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Contact Details

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Minimum Standards Attestation

I, Michael Tomkins attest that St Joseph’s Warragul 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

- At Saint Joseph’s the Good News of the Gospels will be lived in the everyday lives and actions of our school community.
- Our students will be active learners who are motivated and challenged to experience success in a stimulating learning environment that caters for individual needs.
- Through the quality of their interactions at St. Joseph’s, students will realise and actively use their unique talents as a gift from God.

Mission Statement

Inspired by St. Joseph we will endeavour to facilitate learning in which our Catholic identity permeates all areas of the school, living a message of love, acceptance and value. We will encourage and support individuals as they take responsibility for making positive contributions in a global community throughout their life.

At Saint Joseph’s we believe that:

- We live the values of the Catholic faith in our everyday lives.
- We promote a learning culture which is motivating and engages the individual, supporting them to achieve success.
- That every individual has the right to learn in a stimulating and happy environment, where calculated risk taking facilitates learning development.
- We value and encourage positive relationships and working in partnership with the wider community.
- We value positive relationships where we accept differences and show empathy and compassion for others.
- We are preparing students to engage and participate in a global society.
- All learners will challenge experiences, ideas and opinions, in a thoughtful, caring and respecting manner.
**School Overview**

Saint Joseph’s Warragul is a Catholic primary school situated one hundred and ten kilometres from Melbourne in the rolling hills of West Gippsland. We believe that developing caring and nurturing relationships is at the centre of all we do, underpinned by a strong awareness of Christian values. The staff at Saint Joseph’s are dedicated, professional and focused on meeting the needs of all children at our school. Parents are encouraged to be active participants in the life of the school and there are many opportunities for parents to be involved.

We believe that children learn best when they are in an encouraging, stimulating and supportive learning environment. Our classrooms are modern and appealing and we have a well-resourced Information and Communication Technologies (ICT) program and Arts program across the school. We also have trained literacy and numeracy intervention teachers and teacher aides to assist children who struggle in these important areas. We offer Reading Recovery in Grade One, Rainbow Reading (reading intervention) in Grades Two to Six, Bridges (reading intervention) in Grades Three to Six and Enhanced Mathematical Understanding (EMU mathematics intervention) across all grade levels. Situated next to Marist-Sion Catholic Secondary College, P-12 Catholic education is offered to families on the same site.

At present Saint Joseph’s has an enrolment of 394 students and a staff of thirty-three, consisting of the acting principal, classroom teachers, school support staff (classroom) and school support staff (administration). Specialist subjects offered at Saint Joseph’s are Physical Education, Library, Language Other Than English (Italian) and The Arts.

We are proud of the comprehensive curriculum offered at Saint Joseph’s, based as it is on the mandated AusVELS curriculum. Our rigorous assessment schedule helps us to identify learning needs and teachers work hard to develop learning programs that meet the needs of individual children. Our general curriculum is wonderfully complemented by our Diocesan Religious Education curriculum, “Journeying Together in Hope”.

![Image of children in school setting]
Principal’s Report

At Saint Joseph’s, 2014 was an eventful year for the whole community. On top of our usual activities, such as our welcome barbecue, athletics and swimming carnivals, Triathlon, Mission Day, Book Week Parade and Italian Day celebration, there were many other events and activities to keep our school community busy and engaged. Our new driveway and student pick-up line were completed in Term One, and new student pick-up and drop-off routines were implemented. A Parent Forum evening was held in Term Two, seeking feedback from parents in the areas of Student Well Being, Behaviour Management and Learning, ICT and Learning, and Community Involvement and Fundraising. In Term Three work commenced on building the new Administration Centre. In Term Four, after eight years as Principal of Saint Joseph’s, Mr Dom Ryan announced that he had accepted a management position at the Catholic Education Office in Warragul and I was appointed as Acting Principal for the first half of 2015.

As a result of feedback from our Parent Forum and staff, as well as deliberation from the School Committee and Leadership Team, a new social skills program was implemented across the school in Terms Three and Four. This involved teachers working with mixed-age groups in order to build awareness of, and competency in, resiliency and social skills for all children. Learning in this vital area was shared by classes at our assemblies each Friday. An emphasis was also placed on provided parenting resources through the school newsletter and library to support this important work.

A major focus for staff professional learning in 2014 was our weekly Professional Learning Forums. Over the course of this year, each Tuesday after school, staff members at Saint Joseph’s met to focus on professional reading, shared practice, analysis of data and learning about best practice in the area of mathematics teaching. This was in response to our desire to lift the profile of mathematics teaching and learning at Saint Joseph’s, lift student outcomes in this area, and develop a positive approach to the teaching and learning of mathematics at Saint Joseph’s.

A continuing emphasis at Saint Joseph’s is our endeavour to encourage families to be active participants in the life of the school. In 2014 we welcomed families through our family barbecue, an interactive family maths and literacy night and a student disco. Our major fundraiser for 2014 was our School Ball. This was extremely well attended by parents and friends of the school. Our families were also supported through extensive staff involvement in the Parish Sacramental Preparation program and Sunday Liturgies of the Word for children as part of parish Masses.

Throughout 2014 the School Committee, chaired by Mr Bernard Miron and consisting of thirteen parents, the principal and the deputy principal, met on the second Wednesday evening of each month. At these meetings reports were prepared by the school principal and parents’ auxiliary representative. Time was set aside each month to look at school policies. Maintenance and budget reports were also discussed. A major focus in 2014 was the development of a new School Committee Constitution to support the work of this very important body. Another focus was analysing the feedback obtained from our Parent Forum and addressing areas of concern and need that arose from this night. It is the intention of the School Committee to continue seeking feedback from parents in 2015.
In 2014, the School Committee was once again well supported by our Parents and Friends Auxiliary. This group of volunteer parents, led by Sarah Kent and Leonie Broeren, helped organise and run our family activities throughout the year, as well as conduct fundraising activities to support special projects in the school. Of particular note were our mothers’ and fathers’ day stalls, skipathon, cake stalls, pie drive, Easter and Christmas raffles, and our school ball (once again organised by a sub-committee formed by interested parents). These fundraising activities helped pay for literacy and numeracy resources to support classroom and intervention programs, and the provision of a school counsellor one day a week in 2015. Mrs Patricia Bertacco kindly volunteered to coordinate our family Outreach program, providing meals to families in need across the school community. This service was highly valued by members of the community and very well supported by parents who volunteered meals to be distributed. In 2014, after many years of service to the school community, our uniform shop was disbanded, with uniforms becoming available from Beleza School Uniforms in Warragul. I would like to thank Mrs Dorothy Earles for coordinating the uniform shop for many years, and her band of helpers for their support.

Throughout 2014 we continued to encourage parent and community involvement in classrooms and across the school. On any given day parents, grandparents and parishioners could be seen working alongside teachers and students, assisting our students with their learning, or helping run specialised programs such as literacy and numeracy intervention groups, or community engagement programs. Parents were also regular helpers at school camps, excursions, and special event days such as our multi-age Italian Day and Book Week celebration. In 2014 it was wonderful to once again see large numbers of parents and parishioners attending class Masses and liturgies, as well as our whole school Masses. At the end of term four our Grandparents Day was an overwhelming success, with well over five hundred visitors to the school in attendance. Our two school concerts were also very well attended by parents and friends of the school in Term Three.

On behalf of the school community I would like to acknowledge the extensive work of the School Committee and Parents’ Auxiliary in assisting me in helping the school achieve the goals it has set. In particular, I would like to acknowledge the work of Mr Bernard Miron (School Committee Chairperson) and all the members of the School Committee. I would also like to thank Mrs Leonie Broeren and Mrs Sarah Kent (2014 Co-Presidents of the School Parents’ Auxiliary) and all the volunteers who helped the Auxiliary throughout the year. I would like also to acknowledge the professionalism and enthusiasm of our staff. Without their efforts our school would not be the place it is. Thanks also to our parish priest, Father Herman Hengel, for his tireless work in support of our school. Finally, I would like to acknowledge the students of Saint Joseph’s and thank them for the work they put in to their studies. All that we do here is for them and they show their appreciation in a myriad of ways.

Michael Tomkins

Acting Principal
School Education Board Report

It has been another very successful year for the St Joseph’s school community, staff and students. We would like to thank the staff, the students and all parents who have helped out throughout the year for making this possible. Special thanks go to the Principal, Dom Ryan, for his tireless work at the school ensuring that all is run smoothly and to a high standard. Also thanks must be given to Michael Tomkins for filling in for Dominic while he was away on long service leave.

The committee has been involved in updating and approving several of the schools’ policies to ensure that they remain up to date and in line with current best practice. This is a continuing process as policies become out of date and irrelevant easily in our rapidly changing world. A very successful evening was held where parents could come to the school and discuss some policy development, and areas where they believe the school could make changes. Much of this information has been gathered by a small committee, and is still being examined by them, investigating ways in which these ideas can be integrated into our school. Changes were also made the school committee constitution to reflect current best practice. Committee positions are now limited to 4 years, the quorum requirements changed, and the maximum number of committee members has been increased slightly.

Much fundraising has been done by the tireless work of the Parents and Friends auxiliary, they are appreciated for the amount of hours and commitment they have to all that they do for the school. The committee of the P&F has been changed, giving a well-earned break to the past members. We thank them for their hours of commitment to the school development through their fundraising efforts, and welcome the new committee.

The new pickup zone driveway has been put into action with some short term teething problems as everyone adapts to the new layout. It now seems to run quite efficiently. The construction of the new admin block is nearly complete, and should shortly be handed over to the school for use. This has created another mission for the school community, gardens etc around the building. With the help of the school community, the fundraising efforts of the Parents and Friends, and the staff at the school, I look forward to another year of improvements and enhancements to St Josephs.

Thankyou

Bernard Miron

2014 Chairman, St Joseph’s PS Committee
Education in Faith

Goals & Intended Outcomes

Our Goal: As the community of St. Joseph’s we will nurture and enrich the Catholic faith and culture, as true followers of the life and teaching of Jesus.

In 2014, we intended to meet this goal through:

Forging strong partnership between our school, families and the Parish community.

Providing engagement opportunities in faith and spiritual development that are timely, relevant and meaningful.

Providing a religious education curriculum that is challenging and engaging, through the implementation of Journeying Together in Hope.

Motivating students to make visible the mission of the Church, locally and globally.

Achievements

During 2014 our Religious Coordinators and Leadership Team worked diligently to ensure that parents and parishioners were aware of Religious Education and Sacramental foci in the school throughout the year. Regular updates were included in the weekly newsletter and parish bulletin. Special letters were also prepared on occasion as particular celebrations or feast days approached.

Throughout the year, the Religious Education Coordinators also worked with staff to ensure planning for Religious Education was following school and diocesan guidelines, and that suitable resources were being utilised by staff in support of their religious education programs. Two staff meetings were put aside each term for working with staff in this important area. Once again, our core resource for Religious Education across the school, was the diocese’s curriculum, Journeying Together in Hope. At Saint Joseph’s we work hard to ensure that all our teachers are accredited to teach Religious education. In 2014 Mrs Melia Silver completed a two year course run by the Catholic Education Office. In 2015, Miss Jess Kennedy will complete her accreditation course.

Liz Schellekens, the Parish Sacramental Coordinator, worked with our Religious Education Coordinators and school staff to ensure that parish expectations regarding sacramental education and preparation were being met. Our parish priest, Father Herman Hengel, also met regularly with the Principal and Religious Education Coordinators to assist in the planning of school Masses and to help link school families and teachers into the liturgical and sacramental life of the Church.

A constant focus at Saint Joseph’s has been the inclusion of students and families at our liturgies, prayer services and Masses. Under the direction of Mrs Bird, a student
Liturgy Team was formed to assist in the planning of these events. The Liturgy Team worked hard throughout the year to ensure that children were able to participate as fully as possible in our liturgies and Masses. They also worked hard to invite parents and parishioners to our celebrations. Active involvement for students in these celebrations included taking responsibility for reading at liturgies, sharing prayers of intercession, singing hymns and playing musical instruments. Parents and parishioners were always made welcome at these celebrations and it was not unusual to have one hundred and fifty visitors at whole school liturgical celebrations.

Once again, in 2014 a major emphasis across all grades was the provision of opportunities for, and helping children see the importance of, addressing social justice issues in our community and across the globe. Time at assemblies and in Religious education lessons, was devoted to exploring ways individuals could act to assist others in need. Through fundraising activities across the whole school, support was offered to Caritas, Catholic Children’s Mission and the Trinity Foundation. Closer to home, children in Grade Six continued their outreach work at Fairview Homes, providing companionship to the elderly residents at the home.

Appropriate funding was provided in 2014 to support our Education in Faith goals. This funding was used to purchase resources for classrooms and the library. Our school Religious Education Coordinators also developed many resources and displays to be used by teachers in support of their classroom religious education programs, and to inform parents and visitors about what was happening in the area of Religious Education at Saint Joseph’s. Teachers took part in the Catholic Education Office Sale professional learning day led by Sr Rose Duffy and in a school organised spirituality session led by Mr Jim Quillinan, focusing on the spiritual development and nourishment of staff.

In 2014 Saint Joseph’s School was committed to its support of the parish sacramental preparation process. On average, two teachers were in attendance at each parish/family meeting or workshop. The school Religious Education Coordinators were on the parish sacramental team and in attendance at each meeting. Teachers and support staff attended sacramental Masses and assisted through the provision of music and family support. Classroom Religious Education programs were once again linked to the parish sacramental preparation process to ensure children were adequately formed and prepared to receive the sacraments.
VALUE ADDED

In 2014 our work to forge connections with Marist Sion College resulted in Marist Sion sending classes and groups of children to participate in some of our school Masses and liturgies. There was also a combined staff Mass at the start of the year, attended by teaching staff from Marist Sion, Saint Joseph’s Warragul and Saint Ita’s Drouin. Marist Sion students also ran a Confirmation retreat day for our Grade Six students celebrating the sacrament of confirmation. This retreat day took place at Marist Sion and was also attended by Confirmation candidates from Saint Ita’s in Drouin. The combined staff Mass and retreat day helped in promoting the parishes in partnership model being developed by Father Herman Hengel.

The Outreach and Social Justice elements of our Catholic identity continued to be priorities in 2014. This included our Meals Program, where 45 families were rostered to provide meals to be distributed to families in need of support in the school community. Our October Mission Day, organised by our Grade Five/Six students, raised $1900 to support children and families in need across the world. Hundreds of food cans were also donated by the school community to support the local work of the St Vincent De Paul Society in Warragul. Food was also donated to the Saint Vincent De Paul Society in support of their Christmas Hamper project. In all of this, class teachers provided opportunities for children to reflect on and share ways they have lived and witnessed the Good News of Jesus. Through the school newsletter, parents were also provided with material and commentary to help them identify how they too might do the same.

A particular focus for our school community in 2014 was our ongoing support of parish sacramental and involvement programs. As well as the support our staff offered the parish in coordinating and running parish sacramental programs, we also promoted and had staff attend and run, the Prayers In Pyjamas and Revisiting Baptism programs, two programs aimed at families with children in junior primary classes.

To continue our effort at involving students more purposefully and prayerfully in school liturgies, prayers and Masses, our Student Liturgy Team worked in close conjunction with the school Religious Education Coordinators and class teachers throughout the year. This has proved to be a very successful aspect of liturgy planning and will be continued in 2015. To ensure that parents attended our prayers, liturgies and Masses, personal invitations were once again prepared by classes and children, and taken home. Invitations were also included in the weekly school newsletter. Reminders were given at each weekly assembly of upcoming liturgies and Masses. Parental support of these initiatives is pleasing. Class Masses once again averaged twenty parents in attendance. School Masses held at school had upwards of 100 parents and parishioners in attendance. Classes were rostered on to prepare and celebrate these liturgies, prayers and Masses. Our Grandparents' Day Liturgy and Holy Week presentation particular highlights, with hundreds of visitors in attendance at each. Our parish priest, Father Herman Hengel, was once again a regular presence at our school in 2014, offering parents, parishioners and other visitors, the opportunity to participate in our school Masses and liturgies. At our beginning and end of year Masses, over 500 visitors joined with
To enable parents, parishioners and others to understand what was being achieved in classes at Saint Joseph’s, regular displays were put up in Saint Joseph’s Church. Classes were rostered on for this task. The school Religious Education Coordinator continued to provide a weekly update in the parish bulletin of key events at school. Invitations to take part in school liturgies and events were provided in this bulletin update, leading to an increase in attendance at key events that involved both the school and the parish. Our regular school assemblies on Mondays were also utilised to provide opportunities for children to showcase their learning in faith.

Our 2014 Targets:

- All Saint Joseph’s students will have the opportunity to participate in combined liturgies with students from Marist Sion College.
- 100% of families enrolled in parish sacramental programs will attend organised workshops.
- 30% of families will participate in school/parish initiatives.
- Sacramental classes will participate in reflection days run by Marist Sion College students.
- All liturgies/Masses will have student input at planning stage and at celebration stage.
- All planned Religious Education units will incorporate contemporary learning practices and the Composite Model for scripture.
- Class teachers will submit planned Religious Education units to the school Religious Education Leaders for review and feedback each semester.
- Every child will be able to articulate how they have tried to live and witness the Good News at school and at home.
- Information and invitations will be included in the school newsletter to encourage students and parents to be actively involved in social justice issues.
Learning and Teaching

Goals & Intended Outcomes

Our Goals were to build a community of independent, confident, collaborative and active learners.

In 2014, we intended to meet these goals through:

Assisting learners to take responsibility for directing and managing their own learning.

Enabling students to make informed choices in their learning, exploring and building on their strengths and prior knowledge.

Assisting learners to work and learn effectively in teams.

Helping learners to seek, give and act on feedback.

Achievements

A major learning and teaching initiative in 2014, to support our professional learning focus in the area of mathematics teaching and learning, was the continued work of our three Learning Level Leaders, Mr Mick Clancy, Mrs Julie Kennedy and Mr Kristian Thompson. These three teachers, in conjunction with the Principal, School Leadership Team and Learning Advisors, Jo Osler and Carole Livesey (Catholic Education Office Sale), developed a learning theme framework to assist all staff in addressing the learning goals of our strategic plan, particularly in the area of mathematics instruction. Key elements of this framework including assisting all learners to become self-directed and self-managing with their personal learning in mathematics, assisting learners to recognise the important role of reflection in mathematical learning, and assisting learners to recognise that collaboration is an important element of effective learning in mathematics. Our Learning Level Leaders and Principal met with staff each week in order to help them fully understand the mathematics learning framework and effectively implement it. Jo Osler and Carole Livesey met with staff on a number of occasions throughout the year to assist them in implementing effective learning strategies in mathematics.

In 2014, Mrs Helen Mackay continued in her role as our Numeracy Lead Teacher and Intervention Teacher. As well as working with at risk students across the school in the area of numeracy, Mrs Mackay also helped teachers carry out and analyse numeracy assessment tasks in order to develop classroom numeracy programs that addressed the individual needs of learners. Mrs Mackay worked in close conjunction with the school leadership team and Mrs Carole Livesey, Numeracy Advisor for the Catholic Education Office Sale. She also implemented the Extending Mathematical Understanding intervention program from Grade P-6. Mrs Donna Synan was appointed as our Literacy Lead Teacher and Intervention Teacher (including Reading Recovery Teacher). As with Mrs MacKay, Mrs Synan worked closely with teachers to ensure literacy learning needs were being addressed across the school. Mrs Synan
was instrumental in developing our literacy assessment schedule and working with teachers to ensure consistency in the area of literacy assessment.

Throughout 2014, intervention programs were developed and implemented across the school for children at risk in the areas of literacy and numeracy. Key programs developed were: Reading Recovery, Extending Mathematical Understanding, Rainbow Reading, Bridges Literacy Program, Intensive Speech Intervention (school support staff and external speech therapist), and a specialised movement program (coordinated by a local Occupational Therapist and implemented by school support staff) to help young students with concept, spatial and language development. A local group of volunteers, coordinated by Mrs Mackay, worked with children across the school in the area of developing mathematical understanding.

Throughout 2014, parents were informed of the learning initiatives that were being undertaken at Saint Joseph’s in a variety of ways. Regular updates were provided in the school newsletter explaining what we were doing and what we were trying to achieve. Regular classroom reports were also included in the newsletter. Literacy, numeracy and well-being articles were regular features of the school newsletter. A combined numeracy and literacy night for parents was held in term three to help parents understand how numeracy was being taught at Saint Joseph’s. Throughout the year, Mrs Synan offered parents the opportunity to meet with her to look at how best to hear children read at home to support classroom literacy programs. Displays were also utilised in corridor spaces to inform parents of learning in all curriculum areas.

Our 2014 Targets:

- All learners can articulate the decisions and actions that help them direct their own learning.
- All learners can set and communicate personal learning goals.
- All learners can identify strengths and prior knowledge that help them build their learning.
- All learners can communicate effective teamwork behaviours and skills.
- All learners will participate in vertical groupings across the school that encourage and assist the development of team skills and social skills.
- All students will have the opportunity to receive an award at assembly.
- All learners know how to seek feedback in order to become self-directed.
- All learners can articulate how they have acted upon feedback to improve their learning.
STUDENT LEARNING OUTCOMES

At Saint Joseph’s, we continue to utilise a variety of assessment tools in order to support student learning across the school. National, State and Diocesan benchmarking tools are used to assist teachers in identifying student learning progress, and in order to identify particular strengths and challenges facing each learner. The NAPLAN tests, conducted each year by the Federal Government, enable school systems and individual schools to gain a snapshot of individual student learning progress in Literacy and Numeracy in comparison to students across the country. As a requirement of our continued registration as a school, all our students in Grade Three and Five are encouraged to sit these national tests.

In 2014, 96% of our students in Year Three met the minimum standards required for Reading and 98% for Writing. 95% of students in Year Three met Spelling, and Grammar and Punctuation minimum standards. 100% of our students in Year Three met minimum Numeracy standards. In Year Five in 2014, 100% of students met minimum standards in Numeracy. 95% of Year Five students met minimum standards in Reading, Spelling, and Grammar and Punctuation. 96% of students in Year Five met minimum standards in Writing.

The Saint Joseph’s assessment data collected through the NAPLAN testing program is compared to state and national outcomes and we evaluate our teaching and learning programs each year to gauge their effectiveness against these benchmarks. No child was withdrawn from the testing in 2014. The National Benchmark data collected for Saint Joseph’s over the past three years indicates that the many programs we are implementing at Saint Joseph’s are effective in assisting students to achieve good results across the school. Small variations in results from year to year can occur if children are absent during national testing programs, or when children with special and particular learning needs participate in such programs. Through the analysis of our 2014 data, and the data for 2012 and 2013, we are aware that ongoing emphasis needs to be placed on our numeracy programs across the school, especially in the area of real-life problem solving. It is pleasing to note that a major goal we set at the start of 2014, for no child in Year Three or Year Five to fall below minimum standards for numeracy, was achieved.
School Community and Student Wellbeing

Goals & Intended Outcomes

Our Goal was to build a supportive and trusting learning environment where all feel confident to communicate, question and challenge their learning.

In 2014, we intended to meet this goal through:

Developing transparency and equity of participation in decision making.

Promoting leadership structures that supported individual ownership of staff professional learning.

Achievements

In 2014, Saint Joseph’s recorded steady levels of parent participation at school events such as Masses, liturgies, special celebrations and assemblies. Feedback from parents indicated that they were very happy with how these events were planned and implemented. Parent assistance levels at these events was high when parents were invited to help out. Key successes in 2014 were our Welcome BBQ, Grandparents’ Day, Holy Week Liturgy, Book Week Celebrations and Italian day celebrations.

Key fundraising efforts were undertaken by the Parents’ Auxiliary over the course of 2014 to support special programs and general needs at Saint Joseph’s. These included our School Ball, Cake Stalls, Skipathon, Christmas, Easter and regular assembly raffles, Pie Drive, and Mothers’ and Fathers’ Day Stalls. These fundraising efforts enabled the school to purchase key literacy and numeracy resources to support the teaching and learning of literacy and numeracy. Money was also provided to help Saint Joseph’s implement a School Counsellor program for 2015.

Our 2014 Targets:

- Staff will participate in regular Professional Learning Team (PLT) meetings and contribute to the development of our learning framework and theme.
- Staff can articulate how leadership structures support them in their role and in their learning.
- School renewal process for 2015 will commence in Term Four.
Student Absences

When a student is absent for two consecutive days the family is contacted by the class teacher to ascertain the reason for the absence. Any other absences with no notification are also followed up by the classroom teacher. When there is continued, or unexplained classroom absence, the principal will contact parents to discuss the issue.

VALUE ADDED

In 2014 a major initiative was the Parent Forum held in Term Two, organised and facilitated by the School Committee. This provided an opportunity for parents to provide direct feedback to the school in the areas of Learning, Well-Being and ICT. As a result of this feedback, changes were made to the school newsletter and school assemblies, to help keep parents informed of school processes and policies. Specific information was provided on how the school deals with bullying issues and how parents could contact class teachers or leadership team members to discuss areas of concern. Kids Matter resources were also used to help parents deal with a range of issues at home that might be impacting on student learning at school. A parent resource section was also created in the school library, providing parents with the opportunity to borrow books at their leisure.

To address concerns around developing resiliency skills in students and helping them cope when learning, friendship or behaviour issues arose, a major program undertaken this year was our Social Skills Multi-Age Learning Groups. In Terms Three and Four, a major effort was made to share the work carried out in these sessions with parents. At each Monday assembly the learning focus for this program was shared with the school community. This was also reported in the weekly school newsletter. At our Friday assembly, different groups took it in turns each week to share an aspect of the work they undertook with their group. Parent feedback around this program has been very positive, as has student feedback.

Once again, the Student Leadership Team was very active in promoting the wellbeing of students throughout 2014. They also assisted in our Hot Chocolate/Milkshake program. Classes took it in turns to order drinks through this program, with money raised by the Student Leadership Team assisting in our Outreach Programs.

At the staff level, staff members were consulted on the development of the 2014 Annual School Improvement Plan, and were encouraged to identify how they might best be able to enact the plan throughout the year. Time was provided at whole staff and team level meetings to review the plan throughout the year, and mark progress in the achievement of its set aims.
**STUDENT SATISFACTION**
Through our surveys, students also reported that they felt safe at Saint Joseph’s and that the teachers cared for them and wanted them to be able to learn in a stimulating and safe environment.

**PARENT SATISFACTION**
School surveys conducted in 2014 indicate that parents feel connected to the school and that they can approach the school to discuss areas of concern. Parents also feel that the school is a positive environment, providing stimulating learning experiences for their children. Parents recognised the work the school was doing in the area of social skills and peer relationships, and they felt that teachers were happy at Saint Joseph’s and were keen to provide a positive school experience for students.
Leadership and Stewardship

Goals & Intended Outcomes

Our Goal was to encourage a culture of collaborative leadership, facilitating and supporting learning through (accountability) practices.

In 2014, we intended to meet this goal through:

Professional accountability practices supporting the goals of the school.

Achievements

During 2014 the school leadership team, consisting of the principal, deputy principal, literacy and numeracy lead teachers, wellbeing coordinator, religious education coordinators, and curriculum focus teacher, met two or three times each term to monitor the school’s implementation of its strategic plan and 2014 annual plan. Consultation with staff, school committee and parents auxiliary was undertaken as part of this process. Leadership formation of staff in leadership roles was once again a key feature of the work of the leadership team in 2014.

Our 2014 Targets:

- The Leadership Team will promote and monitor how best to promote engagement in the change process at Saint Joseph’s.
- All staff will have access to on-site learning opportunities that meet the needs of the change agenda at St Joseph’s.
- Data will be gathered to measure the effectiveness of procedures and programs and Saint Joseph’s.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

In 2014, a major professional learning focus for all staff was in the area of numeracy education. Numeracy assessment data was gathered and analysed by school leaders and teaching staff. One staff meeting per week over the course of the year was devoted to teachers meeting in levels, or as a whole staff, to use this data to develop learning programs that demonstrated exemplary teaching in the area of numeracy. A major goal that was set was for no child in Grade Three and Grade Five to fall below national Benchmarks in numeracy. Analysis of 2014 NAPLAN data showed that this goal was achieved.
A key component of this work across 2014 was the work of our Level Leaders and School Leadership team to encourage teacher participation in this work and to promote the professional learning of all staff members. Mrs Jo Osler and Mrs Carole Livesey from the catholic Education Office were instrumental in keeping the momentum of this project moving forward.

Four days over the course of 2014 were devoted to the key needs of staff in helping meet the requirements of our Annual School Improvement Plan. These included:

- Preparing staff for their continued involvement in our Performance and Development Culture project, including the development of a new Numeracy Learning Theme Framework in conjunction with the general Learning Theme Framework.
- Assisting staff in the development of a model of inquiry learning that would support the goals of our Strategic Plan.
- Ensuring all staff were adequately trained in the provision of First Aid, including anaphylaxis, asthma management and CPR training.
- Assisting staff develop in their understanding of the importance of nurturing their own spiritual nourishment, so that they might better help meet the spiritual needs of their students.
- Developing staff understanding of assessment and reporting procedures and requirements.

The formation of leaders was a continued priority at Saint Joseph’s in 2014. The school principal undertook funded conferences in Adelaide and Sydney to look at a school architecture and how it impact on learning, and on how nest to build a learning-focussed school culture. The Deputy Principal continued to attend meetings of the Diocesan Deputy Principal Network. Saint Joseph’s Literacy and Numeracy Lead Teachers continued with their ongoing formation as leaders in these vital areas. Our school Religious Education Coordinators also attended the diocesan conference for RECs. Finally, our Learning Leaders team continued to receive coaching in their role requirements from Jo Osler and Carole Livesey from the Catholic Education Office.

Once again, all staff members were encouraged to attend professional learning experiences in settings other than the school. Particular focuses of this professional learning in 2014 were: school leadership, assessment analysis, literacy, numeracy, inquiry-based learning, student well-being, the arts, student behaviour management, occupational health and safety issues, and information and communication technologies.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 29 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $415.24 |
TEACHER SATISFACTION

Surveys of, and discussions with staff, continue to indicate that they are very happy to be teaching at Saint Joseph’s and feel that their contributions are valued by the school community. They feel that they are well resourced in their teaching and learning programs. The staff of Saint Joseph’s is committed to the values and goals of the school and individual staff members feel supported by their colleagues as they work to meet the goals of the school. The teachers are excited about being able to work in a collaborative and positive work environment and in 2015 are keen to explore how they might be able to work even more collaboratively.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>52,237</td>
</tr>
<tr>
<td>Other fee income</td>
<td>111,364</td>
</tr>
<tr>
<td>Private income</td>
<td>57,212</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>747,730</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,399,654</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>3,368,196</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>2,493,963</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>380,632</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>2,874,595</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>232,441</td>
</tr>
<tr>
<td>Other capital income</td>
<td>22,198</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>254,639</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>561,446</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>126,974</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>456,987</td>
</tr>
</tbody>
</table>

Note that the information provided above does not include the following items:
- System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
Future Directions

At present, Saint Joseph’s has effectively reached capacity with respect to school enrolments, with 394 students enrolled across sixteen classes. To meet the needs of the school community, the School Committee has been working with the school architect in order to develop and implement the school’s master plan. With the completion of our new school driveway and administration centre, the next focus will be on ensuring classroom facilities meet the learning needs of students, and that they reflect the pedagogical philosophy of the school.

In the area of student learning, we are continuing to examine how we can best implement learning programs for all students that meet their spiritual, educational, social and emotional needs. We have now implemented the new curriculum, AusVELS, and are working to ensure that our resources adequately support our teaching and learning programs. Teacher professional development will continue to be a priority in order that class teachers can develop classroom programs that meet the needs of all students.

Our School Leadership Team, in consultation with the school staff and the School Committee, will continue to monitor the implementation of our strategic plan, ensuring that the high expectations of all involved with Saint Joseph’s will continue to be met. Our Staff learning projects will drive much of what we are trying to achieve in the professional development of all staff members. A particular focus in 2015 will be in the area of learning and teaching approaches that support our Strategic Plan Goals.
## VRQA Compliance Data

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>YR 03 Reading</td>
<td>98.5</td>
<td>98.2</td>
<td>-0.3</td>
<td>96.4</td>
<td>-1.8</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>98.5</td>
<td>100.0</td>
<td>1.5</td>
<td>98.2</td>
<td>-1.8</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>98.5</td>
<td>98.2</td>
<td>-0.3</td>
<td>94.5</td>
<td>-3.7</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>93.8</td>
<td>96.4</td>
<td>2.6</td>
<td>94.5</td>
<td>-1.9</td>
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<tr>
<td>YR 03 Numeracy</td>
<td>95.3</td>
<td>100.0</td>
<td>4.7</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td>YR 05 Reading</td>
<td>98.0</td>
<td>100.0</td>
<td>2.0</td>
<td>95.2</td>
<td>-4.8</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>97.8</td>
<td>-2.2</td>
<td>95.2</td>
<td>-2.6</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>95.7</td>
<td>-4.3</td>
<td>95.2</td>
<td>-0.5</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>94.0</td>
<td>97.8</td>
<td>3.8</td>
<td>95.2</td>
<td>-2.6</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>97.9</td>
<td>97.8</td>
<td>-0.1</td>
<td>100.0</td>
<td>2.2</td>
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### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance Rate</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95.52</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.42</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.30</td>
</tr>
<tr>
<td>Year 4</td>
<td>94.90</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.28</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.41</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.31</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 90.21% |

### Staff Retention Rate

| Staff Retention Rate | 92.86% |
## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
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<tr>
<td>Masters</td>
<td>4.55%</td>
</tr>
<tr>
<td>Graduate</td>
<td>13.64%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
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<tr>
<td>Degree Bachelor</td>
<td>86.36%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>40.91%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>29</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>22.960</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>13.099</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>