizons together in learning in 2018.

Marita Richardson

Education in Faith

Goals & Intended Outcomes

To strengthen and enhance engagement of all members of St Joseph's in an inclusive Catholic Learning Community.

- That teacher capacity is deepened to teach Religious Education.
- That we build a dialogical school with a post-critical belief stance.
- That all learners are a witness to their faith through Catholic Social Teachings.

Achievements

St Joseph's Catholic School is continually deepening its faith journey within the Catholic Parish of Christ Light. We are in dialogue as a Parish and School team where faith and life finds a meeting place. The Nazareth Centre, which is the place of worship on Sundays and also for school liturgical celebrations, is a constant reminder of our Catholicity. The icons, prayers, images and statues enhance our stance as a Catholic School. Our foyer is both a shared entrance to the school and Nazareth Centre. We are seen as one identity.

We regularly use our St Joseph's prayer at morning - prayer gathering and all families are given a copy for home use. We link the dispositions of our Patron Saint throughout our daily activities to inspire and support us on our life long faith journey.

Our Religious Education curriculum and pedagogy at St Joseph's Catholic Primary School is faithful to the mission, the traditions and values of our school and is centred on relationships within the learning community.

It reflects what is valued and important by specifying the essential knowledge, skills, dispositions and behaviours in a designed Religious Education curriculum accessible to all students. It extends students to higher levels of knowledge, understanding and functioning and enables teachers to develop professionally, both individually and as a staff.

The 2017 Sacramental Program continued to meet the needs of our growing demand of families with children wanting to receive the Sacraments. The Religious Education Leaders from the three Catholic Schools in the Parish along with Sr. Anne met to plan and design strategic approaches to cater for the students in their Sacramental journey. We continued to offer Registration Evenings, Information Nights, Retreat Days, Family Formation Faith nights, Commitment and Presentation Sundays associated with the Sacraments of Eucharist, Confirmation and Reconciliation. These were generally well attended. Each school in the Parish accepted the responsibility of

provided the venue and the shared role of meeting the collective expectations. We are fortunate to continue to have the service of both, Father Martin Ashe and Father Shymon to enrich our faith life in many various and relevant ways. Father Martin was able to facilitate the Family Faith Nights while Father Shymon celebrated the Parish Masses, which are attended by our school students. Bishop Terry Curtin celebrated the Sacrament of Confirmation.

Each year we use a theme to connect our lives with our work. In 2017 it was "Walking Forward Together" This was an endless reminder to walk forward in word and action in imitation of Jesus as we are called to serve others in our community. Our learning villages and staff embraced the theme and used the theme throughout prayer. At the beginning of the year the staff of the three Catholic Primary Schools in our Parish came together and prayed as people of God in service to our communities.

Throughout the year staff were given the opportunity for professional learning in Religious Education. This was both spiritually academically and personally for staff and also to increase student-learning outcomes. On our school closure day we focussed on contemplative prayer with an engagement in labyrinths. The staff was very receptive to the many varied opportunities given to them for reflection and prayer. Our aim was to use the journeying of labyrinths as a prayer form. We have continued to explore and embed the Renewal of the Religious Education Curriculum throughout our planning and designing of learning experiences. Deep thinking and learning have driven our robust and rigorous Religious Education curriculum. Religious Education is integrated throughout our school life and key learning areas

Classes are timetabled to lead our monthly Masses. Social Justice Leaders and School leaders have been given the chance to represent St. Joseph's School at St Patrick's Mass during Catholic Education Week and lead our students in many activities to build up an awareness of contributing to a just world. Project Compassion was a great opportunity to show our connections to the wider world. We diligently raised money for the less fortunate through the Project Compassion. Donation Boxes were displayed throughout the village and a substantial amount of money was collected. We organised, plan and participated in Religious Whole School events, particularly St Joseph's Feast Day, and St. Patrick's Day. Holy Week and Easter Season was a time for meaningful, liturgical celebrations, such as Stations of the Cross and Palm Sunday Mass. This was an opportunity to bring our school and parish together.

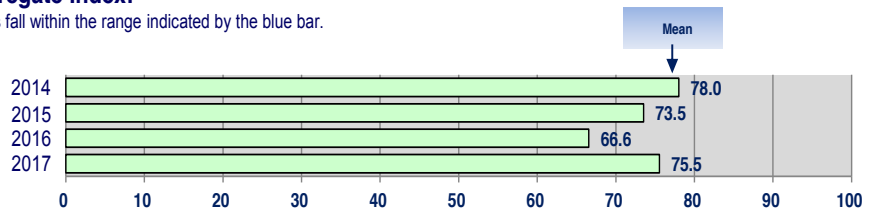
There have been many ongoing opportunities for students to engage in prayer. Some of these events have been during INGOMA gathering; celebration of learning; whole school activities such as Mother's Day; morning tea; Father's Day breakfast; Grandparents day. Students have been given a 'voice' and 'agency' in planning prayer and leading others to pray.

The school newsletter has been a way to connect to families and provide updated, informative information about Religious Education. This has also been a chance to publish a reflective prayer connecting to the events of the time

St Joseph's is a school that enables all students, Catholics as well as other believers to discover meaning in their lives and to deepen their humanity in dialogue with the Christian story.

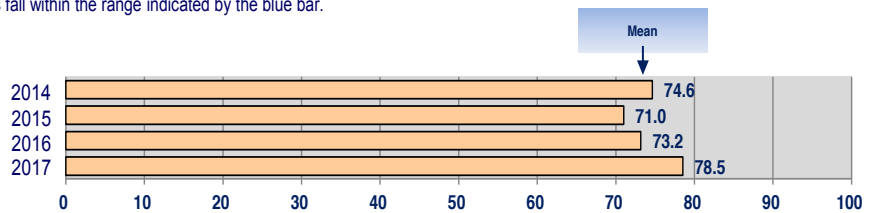
Staff Catholic Culture Aggregate Index:

68% of Australian Catholic schools fall within the range indicated by the blue bar.



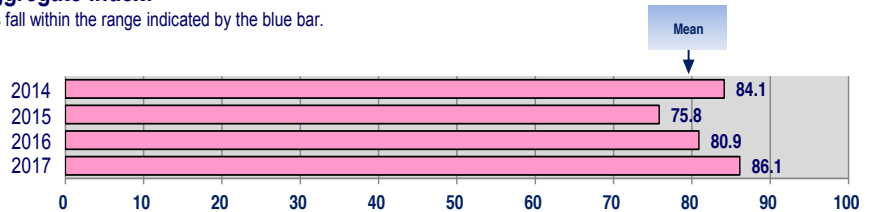
Student Catholic Culture Aggregate Index:

68% of Australian Catholic schools fall within the range indicated by the blue bar.



Parent Catholic Culture Aggregate Index:

68% of Australian Catholic schools fall within the range indicated by the blue bar.



Learning & Teaching

Goals & Intended Outcomes

To embed a culture of Visible Learning within a stimulating, challenging, purposeful, authentic, safe learning environment where students develop their full potential and are empowered to become lifelong learners.

- That student achievement in literacy and numeracy is improved.
- That learning will be personalised and individualised through a differentiated curriculum

Achievements

During 2017 St Joseph's staff continued to work on the Visible Learning (Evidence Based Learning) Structure and Framework with an emphasis on Literacy and Numeracy. This has continued to stimulate and engage our students. Opportunities have also been given for teachers to engage in professional dialogue around what a good learner *is* and what a good learner *does*. The profile of a good learner has been developed and our dispositional curriculum has been shaped and developed around this framework. The development of the dispositional characters support our students in understanding what learning is like for them. We have continued to use the posters created on the dispositions, including the Learning Pit. A key feature of the dispositional characters and the Learning Pit is the development of the consistent use of the *language of learning*. Staff and students alike use the same language to describe the learning at St Joseph's.

The Learning Pit has had a huge impact on the students' self efficacy and how they view themselves as learners. The presence of learning tasks and spaces that both motivate and stimulate learning such as Sustainability workshops, Kitchen garden opportunities, Visual Arts workshops, and Performing Arts, all create engagement, in fostering and nurturing a learning community where students are able to experience success. Our students are learning life skills they can take beyond the classroom that will help them make healthier choices into the future.

As an *Evidence Based Learning* school, our focus has been to ensure data and evidence of student achievement drives our learning and teaching, making sure we encompass the broad range of abilities of all our students. This has been evident in the increase in our NAPLAN data over all areas, as well as the data obtained from the PAT R and PAT M.

The role of the Literacy Leader has continued with a focus on Foundation – Year Six. She has continued to attend professional development around classroom practice and disseminate this information to all staff members. Our school's commitment to lifelong learning, building capacity in staff, and improved teacher efficacy has been reflected in our participation in CEM-led initiatives such as the *Phonics in Context* professional learning. The Literacy Leader has supported staff through mentoring and coaching. An important feature of these partnerships has been the collaborative

conversations that have taken place between the mentor and mentee, to allow for a personalised delivery of professional learning. An example being *Tool Times*, where the analysis of running records was undertaken.

We have continued to embed some of the strategies found in the CAFÉ and Daily-5 programs throughout the school, with a strong emphasis on comprehension, accuracy, fluency and expanding vocabulary. The *Words Their Way* program is another initiative we have implemented to support the delivery of word study in all classes.

Literacy Intervention has continued to be provided for students who have been identified as needing additional support with their literacy learning. Reading Recovery was provided by a qualified Reading Recovery teacher for identified Year One students. Levelled Literacy Intervention (LLI) was provided by trained LLI teachers for identified students in Years Two to Years Six.

The role of the Numeracy Leader has also been highlighted. Programs were introduced for targeted groups of students that had been identified using data as evidence to guide these groups. Additionally, planning sessions focussed around analysing data such as PAT Maths; Early Years Numeracy Interview data. Teachers have been supported in their professional learning through coaching and modelling, with a focus on differentiation, questioning and the structure of lessons. This has provided an opportunity for capacity building and teacher efficacy in the learning and teaching of Mathematics.

The Literacy Leader and the Numeracy Leader have worked collaboratively to promote their respective disciplines within the school community. They have supported one another in their roles, and together have had the joint responsibility to plan and implement professional learning for staff (PLTs), information sessions for parents, write newsletter items, and the organisation and purchase of resources for English and Mathematics. The Numeracy Leader planned and organised an interactive Maths incursion for students that culminated in a family night of fun and Mathematics. The Literacy Leader supported the families of Foundation and Year One students with the introduction of the Parent Assisted Immersive Reading (PAIR) program. P.A.I.R. is designed to help parents create an environment where their child can become "reading ready".

The students have continued to be involved in programs that have strengthened the links between home and school. Students have participated in Book Week, Readers Challenge, St Joseph's Feast Day, ANZAC Day and Remembrance Day events. Students also had their art work submitted into the Whittlesea Show and their achievements were celebrated at school. Students also experienced and achieved a variety of awards through athletics, swimming and interschool sports.

A highlight of 2017 was the biennial St Joseph's Art Show. Under the direction and guidance of the Visual Arts specialist teacher, the art show provided a platform for our students to showcase their considerable skills and talents in both 2D and 3D works of art.

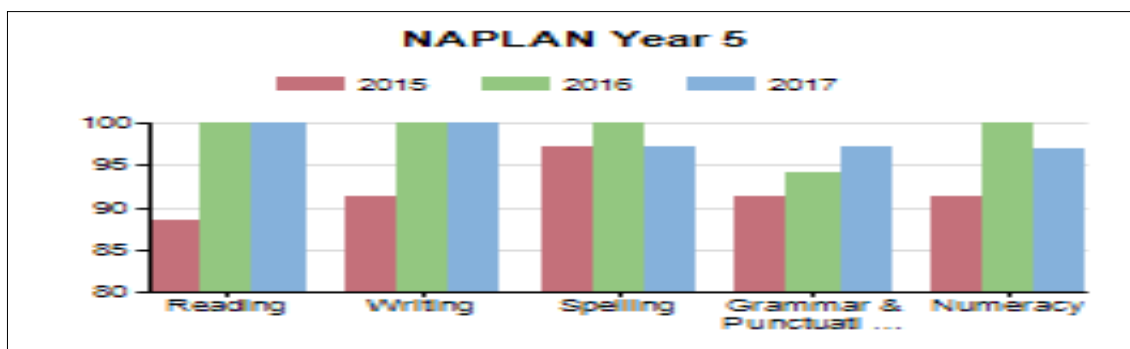
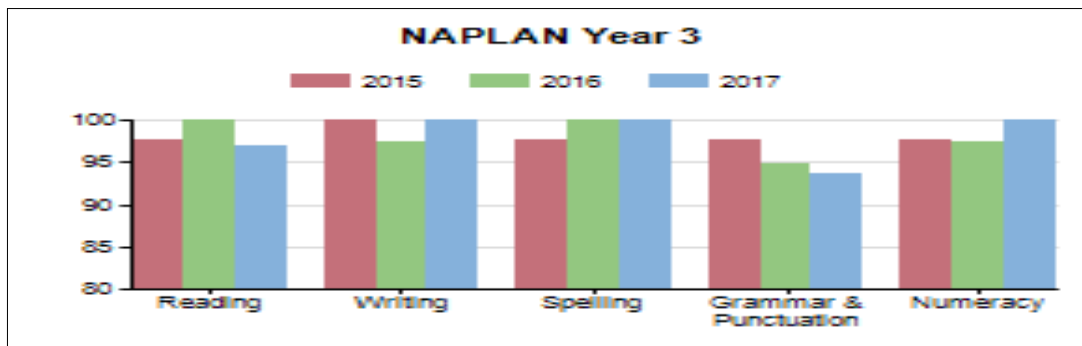
Specialist programs have been interwoven into our curriculum. For example, our language program, My Chinese Teacher, is skyped in from Beijing based teachers. The use of this technology allows for the teacher and student to learn alongside each other as they develop the language, culture and traditions of China. This has been a priority as the community learn about, and recognise the diversity within and between the countries of the Asia region. We therefore make links to other parts of our diverse curriculum such as growing Asian vegetables in our kitchen garden.

Various extracurricular interest-based clubs such as The Choir, sports clubs, gardening club, craft club and book club have been further established throughout the year. Participation in these clubs has been extremely popular with students, and has resulted in improved self esteem and confidence for those students who have chosen to be involved. Students also lead initiatives and projects linked with Social Justice have enabled a strong sense of student voice and ownership. Students have connected with other students throughout the school and have led passive play, fundraisers which have been extremely successful.

STUDENT LEARNING OUTCOMES

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	97.8	94.9	-2.9	93.8	-1.1
YR 03 Numeracy	97.8	97.5	-0.3	100.0	2.5
YR 03 Reading	97.8	100.0	2.2	96.9	-3.1
YR 03 Spelling	97.8	100.0	2.2	100.0	0.0
YR 03 Writing	100.0	97.4	-2.6	100.0	2.6
YR 05 Grammar & Punctuation	91.4	94.1	2.7	97.1	3.0
YR 05 Numeracy	91.4	100.0	8.6	96.9	-3.1

YR 05 Reading	88.6	100.0	11.4	100.0	0.0
YR 05 Spelling	97.1	100.0	2.9	97.1	-2.9
YR 05 Writing	91.4	100.0	8.6	100.0	0.0



As shown in the Year 3 Naplan results there has been an overall improvement from 2015 to 2017 in Writing, Spelling and Numeracy. Reading has maintained over the three years, but the overall gain has been in Numeracy. Year 5 Naplan has shown significant improvement over the three years in most learning areas, especially, Reading, Writing, spelling and Grammar and Punctuation.

Student Wellbeing

Goals & Intended Outcomes

To develop students as self-managing and collaborative learners who take responsibility for their learning, actions and wellbeing of themselves and others.

- That student social and emotional learning skills are strengthened.
- That engagement of students will be improved to optimise student outcomes.

Achievements

At St Joseph's we believe in the dignity of the human being and that the self esteem of the student should have priority. Each member of our school community has rights and with these rights comes responsibilities. We believe that St. Joseph's works with parents and guardians to provide every assistance and support for the welfare and wellbeing of all our students. The student wellbeing leader works tirelessly with the Principal and staff to develop and maintain a safe and supportive school environment for all our students. Catholic school communities have access to a wide range of wellbeing and welfare support, including child protection, student health services, personal development, safety, resilience and mental health, behaviour management, anti-bullying and drug education services.

Our approach to behaviour management is based on School Wide Positive Behaviour Support (SWPBS). School Wide Positive Behaviour Support introduces, models, reinforces and rewards positive social behaviour as an important step of a student's educational growth. Students must be explicitly taught the behaviours we want them to demonstrate. We have continued to unpack and embed our dispositional curriculum throughout the school of Respect, Creativity, Curious, Self-Managing, Resilience and Reflection. These dispositions support children in their learning therefore creating self - esteem. Following on from the introduction of our new school rules in 2016 of Respect, Help Others to Succeed and Do your Best students have continued to live these rules out in all of the learning spaces at St Joseph's.

At the conclusion of 2016 staff undertook a new transitional program, which involved the Learning Advisors completing a new student profile and transition form to better aid the future Learning Advisors in the understanding of their new children. The transition profile was based around some of the essential information highlighted by Sue Larkey, a specialist in the field of Autism. Program Support Group meetings were organised to continue the communication between parents, Learning Advisors, Wellbeing Leader and outside professionals who provided ongoing support to the families and the school.

A greater emphasis was placed on the National Consistent Collection of Data (NCCD) process, which is designed to inform the Catholic Education Office as well as the State Government on the numbers and types of adjustments that are made throughout the schools in order for students to achieve a fair education under the Disability Discrimination Act. This NCCD process is becoming even more important to schools as it will eventually take the place of previous funding models in schools.

Learning Advisor Assistants were celebrated by our school leaders when they were surprised with an afternoon tea to thank them for their continued dedication to the school. Professional development was once again a key focus for our Learning Advisor Assistance with a focus on identifying their areas of strengths, weaknesses and interests. Facilitated and regular meetings with the Learning Advisor Assistance continued to keep them engaged with the school vision.

2017 saw the introduction of a weekly school wide Wellbeing Hour. Acknowledging the need for a more in depth social skills program it was decided to dedicate specific time to unpack and explore all the different elements of student's wellbeing. Villages spent time to develop individual targeted programs addressing the key elements including friendship, conflict resolution and bullying. Allowing individual Villages to complete their own program allowed the program to be delivered more relevantly and timely.

Student's social wellbeing and connectedness to learning was promoted during Celebration of Learning, Circle Time and Learning Village sharing. INGOMA, our gathering space, provided a forum for discussion and communication to develop and maintain the Learning Village culture. It also provides a place for celebration of extra curricular achievements and is inclusive of the parent community

Antonietta Bua continued to provide a counselling service to the school community on a weekly basis with the assistance of Julie-Anne . Antonietta also placed a greater emphasis on school wide small and large group sessions to assist in the delivery of the schools Wellbeing Hour. Antonietta presented multiple information sessions to the parent community on a range of important topics such as kids becoming teenagers, how to assist children in making friends and dealing with anxiety. After seeking feedback from the community these information sessions proved to be a huge success and will continue into 2018.

Professional development has also been provided throughout 2017. The school has been trained in various instructions and strategies such as Ipad apps to support learning, the continued development of our School Wide Positive Behaviour Policy and the development of Personalised Learning Plans for students with Special Needs. The Wellbeing Leader attended regular cluster meetings including local kindergartens to build relationships and communication within and beyond the community. The Little Joeys Pre-Prep Program incorporated a greater emphasis on identifying students with additional learning needs and these meetings were held throughout Term 4 2016 in order to be best prepared for the start of the year. There is also ongoing liaison with

Catholic Education Melbourne in various fields, regrading referrals and support for students.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	93.55
Y2	94.19
Y3	92.69
Y4	92.51
Y5	95.27
Y6	93.47
Overall average attendance	93.61

NON ATTENDANCE

Parents are contacted via phone and or email, by the classroom teacher, if a child has been absent for more than two days without notice. If no contact can be made, the Principal will follow up with phone calls. Interviews may be conducted to discuss absences. The school endeavours to work with parents to minimise student absences.

Parents are required to provide written notification after an absence and in the case of a holiday during the term, they are required to provide written information detailing date of departure, reason and date of return to school.

A process to monitor and follow up regular non-attendance forms part of the policy and involves varying degrees of intervention and response based on absences. Should attendance still be of concern despite discussions and strategies with families, and an Attendance Improvement Strategy will be implemented by the Principal. All correspondence is as per the policy.

Information through our newsletters and discussions with parents and posters about the importance of regular school attendance, ensure parents are aware of their

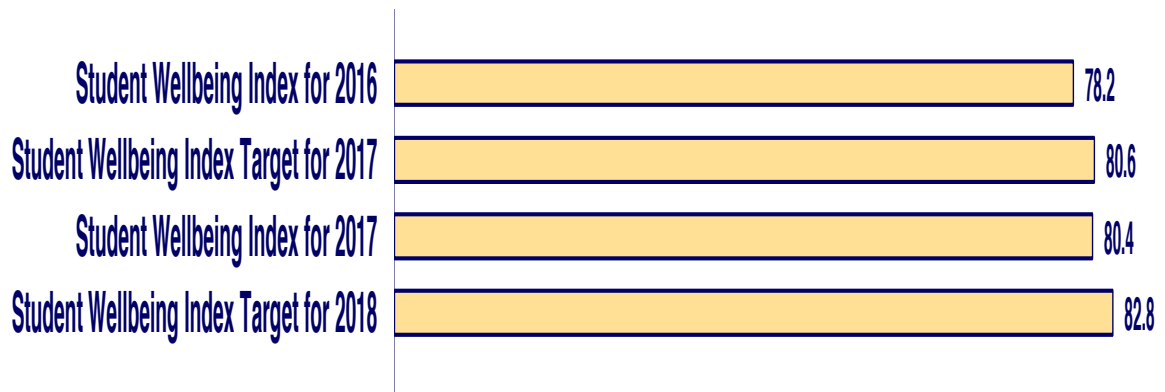
responsibility and expectations.

VALUE ADDED

Various extracurricular interest based clubs have been established throughout the year. These have included Sports activities and Book Club, Games Club, Arts Club and Choir. Participation in each of these has been extremely popular with students as they can choose to be involved for one session or all, with the exception of Choir which requires a commitment.

Student lead initiatives and projects linked with Social Justice and leadership have enabled a strong sense of student voice, ownership and agency. Students are also involved with Whittlesea Music and regularly perform at assemblies and concerts on the Green.

STUDENT SATISFACTION



Child Safe Standards

Goals and Intended Outcomes

To develop and embed a formal and consistent structured approach to managing risks associated with child safety

That a clear and consistent process is established if any child is identified as unsafe.

That the child safety standards have active participation from all stakeholders: staff, students, families, Parish and the wider community.

Achievements

After consultation with all stakeholders we have completed and implemented:

- Child safety statement
- Code of conduct
- Child safety policy
- Risk management strategy
- Recruitment policy
- Mandatory reporting policy
- Working with children policy
- Professional development for all staff on child safety, mandatory reporting etc
- Dispositional curriculum
- Up to date record of all parents, volunteers and contractors etc with a WWC on SAS
- All contractors sign commitment statement
- Embedding of policies and protocols in everyday practice
- Human resource practices
- Student participation and empowerment and student agency strategies
- Child safety – risk management approaches

Leadership and Management

Goals and intended Outcomes

To develop St. Joseph's as a vibrant inclusive Catholic Learning community.

- That staff capacity will develop in a professional learning culture with shared knowledge, skills and understandings to improve student outcomes
- That a shared understanding of St. Joseph's vision is enacted

Achievements

Our whole school approach to the ongoing development and sustaining of a Professional Learning Community has seen a number of areas as part of this strategy. Throughout 2017 the continued focus on professional learning to enhance and build teacher capacity was maintained. Our school continued in the Catholic Education initiative – Visible Learning Collaborative Impact Project. This project continues to build teacher capacity using evidence to maximise impact on the learning of all. This project is designed to develop assessment capable students who know the learning, can describe where they are and use that information to select learning strategies to improve their work. *When students self assess regularly, track and share their progress, their confidence as learners grow. Their motivation to do well increases as does their achievement. Stiggins and Chappuis, 2010.* Students therefore, become engaged in a reflective review of their work, can set questions and create solutions and through peer assessment and self assessment can rework their learning. Opportunities exist for all staff members to visit and work alongside other staff from other schools through our Leading the Learning Collective which has a focus on Visible Learning. This collective has had a huge impact on building teacher capacity, sharing resources and staff experiencing leadership opportunities through a distributive approach.

Weekly meetings with the Parish Priest, Leadership Team, and Professional Learning Teams promote and maintain a consistent approach that is transparent. These meetings ensure that charters, policies and structures are current and are focussed on collegial discussions and professional development. Staff committees such as Religious Education, Sustainability and other event committees were formed and organised various activities throughout our school year, such as the Parish Fete and Art Show.

We encourage, support and promote a culture that seeks evidence for action. We support and challenge colleagues to seek and critically evaluate new ideas and practices in teaching, learning and assessment. We have a shared responsibility for monitoring and maintaining a positive school climate.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

Interactive Catholic Online Network (ICON) implementation
 Developing a School Emergency Management Plan
 Mathematics – Expert Teaching
 Leading the Learning Collective with a focus on Visible Learning
 Religious Education Network
 Reading Recovery
 Colourful Semantics
 Social Justice and Catholic Identity
 Visible Learning – Impact Coaching, Evidence, Feedback
 Targeted Assessment
 Coaching sessions
 Intervention Framework
 Handling Difficult Conversations
 Record of Oral Language Analysis
 Discovery Based inquiry
 Pat R and Pat M Analysis
 Literacy Leader Clusters
 Wellbeing Networks
 First Aid Training
 Reading Recovery Networks
 Religious Education Networks
 Learning and Teaching Network
 Curriculum planning

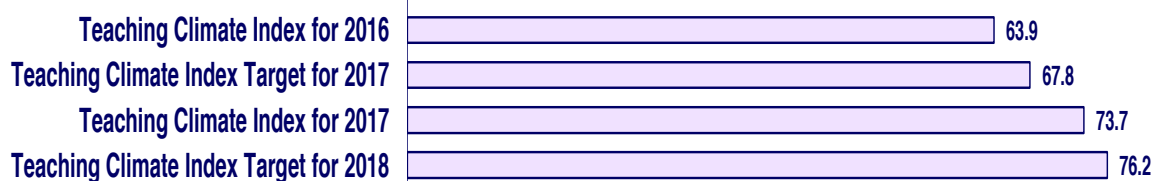
NUMBER OF TEACHERS WHO PARTICIPATED IN PL

29

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3129

TEACHER SATISFACTION



Our teacher climate has been consistently improving from 2016. There are still areas for improvement with strategies of feedback and goal setting developing for a culture of continual professional dialogue.

School Community

Goals & Intended Outcomes

To build sustainable relationships within the parent community, local community and beyond in order to enhance student learning

- That we build and strengthen partnerships for learning with our school community and parish
- That we improve our connectedness to the wider community as an outward facing school to promote the St. Joseph's ethos.
- That communication with the school community is fostered and promoted to strengthen engagement.

Achievements

During 2017 St Joseph's Catholic Primary School has continued to strive for better connectedness to the wider community, increasing the inclusivity with students, parents, grandparents and the Parish and greater community. The school continues its dedication to the community with the ongoing position of a Community Liaison Advisor. The Parent and Friends Association (PFA) is once again under the guidance and direction of the Community Liaison Advisor to ensure the PFA maintains its connectedness to the school and the school vision.

The Welcome Barbecue was a major fund-raising event with an estimated 300 community members attending the evening and fostering the community spirit. Although fundraising was not the prime focus for the evening the inclusion of the Zorb Balls and Remote-control car championships all added to the great atmosphere created 2016 which once again included free live music, a petting zoo, mini golf, jumping castle, fairy floss and a sausage sizzle.

INGOMA continues to be reviewed and further improved to be more inclusive of parent input. Celebration of Learning new format has proven to be successful. Each individual year level was allocated a Celebration of Learning each term to organise. Classes were timetabled to lead Celebration of Learning and the school adopted a consistent framework for presentation. Feedback from these improvements has been positive with parents and the community feeling even more connected the school and students.

Interschool Sport continued regularly on Friday's for the Year 4, 5 and 6 students with the inclusion of an additional 2 new schools. The school ran a school based Athletics Carnival which encourage students to represent and connect to their allocated Houses. the swimming program was moved to the newly opened King Swim Center in Mernda, which in turn reduced the overall cost of the program but still offered the

opportunity for our students to gain an understand and appreciation for water safety, as well as support to with learning so in improving their swimming ability.

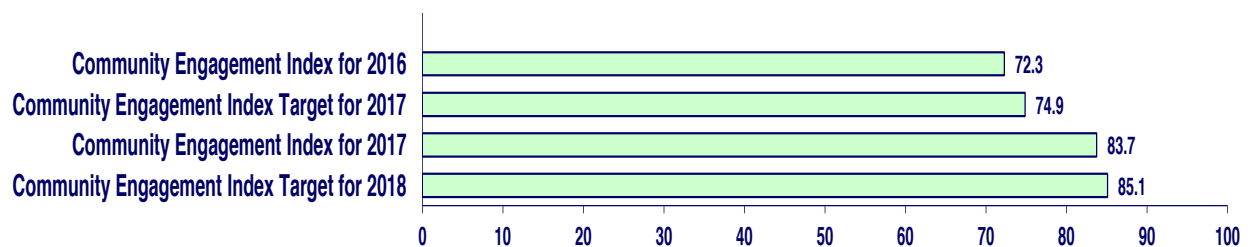
The ME2WS (Mernda, Epping, Epping North and Whittlesea) cluster of continues to meet to discuss and refine the way schools encourage parents to not only involve themselves in school but engage themselves in their children's learning. Julie Dinoto was appointed as the cluster convener. She conducted meetings with each individual schools to discuss and implement strategies for parent engagement as well as chair cluster meetings with all schools. Three major focuses from the ME2WS cluster were the introduction of the Pair Reading Program, where parents were educated on how to read at home with their children, The Little Joeys Pre-Prep Program was totally redeveloped and finally the Helping Hands Program was introduced, which targeted parents and allowed them to choose particular jobs and activities to assist with in studios.

2017 also saw another amazing St Joseph's School Art Show and Bake Sale. The entire St Joseph's community gathered at the school to celebrate the wonderful art work of our students. As an additional fundraising opportunity, a Bake Sale was associated with the Art Show. Parents and the wider community were asked to donate cakes and other treats to the school to sell.

The planned Trivia Night was unfortunately once again cancelled due to poor ticket sales. Mother's Day changed formats with a greater emphasis placed on the Mothers and Grandmothers spending quality time in the Village's with their children and Grandchildren, Father's Day was celebrated with Kebabs and competitions, aiming to have the Father's more engaged with their children.

Christ the Light Parish ran another Parish fete which once again replaced our Christmas Community Markets. The Parish Fete raised money for the Parish and associated Schools. St Joseph's Jaguars Basketball Club continued to develop and increase in size.

PARENT SATISFACTION



TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.51%

STAFF RETENTION RATE	
Staff Retention Rate	80.77%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	10.00%
Graduate	25.00%
Certificate Graduate	0.00%
Degree Bachelor	50.00%
Diploma Advanced	30.00%
No Qualifications Listed	20.00%

STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	32
FTE Teaching Staff	28.184
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	7.548
Indigenous Teaching Staff	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