

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

## 2018



## St. Joseph's Primary School Brunswick West

REGISTERED SCHOOL NUMBER: 0915



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## Contact Details

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E NUMBER	1076

## Minimum Standards Attestation

I, Matthew Davey, attest that St. Joseph's School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

23<sup>rd</sup> May 2019

## Our School Vision

St Joseph's Brunswick West is a Catholic parish primary school founded on a century of care and excellence. As members of the people of God, we base our lives on the life and teachings of Christ and are also guided by the faith and service of Mary MacKillop and the Sisters of St Joseph, *'to never see a need without doing something about it'*.

Our commitment to quality, contemporary education nurtures a passion for learning where all are respected and valued.

We aim to develop active global citizens with the skills for the 21st century.

We encourage our school values of responsibility, empathy, honesty and respect in our relationships.



We recognise the important role that the parish, families and the wider community play in enriching our learning. In our partnerships we welcome and celebrate diversity, creativity, courage and compassion.

*St Joseph's:*

*united in friendship, faith  
and a love of learning.*

## School Overview

St. Joseph's, Brunswick West is a Catholic Primary School situated in the inner northern suburbs of Melbourne. St Joseph's school was established in 1911 due to a growing population in the West Brunswick area. St. Joseph's Parish was formed in February 1913.

In 1918 the first Church was built. The Sisters of St. Joseph were at this time caring for the students. St Joseph's School celebrated its centenary in 2011. We celebrated our parish centenary in 2013.

In 1929 work on the current older school buildings began and St. Joseph's grew rapidly into a vibrant working class community. At this time, Brunswick was largely an Irish Catholic community, with many people contributing to the development of the Parish and school. In the 1950's the current St. Joseph's Church was built as the population continued to grow. St Joseph's welcomed migrants from Italy, Greece and the Middle East. Each of these groups has had an influence on St. Joseph's School, contributing to the atmosphere of acceptance and inclusion which still permeates the school.

Today, the school offers a comprehensive personalised education to approximately 310 students from the Parish and drawn from the Western region of Brunswick and Northern area of Parkville.

Parents are encouraged to become involved in the school through a variety of activities and are an integral part of our school. Parent helpers give support in the classroom and Library programs. Many parents support the school through their involvement in the Parents & Friends Committee, School Board, fundraising opportunities, canteen, maintenance/grounds committee and Out of School Hours Program. The School Education Advisory Board and portfolio committees also meet regularly throughout the year.

St. Joseph's, with a committed and highly professional staff, provides an exceptional standard of education for all students. There are 14 classroom teachers, supported by specialist teachers and paraprofessionals in the areas of LOTE (Italian), Library, Literacy, Reading Recovery, Visual Arts, Dramatic Arts, Physical Education, Learning and Teaching and ICT. Lunchtime clubs provide further opportunities for choir, craft, technology, literacy and problem solving. School Officers ensure that the school administration runs effectively and efficiently and provides a friendly and informed initial point of contact with the school. Specialist instrumental music programs are also offered as part of our extra curriculum.

As a school we aim to be a significant part of the Parish and local community and our efforts are directed toward the full development of students and others within a Catholic environment. Every opportunity is taken to make use of facilities and services offered to the school. Family Masses celebrated on the last Sunday of each month offer full involvement in the Parish. Class Masses and whole school Masses are also celebrated throughout the year at either the Sunday Mass times or during the term. Education in Faith and social justice is a significant part of our mission.

## Principal's Report

St. Joseph's Vision Statement speaks of the values of responsibility, empathy, honesty and respect in our relationships; having been the principal of St. Joseph's for a little over a year now, I can clearly see these values present in many aspects of the school but particularly in the school's strong pastoral care practices and student wellbeing programs throughout the school.

St. Joseph's has continued to implement many effective learning and teaching practices, e.g. flexible learning groups, feedback processes, the use of learning intentions and success criteria, and problem solving strategies in numeracy. St. Joseph's has continued to work to make sure these practices and procedures are implemented consistent throughout the school.

In 2015 the staff began implementing the *Visible Learning Framework*. Visible Learning assists teachers to see learning through the student's eyes, which in turn helps the teacher to ensure that their teaching is clear and accessible to the student. The framework encompasses many of the strategies mentioned above and already practised in the school. 2017 saw St. Joseph's complete the final year of a 3-year Visible Learning program. Over the 3 years, staff received training. The approach has become an integral part of the daily practice of the staff.

In 2018, staff undertook a "where to know?" phase, where they considered the learning that had taken place in the previous 3 years, and worked on a future direction. The school has set as its overarching, continuing goal the development of the students as "Self Regulated Learners", having a sense of where they are in their learning, where they need to be going, and the strategies they can use to facilitate this.

Parent Conversations continue to take place on a regular basis. They provide an opportunity for parents to be informed on different aspects of the curriculum and school life in general. It is also an opportunity to engage in conversation about a specific area and to provide feedback to the school. In addition to Parent Conversations, St. Joseph's introduced Learning Expos. These expos gave the students an opportunity to share their learning with their own, and other, families in our community.

St. Joseph's held a number of special events such throughout the year, such as the many dress-up days (especially the Book Week Parade), the Mother's Day Morning Tea and the Father's Day Breakfast and Assemblies. In Term 4, the school also held its biannual carols night, with all children participating.

The close relationship between the school and the parish continued to thrive in 2018, led and nurtured by our parish priest, Fr. Patrick Harvey. His 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.



Parent support at all levels in the school is vital for any community. Once again, the Parents and Friends Association (P & F) did a magnificent job in fundraising for the school last year with the main event being the School Fete held in November. There was terrific support from the local community, enabling us to raise funds similar to previous years, with the proceeds being earmarked for school equipment replacement and renewal.

The Parish Education Advisory Board was also busy in 2018. Amongst its ongoing input in to policies and procedures ways to engage with the parent body in a more consultative and effective way, the board also undertook a review of the Board Guidelines. The board provides valuable feedback when decisions need to be made and directions need to be set for the school, and extremely helpful to Fr. Pat and the Principal.

Parent helpers in the classroom are very much appreciated as they provide extra support for the teachers allowing them to work with smaller groups of students. We thank the parents who come along week in and week out. Parent helpers are also appreciated by Marianna Gentilin, the canteen co-ordinator, especially on busy days. We thank Marianna for all her efforts and for providing the students with a mixture of nutritious and "treat" food options.

I would like to acknowledge the commitment and dedication of the following leaders to their respective roles: Co-Deputy Principals Carmel Molluso (Learning and Teacher Leader and Literacy Leader) and Paul Staniscia (Numeracy and ICT Leader), Anne Feain (Special Needs Leader), Julian Burke (Religious Education Leader), Rebecca Neagle (Student Wellbeing), as well as the Learning and Teaching Team. Also to the staff in general who continue to support, trial and implement many initiatives enthusiastically.

Finally, it is important to remember that, first and foremost, we are a Catholic primary school whose actions and decisions are guided by the teachings of Jesus Christ. This is the foundation from which we work in all aspects of school life. Therefore, providing a just and equitable education for all our students is our goal at all times. This is the faith that Mary MacKillop spoke of when she fought so hard to provide a faith based education for the poor with which she worked. Her immortal words, *to never see a need without doing something about it*, are ones that echo the teachings of Jesus and are a constant guide for all the community here at St. Joseph's parish school.

**Matthew Davey**  
**Principal**

(May 2019)

## Education in Faith

### Goals & Intended Outcomes

- To cultivate an inclusive learning community imbued with a Catholic worldview, where all members learn about, reflect on and engage in the teachings and traditions of the Catholic Church
- That the opportunity to be an active member of a Catholic school community be embraced by staff, students and parents
- That there will be increased understanding of, and participation in, Social Justice issues as part of a Christian call to service.

### Achievements

At St Joseph's, we have continued to explore and enhance Catholic Identity and contemporary Religious Education Pedagogy. We display our commitment to living out Gospel values through active service of others and participating in prayer, Sacraments and the rich traditions of the Catholic Church. We are guided by the charism and vision of Mary MacKillop to provide an environment where the dignity of all is promoted and where we strive for an excellent education for all. We continue to foster relationships and partnerships with the parish and the wider community through social justice initiatives, family masses and the sacramental program.

To assist in developing contemporary Religious Education pedagogy and enhance staff professional learning, we have ensured that regular timetabled Religious Education meetings take place every term. These meetings allow for staff to engage in professional readings, dialogue and plan rich tasks and assessment in RE. The meetings are facilitated by our Religious Education Leader and other external experts. Staff have been fortunate to work closely with Pauline Ciccutto and Matthew Navaretti (RE consultant from CEM) during year level planning sessions and through the Sacramental programs. We have experienced some success with our continued efforts to integrate the renewed Religious Education curriculum with other subject areas, particularly Inquiry, and have increased our familiarity and confidence with using 'The Pedagogy of Encounter'. Further to this, staff begun the process of unpacking the RE Achievement Standards to assist with furthering the rigour associated with assessment in RE.

We had another passionate and inspired group of students adopting the role of our school 'Mini Vinnies' who worked alongside the Year 6 RE team to raise awareness for social justice initiatives. Some of these included the 'Winter Blanket Appeal' and a canned food drive. The Year 6 RE leaders were also involved in assisting to run the slideshows for whole-school Masses. Along with these important groups, the whole school is involved in annual Social Justice campaigns including Caritas' Project Compassion and the Feast of Sacred Heart Food Drive. Further to this, 2019 saw the induction of a Staff Social Justice Team who volunteered once a month at The Missionaries of Charity Men's Shelter in Fitzroy.



In years Prep- 2, each class prepares and celebrates liturgy with Father Pat once a term. Years 3-6 are involved in a class mass each term as well as Reconciliation. Family Masses are celebrated once a month, with a particular year level rostered on to host the Mass. This includes being involved in the readings, prayers, offertory and song selection. Our prayer life is an ongoing focus, with students being exposed to and participating in a range of, traditional, formal and informal prayers. A St Joseph's School Prayer was also created in collaboration with staff in 2019, and has now become part of our daily 'Sacred Time' in the mornings. St Joseph's offers Sacramental Programs and preparation for students and parents in Years 3 (Reconciliation), Year 4 (Eucharist) and Year 6 (Confirmation).

At St Joseph's we encourage and facilitate a strong partnership between the school and parish. We have put many things in place to create this partnership. The School Board is divided into portfolios, one being the Community and Faith portfolio. This highlights the value placed on Education in Faith in our community. The Community and Faith portfolio have continued their focus on involving more families and trying to get some initiatives up and running. We are involved in an induction program for seminarians annually. Staff, in particular the Principal and RE Leader, works closely with parish staff and Father Patrick Harvey. School families and staff fully support parish events. Parents are welcome to take part and offer input in a variety of ways including surveys, the school board, parents and friends meetings and Parish Council.

#### VALUE ADDED

- Continued to provide opportunities for staff and students to actively participate in prayer and personal faith development
- Supported parents in the development of their children's faith
- Built on the existing school and Parish relationship

## Learning & Teaching

### Goals & Intended Outcomes

- To provide purposeful and engaging contemporary learning for all students.
- That every student is engaged in her or his learning, develops confidence, experiences success and becomes an independent learner.
- That student learning outcomes in literacy and numeracy improve

### Achievements

As we further developed our understanding of the assessment capable learner, we felt we had to challenge ourselves further to educate our children and prepare them to be continuous learners and globally competitive citizens. The decision was made to devise a definition of a 'self regulated learner' that reflected what we felt encompassed tending to the education of the whole child, social, emotional and academic needs. .

Staff definition:

*Self regulated learners are self aware, motivated learners who view themselves as their own teacher. Self regulated learners are involved in a constant process of goal setting, selecting strategies, monitoring progress and making informed decisions as to the next step in their learning. Self regulated learners have a growth mindset. They view learning as challenging and see mistakes as opportunity for improvement. Self-regulated learners are able to articulate their goals in their own words.*

The staff definition was used as a point of reference when creating our goals for 2018. We continued to use the tools from the Visible Learning Framework to track our targets and measure our successes. We devised 5 pillars, assessment, feedback, thinking about our thinking, Gradual Release of Responsibility and Teacher impact, which we mapped against our current understanding of Visible Learning Framework. We then audited all the tools teachers and students were using and how they linked with our five Pillars. This was to glean which tools were being consistently used from Prep to year 6 and also what level of understanding did both teachers and students have about the tool. This was so as to prioritise where the next Action Research project should be focused. Feedback, Learner Qualities and progression tools in writing and numeracy became the goals. The development of CORE Action teams allowed those with passion and expertise in these areas to be involved in the development of these areas. Professional collaboration was embedded and used to support, sustain, evaluate and refine professional learning about teaching and learning strategies. Using collaboration to access expertise, data and relevant practice is an essential part of their daily practice.

The writing progression tool was developed to consolidate and make consistent the language both teachers and students were using when writing. The tool was also placed on a digital platform for a small group of year 5/6 students to access. They were provided the opportunity to engage with the tool through the process of finding evidence in their own learning, linking this evidence using the digital platform to justify where they were at in their writing.

Problem solving in the area of Numeracy also continued to be a focus alongside the development of Number progression tool allowing teachers to accurately assess and challenge students according to their current level. These sessions enable students to be engaged in challenging tasks in order to develop their mathematical proficiency. It also ensured areas of mathematical proficiency, which need support, were identified and developed. Overall, a consistent language and understanding for all students through the use of a variety of tools, has been key to the growth of student understanding and learning.

An ongoing analysis of the data collected continued to inform the teacher pedagogy so that students were engaged in learning at their point of need. The exploration of this information also being 'feedback' about our impact on student learning was also explored. The question was asked if the data showed that we were listening to the feedback that students were providing through results, were collecting this data at opportune times and were we reflecting and more importantly changing our practices that demonstrated we were listening to feedback. The tracking of data through a data wall, has led to changes in systems and continues to be an area where more focused intentions need to be identified.

## STUDENT LEARNING OUTCOMES

St Joseph's continues to examine NAPLAN data to determine trends. The following table provides information on the number of children performing at or above the National Minimum Standard.

Year 3

	Reading	Writing	Spelling	Punctuation & Grammar	Numeracy
2014	100%	100%	100%	100%	100%
2015	100%	100%	100%	100%	98%
2016	100%	100%	100%	100%	100%
2017	100%	100%	100%	100%	100%
2018	98%	100%	98%	100%	100%

Year 5

	Reading	Writing	Spelling	Punctuation & Grammar	Numeracy
2014	100%	97.3%	94.6%	94.6%	97.3%
2015	100%	97.4%	97.4%	97.4%	100%
2016	100%	100%	100%	100%	100%
2017	100%	100%	97.8%	93.3%	100%
2018	100%	100%	100%	100%	100%

2018 results show that 100% of the Year 3 cohort achieved at or above the National Minimum Standard in all areas except Reading. 100% of the Year 5 cohort achieved at or above the National Minimum Standard in all areas. The data shows achievements to be relatively stable, with the variance in those areas that are less than 100% being the result of only 1 – 2 children with lower achievement.

The school has performed well in all areas and in both year levels the school has outperformed like schools with regard to the CEM targets and NAPLAN averages.

## Student Wellbeing

### Goals & Intended Outcomes

- To provide a safe and consistent learning environment that meets the social and emotional needs of each student
- That each student grows in resilience, respect and self-confidence
- That students can use common language (using the learner qualities) to identify their strengths and challenges as a learner

### Achievements

In 2018 the Wellbeing Core Action Team worked strongly together to insure that Wellbeing was addressed in all areas of the school. Rebecca Neagle, the Wellbeing Leader and Anne Feain, the Special Education Leader continued to work with two classroom teachers. Positive Behaviour Management continued to be a focus ensuring that the rights of the child were upheld and the relationships developing in the classroom were of a respectful nature. St Joseph's was successful in becoming a Partner School for the Respectful Relationships (RR) program. In doing so, a RR team was established including both teachers and leaders. This team developed professional relationships with schools within a cluster. At these cluster meetings the RR team received professional development, developed an Action Plan and become experts in using the RR teacher resources. The RR team brought back their knowledge and delivered this to the teaching staff through Professional Learning Teams each Term. The Wellbeing Leader with the support of the Wellbeing Student Leaders planned and coordinated a Wellbeing Day to the whole school community promoting mindfulness, fitness, growth mindset, art therapy and fun! Further lunchtime clubs were introduced for students including mindfulness, girls club and boys club for our Grade 6 students, sporting clinics - organised and coordinated by the Sports Leaders.

We have continued to employ a chaplain to work with students and their families who may be experiencing grief, anxiety or other issues requiring a listening ear. The School Psychologist continues to provide students and families with a range of services. These services include assessments, observation, parent conversations, counselling, facilitating social skills groups, parent and teacher education and advice to the School Leadership. The school employs a Speech Pathologist to conduct Language Assessments and provide feedback to families and teachers where needed. Personnel involved in Student Wellbeing matters come together at times to discuss students' needs.

The St Joseph's Special Education Leader's major role is to support funded and non-funded students with difficulties to achieve and experience success in all areas of school life. The Special Education Leader facilitates Program Support Group Meetings (PSGs) and Personalised Learning Plans (PLPs), advises Leadership on matters regarding the needs of students with difficulties and supports teachers, parents and students where needed to maximise learning opportunities for our most vulnerable students.

**VALUE ADDED**

- Yr 5 students – social visits to Merri Health retirement centre
- Anti-bullying incursion (term 1)
- Protective Behaviours incursions (Terms 2 & 3)
- Learner Qualities celebrated in a Learner Quality Expo day
- Continuing involvement in Respectful Relationships Program (Partner School)
- Staff meetings focusing on Mandatory Reporting/ Child Safety Standards
- Brain breaks introduced to the classroom
- Whole School Transition Program

**STUDENT ATTENDANCE**

Parents phone in to notify the school of absence. In situations of extended absence (more than two days) with no contact from a parent, the teacher/Principal will contact the parent for details and to offer appropriate support if required.

## Child Safe Standards

### Goals and Intended Outcomes

- *Deliver staff education to ensure staff understand the Code of Conduct and their rights and responsibilities in creating a Child Safe environment*
- *Revisit with staff the school's Child Safety Policy*
- *Revisit the requirements of Ministerial Order 870*

### Achievements

Throughout 2018 the school Wellbeing Team, comprising Matthew Davey (the Principal), Rebecca Neagle (Student Wellbeing Leader), Anne Feain (Special Education Leader) and two classroom teachers continued to monitor how St. Joseph's School was meeting the Child Safe Standard's obligations. Professional meetings took place to revisit the seven Child Safe Standards. At a staff meeting the Child Safety Policy and Ministerial Order 870 was revisited by all staff and there was time for staff to ask questions. Similarly, the Code of Conduct was revisited in a separate meeting where staff were able to discuss and highlight any areas of concern. The message that was reinforced was that everyone is responsible for child safety morally and legally, and that all staff need to make it a priority. The protocols regarding who needs to be informed if there is a child safety risk or concern were also revisited, so that all staff understood the roles and responsibilities around child safety.

The Wellbeing Team continue to make it a priority to embed a culture of child safety within the school. The Child Safety Policy along with the Child Safe standards were brought to the community's attention through meetings with the School Board.



## Leadership & Management

### Goals & Intended Outcomes

- *To create a vibrant learning community characterised by a shared vision, a strong sense of team work, and focused on improving student learning outcomes, underpinned by supportive leadership*
- *That the professional capacity of the staff is enhanced.*
- *That a shared understanding of outstanding, contemporary education is achieved.*

### Achievements

Building leader and teacher capacity through collaboration and professional learning continued to be a major focus of the Leadership and Management sphere in 2017. Our third year of involvement in the *Visible Learning Project*, funded through Catholic Education Melbourne, enabled us to continue to work on instructional leadership and collaboration between staff, vitally important to the success of the implementation of the framework. Structures such as professional learning teams, facilitated planning, staff meetings and working parties enhanced and encouraged collaboration between staff. The Leadership Team and the Learning and Teaching Team continued to support and direct the staff. Also supporting and guiding the staff were the Student Wellbeing Team and the Religious Education Team. This structure allows all teachers to have a voice in the formulation of policies and directions in the major curriculum and management areas. In 2017, teacher professional development continued to revolve around the Visible Learning Project. It focused on developing an understanding of the philosophy which underpins the framework. It also assisted teachers in evaluating how their performance affected student outcomes. The collection of data continues to be central to the project. The Two Impact Coaches continued to receive regular professional development and worked closely with the Learning and Teaching Team. Teachers were also involved in professional development with a variety of educational consultants such as Helen Goode and Pauline Ciccutto.

The learning catered to the particular needs of the team. Extensive consultation of processes, programs and structures continued with staff. Auditing and evaluation are regular practices at staff meetings with an extensive audit being held in October. Information gathered at the audit contributed to the 2018 Annual Action Plan which guides the school in the following five areas: Education in Faith, Learning and Teaching, Leadership and Management, Student Wellbeing and School Community. Such collaboration and consultation ensures that all staff have ownership of the direction of the school allowing for a cohesive implementation, which students will ultimately benefit from greatly.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

## DESCRIPTION OF PL UNDERTAKEN IN 2018

Teachers at varying levels participated in the following PD opportunities:

- *Reading - Helen Butler*
- *Visible Learning*
- *Collective Workshops - School Closure*
- *Improving Pedagogical Practice in Mathematics*
- *Peter Sullivan working with Staff (maths)*
- *Leadership Coaching with Helen Goode*
- *Wellbeing (Berry St, Respectful Relationships)*
- *Network meetings (ICT, Literacy, Learning and Teaching, Wellbeing and Numeracy)*
- *Intervention (Literacy and Numeracy)*
- *Assessment*
- *Student Wellbeing*
- *Instructional Rounds*
- *Sacramental family faith development*
- *NCCD Briefings (CEM)*
- *Literacy Leaders and Learning and Teaching PD (CEM)*
- *Child Safe information sessions*
- *RE Revised Curriculum Project*

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

22 (all teaching staff)

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$3000

## School Community

### Goals & Intended Outcomes

- To enhance the vibrant and welcoming community of St Joseph's, where partnerships are deepened within the school and are broadened with the wider community.
- That family engagement with their child's learning and in the life of the school will increase.

### Achievements

As we value a strong connection between home and school we continue promote parent partnerships through a range of avenues. Parent helpers are welcome throughout the year levels and invited to extra-curricular events, including sports days and excursions. We encourage families to stay up to date and well informed about their child's education through Parent Conversations and Preview Learning. We understand the role technology plays in providing these opportunities and identify ways we can explore its use to make these sessions available to the whole community.

Our Parish Advisory Board is made up of parents who represent families from a range of year levels. This Board meets each term to discuss relevant and timely matters that affect the whole school. In addition to this the Board is comprised of three sub-committees:

- Faith and Community,
- Property and Resources, and
- Policy

These sub-committees also meet termly and families are invited to participate and have input into the school through the agenda set by these portfolios. Each year the Parish Advisory Board sets and reflects on goals that will support the vision for the school.

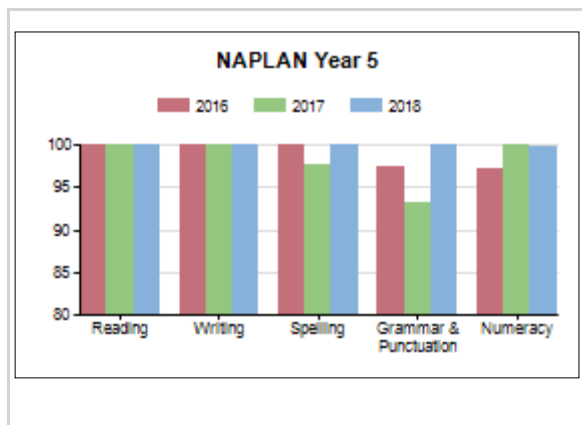
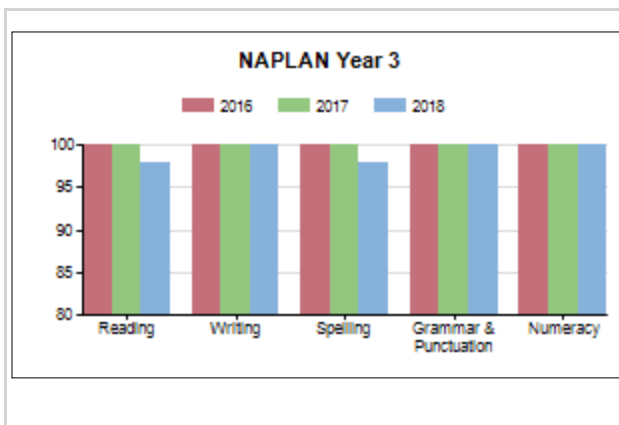
Parents and families have many opportunities to become involved in the community through informal functions and social events. These events further develop the links between school and parish. Family Masses offer an opportunity for parishioners to get to know each other, with refreshments shared after Mass. The wider parish and surrounding community are invited to attend school events such as the Fete, and the senior students reach out to the elderly with their fortnightly visit to a local nursing home. Other important events include Sacramental programs, Whole School Masses, and Parish gatherings.

All parish and school events are well organised with a multitude of volunteers. Events such as the Fete, Student Discos, Christmas Carols, Father's Day and Mother's Day Breakfasts, Cake Stalls, Charity Events and the Year 6 Graduation are a prime example of how the community come together to support the school and it's families. All funds raised by the P&F have been greatly appreciated as has the amount of time and effort that has gone into preparing these events. The commitment the community have put into these fund raising efforts, displays the strong connection they have with the school.

## School Performance Data Summary

<b>E1076</b> <b>St Joseph's School, Brunswick West</b>
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PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
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 03 Reading	100.0	100.0	0.0	98.0	-2.0
YR 03 Spelling	100.0	100.0	0.0	98.0	-2.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	97.4	93.3	-4.1	100.0	6.7
YR 05 Numeracy	97.3	100.0	2.7	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	97.8	-2.2	100.0	2.2
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL		%
Y01		93.4
Y02		92.4
Y03		93.5
Y04		94.6
Y05		93.6
Y06		92.6
Overall average attendance		93.3

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	97.7%

STAFF RETENTION RATE	
Staff Retention Rate	89.3%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	22.7%
Graduate	27.3%
Graduate Certificate	4.5%
Bachelor Degree	77.3%
Advanced Diploma	13.6%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3
Teaching Staff (Headcount)	29
Teaching Staff (FTE)	22.6
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0

**NOTE:** The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at [www.acnc.gov.au](http://www.acnc.gov.au)