2013 Annual Report to the School Community

Saint Joseph’s
Warragul

Registered School Number: 0841
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Contact Details

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<td>Principal:</td>
<td>Mr Dom Ryan</td>
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<td>Parish Priest:</td>
<td>Fr Herman Hengel</td>
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<td>School Board Chair</td>
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<td>Telephone:</td>
<td>03 5623 2943</td>
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<tr>
<td>Email:</td>
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<td><a href="http://www.stjwarragul.catholic.edu.au">www.stjwarragul.catholic.edu.au</a></td>
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I, Dom Ryan, attest that Saint 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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.
Our School Vision

**Vision Statement**

- 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 focussed 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 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 EMU (mathematics intervention) in Junior Primary. 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 principal, classroom teachers, school support staff (classroom) and school support staff (administration). Specialist subjects offered at Saint Joseph’s are Physical Education, Library, LOTE (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”.
Principal's Report

In a report such as this, it is sometimes difficult to know where to start as so much takes place at a school over the course of a year. For Saint Joseph’s, the 2013 school year was a busy, event-filled time, where members of the school community worked together to ensure that the goals identified in our 2013 School Improvement Plan were addressed.

Throughout the year, a number of major projects were undertaken. The School Committee devoted a great deal of time to the issue of the development of a new driveway and car line in order to address congestion at the school, and in order to separate school pick up and drop off from the Marist Sion Bus Circle. After much deliberation and consultation, a plan was drawn up and put to tender. As a result, work commenced in the Christmas holidays and the new driveway is expected to be operational by the end of February in 2014. A netting fence to stop balls was constructed along the oval boundary as a result of feedback to the School Committee. Stage lighting and a new audio-visual package was also set up in the school hall to facilitate major events. Finally, the School Committee selected a contractor to construct a new shade structure over the school oval adventure playground, thanks to the generous fundraising efforts of the school community.

A major emphasis at Saint Joseph’s is our endeavour to encourage families to be active participants in the life of the school. In 2013 we welcomed families through two movie nights, a bush dance, a family barbecue, an interactive maths night and a student disco. Our major fundraiser for 2013 was a School Ball. This was extremely well attended by parents and friends of the school. Our working bee in February was well supported by families and contributed to the positive impression our grounds and buildings provide to the community. Finally, the school supported families through staff involvement in the Parish Sacramental Preparation program.

Throughout 2013 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. In 2013 the School Committee was privileged to be given the opportunity to work with Mr Don Walkley, a leadership consultant. Don’s work with the Committee focused on effective communication and seeking feedback. In 2014 the School Committee will endeavour to put Don’s recommendations for effective committees into practice.

In 2013, the School Committee was very 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 walkathon, cake stalls, pie drive, Easter and Christmas raffles, and our school ball (organised by a sub-committee formed by interested parents). These fundraising activities helped pay for our new shade structure, the purchase of literacy and numeracy resources across the school, the purchase of ukuleles to support our music program, and the installation of stage lighting, data projector, screen and speakers in the school hall. Dorothy Earles, a member of the Parents’ Auxiliary, coordinated our Uniform Shop on a volunteer basis throughout the year, providing a wonderful resource to families.

Throughout 2013 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 2013 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 Christmas concerts were also very well attended by parents and friends of the school.

Our work with Performance and Development Culture (PDC) elements was continued in 2013. Working in close conjunction with Mrs Jo Osler from the Catholic Education Office, the school leadership team, and our learning leaders’ team (Mr Kristian Thompson, Mrs Julie Kennedy and Mr Mick Clancy) developed a learning theme framework to help us address the learning needs we had identified in our annual school improvement plan.

Major foci in this project were enabling staff across the school to assist all learners in becoming self-directed in their learning, help all learners recognise that reflection is vital in all stages of the learning process, and enable all learners to recognise that collaboration is an important element of effective learning. In all of this, learners were encouraged to set appropriate learning goals, be decisive decision makers, seek and act on feedback regarding their learning, identify their learning strengths and utilise appropriate learning tools.

To support learning initiatives at Saint Joseph’s in 2013 the formation and development of leadership team members was a priority. Mrs Donna Synan undertook training as a reading recovery teacher and literacy lead teacher. Mrs Helen Mackay was trained as a Maths Intervention teacher and numeracy leader. Mr Kristian Thompson, Mrs Julie Kennedy and Mr Mick Clancy were trained as learning leaders, working with staff across the school. Deputy Principal, Mr Michael Tomkins, and I attended the International Principals’ Leadership Conference in Cairns where we were provided with the opportunity to meet with leaders in schools from around the world. In September I was funded to visit schools in Finland and meet with Finnish education leaders to gain insights into how one of the world’s best performing schools’ system operates.

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 (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.

Dom Ryan
Principal
School Committee Chairperson’s 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.

I would also like to thank the new members who came on board with me at the start of 2013 to help to continue the high standard of the Committee. They are Sarah Kent, Margot Baker, Boris Mirkovic and myself. The people they replaced had offered many years of service on the School Committee, and should be congratulated for their efforts. I would like to thank Shayne Annett, Bernie Quirk, Peter Wall and Barry Hunt.

The committee has been involved in updating and approving several of the school’s policies to ensure that they remain up to date and in line with current best practice. This is a continuing process as policies can become out of date and irrelevant easily in our rapidly changing world. The policies that were reviewed and ratified were: Working with Children Checks, Sunsmart and IPad use. We also had the pleasure of having an expert in policies and their formation, Mr Don Walkley, come to a committee meeting to help us understand how to get the greater school community involved in the policy formation processes. Hopefully in the following year we can put some of this knowledge to good use.

Many projects have been undertaken throughout the year, including ball fencing, shade sails, outdoor seating, audio-visual upgrades in the Hall and a new school pickup and drop-off zone. The committee has been assisting with many views on the various ways these projects could be achieved and delivered at the best cost and with the best outcomes for the school. Many of these projects are being paid for by the tireless fundraising work of the Parents and Friends Auxiliary; they are sometimes underappreciated for the amount of hours and commitment they offer to all that they do for the school.

IPads have been introduced into the school for grades 3 and 4 for 2014, and this was discussed at length with regard to its ramifications for parents. The benefits of this program have already been evident in the 5/6 students and their work, and will I am sure come through for these younger students also. Part of this change was that the IPads are no longer leased, so insurance cover became an issue. The Committee and school have, I believe, come up with a very workable solution for this, and it has been well received. This again highlights the Committee’s role in bringing parents’ concerns to the school and working for a solution that is satisfying to all.

In the following year, we hope to see the new driveway in action, and the building of a new admin block should begin, amongst other smaller projects. 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 Joseph’s.

Thankyou

Bernard Miron
2013 Chairman, St Joseph’s School Committee
Education in Faith

Goals and 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 2013, we intended to meet this goal through:

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.

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

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

Achievements

During 2013, our two Religious Education Coordinators, led regular staff meetings to explain the school's planning expectations regarding Religious Education. Throughout the year, they collected individual staff Religious Education work programs and indicated to staff what the strengths of these programs were and how they might be improved. Our key resource to support staff in the planning of Religious Education programs was the core diocesan resource, Journeying Together In Hope.

Over the course of 2013, four of our teachers continued to participate in the Diocese of Sale's Religious Education Accreditation program. Mrs Robyn Lewry and Sr Rose Duffy worked with our Religious Education Coordinators and classroom teachers to ensure that Religious Education programs were compliant with diocesan expectations. Liz Schellekens, the new Parish Sacramental Coordinator, worked with 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.

Throughout the year much time and effort was put into the planning and celebration of liturgies and Masses to help students, families and teachers to grow in the knowledge of, and experience as a community, God’s love for them. Active involvement for students included taking responsibility for reading at liturgies, sharing prayers of intercession, singing hymns and playing musical instruments. Of particular note were our Holy week liturgies, post Easter Eucharist celebration, and Advent prayers and liturgies. 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.

A major emphasis across all grades in 2013 was providing 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 Bishop’s Family Foundation. Closer to home, children in Grade Six continued their outreach work at Fairview Homes, providing companionship to the elderly residents at the home. Articles offered in the school newsletter in 2013 also helped parents identify ways in which they could reach out to those in need as well.
Appropriate funding was provided in 2013 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 professional learning day led by Sr Rose Duffy and Mr Jim Quillinan, focusing on the spiritual development and nourishment of staff.

In 2013 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 principal was invited to present theology workshops for parents and RCIA candidates, and 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 carefully linked to the parish sacramental preparation process to ensure children were adequately formed and prepared to receive the sacraments.

VALUE ADDED

In 2013, our work in helping children articulate how they can make a difference in the world through reaching out to others locally and further afield was evident when listening to the reasons children offered for taking part in the school outreach activities. This was also echoed in parent involvement in our local outreach program to offer meal support to families in need. The total number of families providing meals for this program rose from 25 in 2012, to 51 in 2013. Our October Mission Day, organised by our Grade Five/Six students, raised $1600 to support children and families in need across the world. 2000 food cans were also donated by the school community to support the local work of the St Vincent De Paul Society in Warragul.

Caritas resources were utilised throughout the school to assist in all our outreach work. Video resources were utilised in classrooms and at assemblies, and printed materials and websites were also incorporated into classroom programs. An important aspect of our outreach work in 2013 was the importance of enabling children to articulate what element of outreach they were focused on and why. Student feedback demonstrated that there was a noticeable shift in the understanding of children from doing something because they were told to, to doing something because it was the right thing to do, and because it was what Jesus wanted them to do, as explored in their religious education lessons.

To continue our effort at involving students more purposefully and prayerfully in school liturgies, prayers and Masses, a Student Liturgy Team was formed and worked in close conjunction with the school Religious Education Coordinators and class teachers throughout the year. This did lead to increased student leadership of, and participation in, such events. A major feature here was our Saint Joseph’s day multi-age activities and liturgy, with the whole day focused on the life and faith of our patron saint. Mr Andrew Chinn, composer of liturgical songs for children, visited the school in 2013 and introduced all classes to new music to be incorporated into liturgies, prayers and Masses. Our two school concerts in 2013 were based on the scriptural Christmas story, helping break open these stories for children and their families. All classes were also encouraged to pray for those children celebrating particular sacraments in 2013.

To ensure that parents attended our prayers, liturgies and Masses, personal invitations were 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 was high. Class Masses 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.

In 2013 our parish priest, Father Herman Hengel, was a regular presence at our school, 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 us. Our Grandparents’ Day Liturgy was, once again, a particular highlight.

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. Three parish Masses were highlighted across the year for families to attend as a group, enabling children to take on roles during the Mass and then sharing morning tea with other parishioners afterwards. Our regular school assemblies on Mondays were also utilised to provide opportunities for children to showcase their learning in faith.

**Our 2013 Targets:**

- That all Religious Education planning utilises Journeying Together in Hope and the Composite Model, using a variety of contemporary learning practices.
- Units of work will become more visible through the school.
- That opportunities for, and the importance of, social justice activities, both locally and globally, are increased and promoted.
- All learners have engaged in an element of social justice action and are able to articulate why they have done so.
- That learners can name identifiable opportunities for engagement in their faith and spiritual development.
- That the Catholic faith is identifiable in all areas of the school
- That learners can describe the opportunities they have been provided with for spiritual formation.
- That there is a greater opportunity for families and parishioners to participate in faith-based activities at school.
Learning and Teaching

Goals and Intended Outcomes

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

In 2013, 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.

NAPLAN RESULTS

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ANALYSIS OF NAPLAN DATA

Discussion of Data:

At Saint Joseph’s, we 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 sit these national tests.

In 2013, 98% of our students in Year Three met the minimum standards required for Reading and Spelling. 100% of students in Year Three met Writing and Numeracy minimum standards. 96% of our students in Year Three met minimum Grammar and Punctuation standards. In Year Five in 2013, 100% of students met minimum standards in Reading. 98% of Year Five students met minimum standards in Writing, Grammar and Punctuation, and Numeracy. 96% of students in Year Five met minimum standards in Spelling.

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 2013. 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 2013 data, and the data for 2011 and 2012, 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.

Learning and Teaching Achievements:

A major learning and teaching initiative in 2013, to support Phase Two of our Performance and Development Culture project, was the appointment of three Learning Level Leaders, Mr Mick Clancy, Mrs Julie Kennedy and Mr Kristian Thompson. These three teachers, in conjunction with the school leadership team and learning advisor Jo Osler (Catholic Education Office Sale Diocese), developed a learning theme framework to assist all staff in addressing the learning goals of our strategic plan. Key elements of this framework including assisting all learners to become self-directed and self-managing with their personal learning, assisting learners to recognise the important role of reflection in learning, and assisting learners to recognise that collaboration is an important element of effective learning. Our Learning Level leaders met with staff each week in order to help them fully understand the learning framework and effectively implement it.

There were two more key appointments in 2013 that assisted us in meeting our learning and teaching goals. Mrs Helen Mackay was appointed 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. 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 Ellen Hauser from the Catholic Education Office advised Mrs Synan in the role.
Throughout 2013 we continued implementing individualised learning programs for at risk children, and for children whose particular learning needs required them. 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, and a specialised movement program (coordinated by a local Occupational Therapist) to help young students with concept, spatial and language development.

Throughout 2013, teaching staff and the School Committee examined the use of iPads to support learning in our 1-to-1 program in Grade Five/Six. As a result of this evaluation, the decision was made to further develop this program by implementing a 1-to-1 program in Grade Three/Four at the commencement of the 2014 school year. A number of parent meetings for Grade Three/Four parents were offered to parents to support this program.

Throughout 2013, 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 numeracy night for parents was held in term two to help parents understand how numeracy was being taught at Saint Joseph’s. The Literacy Lead Teacher 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 2013 Targets:**

- Learners will regularly engage in learning experiences that will support their increased independence.
- Use of AusVels will be evident in all curriculum areas.
- All learners will be active in implementing introduced learning strategies before seeking adult assistance.
- All learners will be able to identify areas of strength and development in their learning.
- All learners will identify a variety of different tools to communicate their learning.
- All learners have a learning goal and can articulate their learning plan.
- That there is increased collaborative learning and discussions, where the strengths of others can be identified and utilised.
- That constructive feedback is a regular aspect of learning and teaching experiences.
- That learners are responsible for acting on feedback which promotes skill development and learning opportunities.
- All teachers will access some form of on-site coaching.

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School Community and Student Wellbeing

Goals and 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 2013, we intended to meet this goal through:

Learners working and learning effectively in teams.

Helping learners to seek, give and act on feedback.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>96</td>
</tr>
<tr>
<td>Year 2</td>
<td>96</td>
</tr>
<tr>
<td>Year 3</td>
<td>94</td>
</tr>
<tr>
<td>Year 4</td>
<td>95</td>
</tr>
<tr>
<td>Year 5</td>
<td>97</td>
</tr>
<tr>
<td>Year 6</td>
<td>96</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>96</td>
</tr>
</tbody>
</table>

A description of how non-attendance is managed by the school:

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

Parent, Student and Staff Satisfaction:

Throughout 2013, feedback from students, parents, and teachers provided to the School Committee and Principal highlight the fact that members of the school community are comfortable with how the school is working to achieve the goals of its strategic plan. The school is generally held in high esteem in our town, with parents reporting that they are happy to talk to others about the good things happening at Saint Joseph’s. When interviewing prospective prep parents and parents wishing to enrol their children in other classes throughout the school, a common thread reported by these parents is the fact that when they talk to parents of children currently enrolled at Saint Joseph’s, they speak highly of the school.

When major initiatives are being implemented, there can be some tension in the school community. The School Committee and principal work very hard to communicate the work being done to support these major initiatives and to encourage the broader parent community to share their thoughts and concerns. A case in point here is the development of our new driveway. Throughout 2013 this was a regular agenda item at School Committee meetings. Between meetings, committee members sought feedback from other parents. This feedback was then used in further deliberations.

Under the direction of the school’s Deputy Principal, multi-age student groups from across the school met regularly to develop social skills and to build resiliency in all children. A variety of activities were carried out in these groups under the direction of a set teacher. The Student Leadership Team assisted in organising and running these activities. 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.
In 2013, students in Grade Three to Grade Six took part in an online Bullying Audit developed by the School leadership Team. Analysis of the responses indicate that children are generally comfortable reporting bullying when it takes place and feel that teachers, parents and the school principal take their reports seriously and work to address issues as they arise.

Parents and students continue to report feeling connected and welcome at Saint Joseph’s and parents have articulated their belief that the school works hard to create an open and collaborative environment for all. The School Committee continually works to encourage broader parent contributions to the life of the school. They continue to make themselves accessible to all parents in order to give them a voice in decision making processes at Saint Joseph’s. Committee members continue to be listed on the newsletter with contact details to ensure parents have a point of access to pass on feedback. Points raised by parents with Committee members are always discussed at Committee meetings. To help ensure that access for all Catholic families was a priority, the School Committee ensured that a process was in place to support those who might have struggled to meet the financial constraints of sending children to Saint Joseph’s. This was achieved through the remission of fees and the supply of school uniforms if families could not afford to pay.

**Achievements:**

In 2013 Saint Joseph’s once again recorded increased parent participation levels at school events, Masses, liturgies, classroom special events and community outreach programs. Our Family Bush Dance was very well attended, with over 150 families participating. Our Grandparents Day was very well attended with the school hall filled to capacity once again. Over 70% of families attended our welcome barbecue at the start of 2013.

Key fundraising efforts were undertaken by the Parents’ Auxiliary over the course of 2013. These included our School Ball, Cake Stalls, Walkathon, Christmas, Easter and regular assembly raffles, as well as a Pie Drive. These fundraising efforts enabled the school to purchase and install a new shade structure over the oval adventure playground, purchase and install new playground seating, and purchase a class set of Ukuleles for the school music program. Literacy and numeracy resources were also purchased to support student learning across the school.

**Our 2013 Targets:**

- Learners will regularly engage in learning experiences that will support their increased independence.
- Use of AusVels will be evident in all curriculum areas.
- All learners will be active in implementing introduced learning strategies before seeking adult assistance.
- All learners will be able to identify areas of strength and development in their learning.
- All learners will identify a variety of different tools to communicate their learning.
- All learners have a learning goal and can articulate their learning plan.
- That there is increased collaborative learning and discussions, where the strengths of others can be identified and utilised.
- That constructive feedback is a regular aspect of learning and teaching experiences.
- That learners are responsible for acting on feedback which promotes skill development and learning opportunities.
- All teachers will access some form of on-site coaching.
Leadership and Stewardship

Goals and Intended Outcomes

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

In 2013, we intended to meet this goal through:

The transparency and equity of participation in decision making.

Professional accountability practices supporting the goals of the school.

Leadership structures supporting individual ownership of staff professional learning.

Achievements

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>94%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>93%</td>
</tr>
</tbody>
</table>

**TEACHER QUALIFICATIONS**

<table>
<thead>
<tr>
<th>DOCTORATE</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTERS</td>
<td>9%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>9%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>0%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>70%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>13%</td>
</tr>
</tbody>
</table>

**STAFF COMPOSITION**

<table>
<thead>
<tr>
<th>Principal Class</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff (head count)</td>
<td>25</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>20</td>
</tr>
<tr>
<td>Non-Teaching Staff (head count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>8</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
In 2013, Saint Joseph’s continued its involvement in a Performance and Development Culture project. The aim of this project is to build teacher competency across all aspects of the teaching and learning process, enabling teachers to work confidently within their classrooms and with colleagues. A major element of this project in 2013 was teachers developing and implementing a learning theme framework under the direction of the new Learning Leaders Team. As part of this project, teachers met each week to examine how their classroom learning plans were developing the theme and how they could work more effectively together to enhance student learning across the school.

Four days over the course of 2013 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 involvement in Phase Two of our Performance and Development Culture project, including the development of a new Learning Theme Framework
- 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.
- Participation in the Diocese of Sale Learning Expo (Hosted at Saint Joseph’s), where staff members were able to attend a variety of learning focused workshops.

In 2013 we implemented a new system of twice weekly staff meetings that helped meet the learning needs of all staff members. One meeting each week was devoted to the development and implementation of our learning theme framework. As part of this process, staff were assisted by the new Learning Leaders Team. The other weekly meeting was targeted at the professional learning of staff. Here staff were assisted in gaining access to professional reading, analysing school assessment data in literacy and numeracy, setting goals and exploring the vision of the school. These meetings were also used to enable teachers to interact with other professional educators in meaningful ways to enhance teacher skills and improve student learning outcomes.
The formation of leaders was a priority at Saint Joseph’s in 2013. The school principal undertook a funded study tour of Finland to look at a high performing school system. The school principal also attended the conference of the Victorian Association Of Catholic Primary School Principals. The principal and deputy principal attended the international leadership conference in Cairns, funded by the Federal Government. The Deputy Principal also attended meetings of the newly formed Diocesan Deputy principal Network. Saint Joseph’s Literacy Lead Teacher undertook training for the role of Reading recovery Teacher. The Numeracy lead Teacher undertook training for developing numeracy intervention programs in the middle and senior primary classes. The school Religious Education Coordinators attended the diocesan conference for RECs. Finally, our new Learning Leaders team were coached in their role requirements by Mrs Jo Osler 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 2013 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.

Achievements:

During 2013 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 three times each term to monitor the school’s implementation of its strategic plan and 2013 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 2013.

The Leadership Team also met with the new Learning Leaders team and Mrs Jo Osler to chart a course for the implementation of Phase Two of our PDC project. Mrs Carol Livesy from the Catholic Education Office was included in these meetings in term four in order to assist in the development of a numeracy focus as part of our learning framework for 2014.

In 2013, all staff members were able to access a combination of in-school professional learning experiences, and externally provided professional learning opportunities.

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 29 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $1000 |

This indicates the number of school teaching staff who engaged in professional learning not the total attendees of all professional learning activities

Our 2013 Targets:

- All stake holders will have had appropriate participation in decisions that affect them.
- A framework of accountability practices will be in place and in operation.
- All staff will contribute to professional learning at Saint Joseph’s.
TEACHER SATISFACTION

Surveys of, and discussions with staff, 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 are committed to the values and goals of the school and are supported by their colleagues as they work to meet the goals of the school. An outcome of our work with PDC was the realisation that staff wanted to be more involved in decision making processes and felt that their contributions in this can assist the school in meeting its obligations, improving the learning outcomes for all students.
## Financial Performance

Financial Performance for the year ended 31 December 2013

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>Tuition</td>
<td>213,358</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>105,620</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>58,058</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>778,362</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>2,126,302</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>3,281,700</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>Tuition</td>
<td>2,358,821</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>365,708</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>2,724,529</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>Tuition</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>66,078</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>60,668</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>126,746</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>73,557</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td>182,546</td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>126,974</td>
</tr>
</tbody>
</table>

**Non DEEWR FQ reported items**

<table>
<thead>
<tr>
<th></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>System levies (payments)</td>
<td>(352,943)</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td>(25,809)</td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td>13,815</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 395 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. Key elements of this master plan include the development of a new school driveway and pick up point (to be completed in February, 2014), and the construction of a new administration block and conversion of the old administration block into art, music and Italian facilities (work to be commenced in Term Two, 2014). As a result of this work, the western end of the school will become the front of the school, moving parent cars away from the congestion and hazard of the Marist-Sion bus loop.

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 Performance and Development Culture project will drive much of what we are trying to achieve in the professional development of all staff members. A particular focus in 2014 will be in the area of numeracy. Mrs Carole Livesy and Mrs Jo Osler, from the Catholic Education Office in Sale, will continue to work with leaders across the school to assist in aligning and Performance and development Culture work with our numeracy focus.