



st JOSEPH'S  
SCHOOL<sup>mernda</sup>

## 2016 ANNUAL REPORT TO THE SCHOOL COMMUNITY

VRQA: 2060

The school logo inspiration comes from our window at St Joseph's Church.

This year it symbolises "unlocking God's love and mercy in our lives".

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SCHOOL<sup>mernda</sup>





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## Minimum Standards Attestation

I, Marita Richardson, attest that St. Joseph's Mernda is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

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## 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 21<sup>st</sup> Century.*

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**SCHOOL**mernda



## 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 2016 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 tools 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

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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 a 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***

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## Principal's Report

In 2016, once again we have had a very productive year. St. Joseph's continues to be committed to provide 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. This vision speaks of Faith, Hope, Respect and Creativity that is reflected through our relationships and shown in so many aspects of our vibrant community.

Throughout 2016 we have forged stronger partnerships and have worked in the spirit of creating new frontiers for our new parish of Mernda, Whittlesea, Doreen and Kinglake. We have given rise to a new name of **Christ the Light** for our Parish, which 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, such as Lent, Easter, Advent and Christmas.

There have been many developments during the 2016 school year at St. Joseph's with our continued commitment to improve outcomes for all students. We have seen an increase in the use of data and evidence, student conferencing, feedback and the structures of best practice in learning. It is evident in each learning village student voice where children articulate their learning; discuss the elements of the learning pit and use language and structures to support them in their **learning** acquiring knowledge. The dispositions of learning are also apparent and children are striving to become self managed in their outlook. This culture we are developing is focussed on the child at the centre, building resilience and self esteem. I would like to thank our dedicated staff for their work and professionalism throughout this year.

We have also had many community events throughout 2016 such as our yearly celebrations such as Book Week, Mother's Day, Father's Day and the Christmas Carols. Our school production, *Our World the Musical*, was a highlight of our school calendar year. Every child had some role to play within the night and with hard work, skill and enthusiasm it was certainly a worthwhile event. Stay tuned for 2018 for our next production.

Thank you to our parents, carers, extended families, Parents and Friends and School Board who support our school in creating an essential partnership between home and school. Your continued commitment to our school is greatly appreciated.

Looking forward to working and walking in partnership with you in 2017

*Marita Richardson*

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## Education in Faith

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

### Intended Outcomes:

- 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 striving to meet the goal of strengthening and enhancing engagement of all its members in an inclusive Catholic Learning Community. We regularly use our St Joseph's prayer and the dispositions of our Patron Saint to inspire and support us on our life long faith journey.

In 2016 we deepened the relationships within the Parish of Mernda, Whittlesea, Kinglake and Doreen. Our commitment in connecting as 'one body' witnessed the development in naming the Parish. Following collaborative and consultative meetings, the Parish is now called; Christ the Light Catholic Parish. This initiative strengthens our belief that we need to be in continual dialogue as a Parish and School team where learning faith and life finds a meeting place.

The 2016 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 Joseph Truong to enrich our faith life in many various and relevant ways. Father Martin was able to facilitate the Family Faith Nights while Father Joseph celebrated the Parish Masses, which are attended by our school students. Bishop Terry Curtin celebrated the Sacrament of Confirmation.

Pope Francis proclaimed 2016 the Holy Year of Mercy. St Joseph's community used this theme throughout the year as a way to connect with the worldwide church and provide an opportunity to encounter God in our lives. Our learning villages and staff embraced the theme and used terminology such as 'keys to learning'. The Year of

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Mercy was the main focus for Staff Commissioning Mass 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 and academically, personally for staff and also to increase student-learning outcomes. On our school closure day we focussed on contemplative prayer with an engagement in meditative practises. The staff were very receptive to the many varied opportunities given to them for reflection and prayer. Our aim is to embed Christian Meditation throughout the school. 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. One of our students was awarded the Primary School Portraiture Award for her artistic representative of Godmother.

Religious icons, symbols and artefacts are continued to be displayed around our school environment to explicitly enhance our Catholicity. 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

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## Learning & 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 lifelong learners.

### Intended Outcomes

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

### Achievements

During 2016 St Joseph's staff continued to work on the Visible Learning Structure and Framework with an emphasis on Literacy and Numeracy. This continues to stimulate and engage our students. Opportunities have also been given for teachers with professional dialogue around what a good learner is and does. The profile of what a good learner was developed and our dispositional curriculum was shaped and developed around this framework. The development of the dispositional characters support children in understanding what learning is like for them. We have had posters created on the dispositions. and also the The Learning Pit has had a huge impact on children's self efficacy and how they view themselves as learners. We have employed a graphic artist to rebrand our school with a lens on learning. 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 children are engaged and connected. Our students are learning life skills they can take beyond the classroom that will help them make healthier choices into the future.

Our focus has been to ensure data and evidence of student's achievements drives our learning and teaching making sure we encompass the broad range of abilities of all our children. This is evident in the increase in our NAPLAN data over all areas. The role of the literacy leader has continued with a focus on Prep – 6. She has continued to attend professional development around classroom practice and disseminate this information to all staff members. Strategies like CAFÉ and daily 5 programs are embedded throughout the school. Our Words are Way program is another initiative we have implemented in all classes. The role of the Numeracy leader has also been highlighted. Programs were introduced for targeted groups of students that have been identified using data as evidence to guide these groups. Planning sessions focussed around analysing data such as PAT Maths; Early Years Numeracy and interview data. Strategies like coaching and modelling have been used to build capacity of teachers focussing on differentiation, questioning and structuring of lessons.

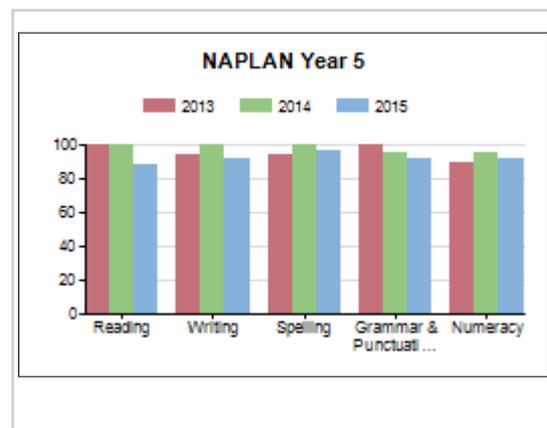
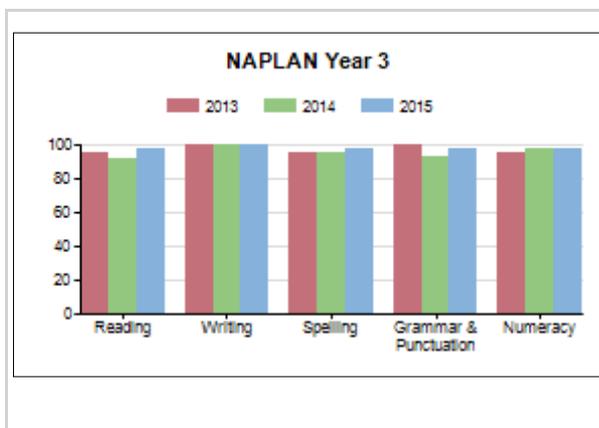
The students continued to be involved in programs that have strengthened the links between home and school. Students participated in Book Week, Readers Challenge, St Joseph's Feast Day, ANZAC Day and Remembrance Day events. Students also had their art work submitted into the Whittlesea Show and their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

Specialist programs are interweaved 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 along side each other as they develop the language, culture and traditions of China. This is 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 market garden.

Various extracurricular interest based clubs such as The Choir, sports clubs etc have been further established throughout the year. Participation in these clubs have been extremely popular with students who choose to be involved as it develops their self esteem and confidence. 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 lead passive play, fundraisers which have been extremely successful.

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2014</b>	<b>2015</b>	<b>2014–2015</b>	<b>2016</b>	<b>2015–2016</b>
	<b>%</b>	<b>%</b>	<b>Changes</b>	<b>%</b>	<b>Changes</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
YR 03 Reading	91.5	97.8	6.3	100.0	2.2
YR 03 Writing	100.0	100.0	0.0	97.4	-2.6
YR 03 Spelling	95.7	97.8	2.1	100.0	2.2
YR 03 Grammar & Punctuation	93.6	97.8	4.2	94.9	-2.9
YR 03 Numeracy	97.9	97.8	-0.1	97.5	-0.3
YR 05 Reading	100.0	88.6	-11.4	100.0	11.4

YR 05	Writing	100.0	91.4	-8.6	100.0	8.6
YR 05	Spelling	100.0	97.1	-2.9	100.0	2.9
YR 05	Grammar & Punctuation	95.8	91.4	-4.4	94.1	2.7
YR 05	Numeracy	95.8	91.4	-4.4	100.0	8.6



The trend over the last three years is showing an increase in most areas in Year 3 and Year 5.

## 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.

### Intended Outcomes

- 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 introduced our dispositional curriculum throughout the school of Respect, Creativity, Curious, Self Managing, Resilience and Reflection. This dispositions support children in their learning therefore creating self - esteem. We have also introduced our school Rules – Respect, Help Others to Succeed and Do your Best. This has also been a positive impact on our school community.

Time and opportunities were created for 'hand-over' of student information. A way in which we supported staff was to implement observations on the yard to inform Learning Advisors and collect data on individual student's behaviour. 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.

Learning Advisor Assistants have partaken in an intervention certificate ??? and weekly facilitated planning sessions with the Wellbeing Leader for the purpose of professional dialogue to develop collegiality amongst the staff. At these meetings Learning Advisor Assistants were able to share the positive interactions of the students and also discuss the challenges the students may have experienced. This platform provided the assistants to explore and deepen their professional learning to support the

students at St. Joseph's. Learning Advisor Assistants also worked on producing resources to be shared and used within the Learning Villages.

There has also been a number of new initiatives to maximise students' wellbeing whilst outdoors which include: administering student observations as a means of prevention, consistency in LA approach to behaviour management, extra duties on the courts, a half time break from play at lunchtime where students are encouraged to utilise the new drink taps. Sports equipment has been made available during break time and 'better buddy seating' provided an area of passive play which all children can access and retain a sense of inclusivity.

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.

In 2016 a school Counsellor and also a Pastoral Care worker from the chaplaincy program was maintained. The counsellor, Antonietta Bua, is available to all members of the school community one day per week. We also continue a Parent Care Group meeting facilitated by the School Counsellor, Pastoral Carer and the Wellbeing Leader each week. Our Pastoral Care worker works across the school in a more general capacity. She meets with the Student Wellbeing Leader weekly to discuss students' needs. Each week the Counsellor, Pastoral Care worker and the Student Wellbeing Leader meet to set the direction for the following week.

Professional development has also been provided throughout 2016. The school has been trained in various instructions and strategies such as Ipad apps to support learning, the development of our School Wide Positive Behaviour Policy and the development of Individual 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. There is also ongoing liaison with Catholic Education Melbourne in various fields, regrading referrals and support for students.

## Leadership & Management

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

### Intended Outcomes:

- **That staff capacity will develop in a professional learning culture with shared knowledge, skills and understandings to improve student outcomes**
- **That our 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 2016 the 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.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING****DESCRIPTION OF PL UNDERTAKEN IN 2016**

- 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****30****AVERAGE EXPENDITURE Per TEACHER FOR PL****2, 957**

## School Community

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

### Intended Outcomes:

- 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 2016 St Joseph's Catholic Primary School has continued to strive for better connectedness to the wider community, therefore increasing inclusivity with students, parents, grandparents and the Parish. The school has continued its dedication to the community with the ongoing position of a Community Liaison Advisor. The Parent and Friends Association has also placed greater emphasis on reaching out to a greater portion of the parent community.

The Welcome Barbecue underwent a further makeover to build on the success of 2015. Once again the emphasis was on spending time at the school amongst friends and staff, free live music accompanied a petting zoo, mini golf, jumping castle, fairy floss and sausage sizzle.

INGOMA has been reviewed and further improved to be more inclusive of parent input. Celebration of Learning has been reframed and facilitated by staff and students. Staff were allocated a Celebration of Learning over the year and have restructured the organization of the event. Classes were timetabled to lead Celebration of Learning and as a school we adopted a consistent framework for presentation. Feedback from these improvements has been positive with parents and the community feeling even more connected to the school and students.

Interschool Sport continued regularly on Friday's for the Year 4, 5 and 6 students with the inclusion of 3 new schools. The school ran a school based Athletics Carnival which encourages students to represent and connect to their allocated Houses. A swimming program began in Term 4, where all students were offered the opportunity to gain an understanding and appreciation for water safety, as well as support to with learning so in improving their swimming ability.

A cluster of schools began a meeting in 2016 to discuss and refine the way schools encourage parents to not only involve themselves in school but engage themselves in their children's learning. The cluster took on the name ME2WS (Mernda, Epping, Epping North and Whittlesea) to represent all of the schools involved. Joelle Kabamba was appointed as the cluster convenor. She conducted meetings with each

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individual school to discuss and implement strategies for parent engagement as well as chair cluster meetings with all schools.

Joelle's appointment had all Villages, Studios and Learning Advisors access her wealth of knowledge and experience in the area of community. Joelle set about meeting with Leadership, Staff and Parent Focus Groups to gain an understanding of how and where parents could better involve themselves in the school community.

2016 also saw the inaugural St Joseph's School production. The entire St Joseph's community gathered at the LaTrobe Agora Theatre to watch a wonderful performance from the Foundation students to the Year Six students, celebrating 'Around The World.' Parents and the wider community were absolutely amazed with the quality and professionalism of our students and dedicated staff.

The planned Trivia Night was unfortunately cancelled due to poor ticket sales. Less than one week out, we had only managed to sell 10 tickets. Feedback from parents informed us that it was due to the timing of the event. With this in mind we have reviewed the planning and timing of any events throughout our school year. Mother's Day Devonshire Tea was another massive success with over 190 tickets sold as well as, Fathers Day Pizza Night was also celebrated by over 300 fathers, grandfathers and children.

Christ the Light Parish ran the inaugural Parish fete which replaced our Christmas Community Markets in 2016. The Parish Fete raised money for the Parish and associated Schools. St Joseph's Jaguars Basketball Club was also established by parents, in consultation with the School to offer more extracurricular activities for the community. The Basketball club has proven to be a positive initiative to promote the School and the wonderful opportunities offered to students while at St Joseph's.

## VRQA Compliance Data

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	87.3%

STAFF RETENTION RATE	
Staff Retention Rate	65.52%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	11.76%
Graduate	29.41%
Certificate Graduate	0.00%
Degree Bachelor	52.94%
Diploma Advanced	35.29%
No Qualifications Listed	11.76%

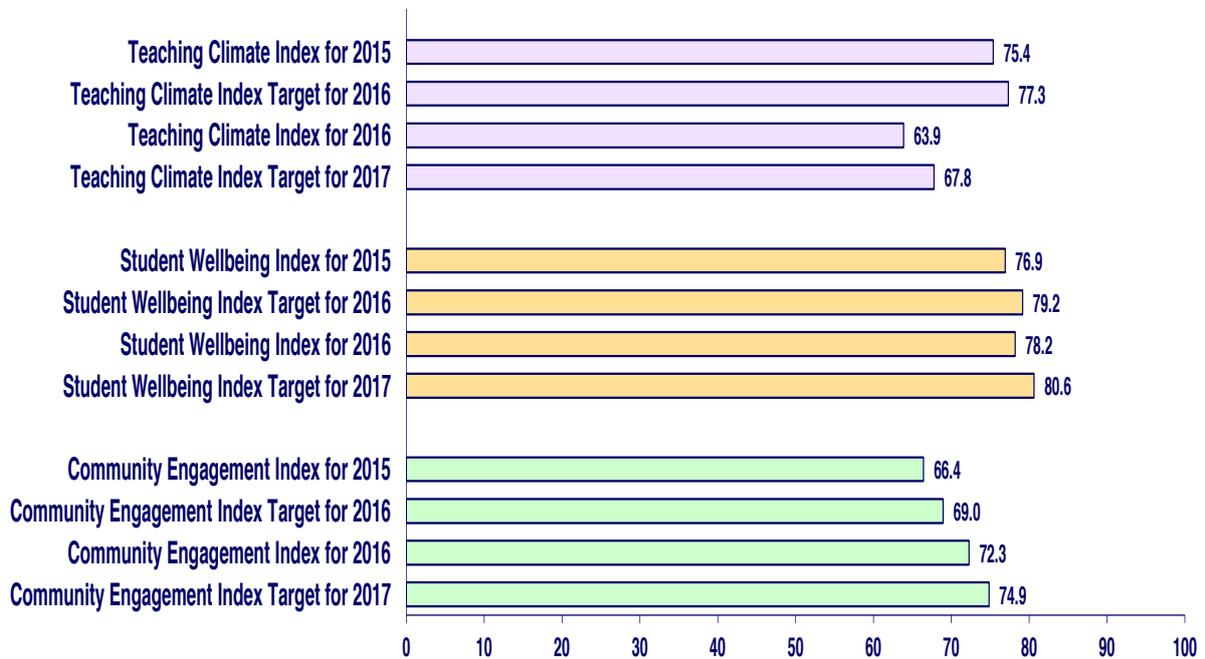
Average Student Attendance Rate By Year Level	
Prep	89.86%
Year 1	94.24%
Year 2	95.81%
Year 3	91.11%
Year 4	98.65%
Year 5	89.11%
Year 6	97.99%

Parents phone in or place the absentee on our school bag app to notify the school of children's absence. In situations where there is extended absence (more than two days ) with no contact from a parent , the teacher and or the Principal will contact the parent for details and to offer appropriate support if it is required.

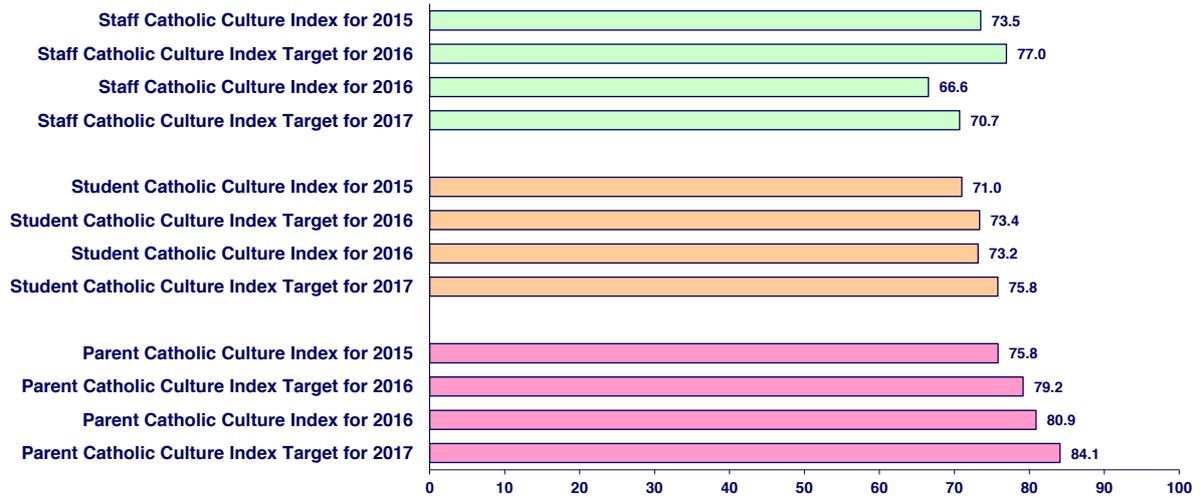
STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	36
FTE Teaching Staff	31.394
Non-Teaching Staff (Head Count)	10
FTE Non-Teaching Staff	9.214
Indigenous Teaching Staff	0

### School Improvement Surveys

The Catholic Education Office requires all Catholic schools to conduct a range of surveys as part of the School Improvement Framework. Parents, students and staff are offered the opportunity to complete these surveys and the results are communicated to the school where they are used to inform our Annual Action Plan.



As you can see from the indexes above the teaching climate has dipped from 2015 to 2016. Students' indexes have shown that they have remained consistent and that student motivation, learning confidence and teacher empathy has remained high. Parent indexes have shown an increase from 2015 to 2016 believing they are connected to the school through community engagement and learning opportunities.



The Catholic Culture section of the survey reflects a strong result for both students and parents. This indicates that it is important to them to celebrate and live out the Catholic faith and traditions and the school and parish provided opportunities to fulfill this. It is indicated that one's catholic identity is important in our community. The Catholic index for staff has also shown a dip which is reflect in the previous indexes.