2014 Annual Report to the School Community

St Joseph’s Primary School, Warrnambool
REGISTERED SCHOOL NUMBER: 0539
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<tr>
<td><strong>PRINCIPAL</strong></td>
<td>Mr Michael Gray</td>
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<td><strong>GOVERNING AUTHORITY</strong></td>
<td>Fr John Fitzgerald</td>
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<td><strong>SCHOOL ADVISORY COUNCIL CHAIR</strong></td>
<td>Mr Richard Zerbe</td>
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<td>(03) 5561 1343</td>
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## Minimum Standards Attestation

I, Michael Gray, attest that St Joseph’s Primary 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

- 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

“Embracing our Catholic faith and gospel values

St. Joseph’s Primary School will

nurture and support

the learning and wellbeing of the whole person, fostering

a positive involvement

in our global community.”
**School Overview**

From an early age Catholic Education has been an important part of the development of Warrnambool. At Bishop Gould’s initiative the first Catholic school was commenced in 1851 with Mr. Thomas Meagher as principal. This original St Joseph’s School was on the site of the corner of Kelp and Timor Streets.

In 1872 the Sisters of Mercy arrived to provide education for girls in the district opening a day and boarding school at the convent of Mercy, “Wyton”, Warrnambool. As well as the day and boarding school for girls, the sisters were to staff St. Joseph’s Primary School. The boys continued to be educated by lay teachers. Due to the increasing number of children, Bishop O’Connor (Diocese of Ballarat) opened an extension to the original school building in 1877.

By 1902 the Christian brothers arrived to support the education of boys within the Warrnambool area and established St. Mary’s High School in Russell’s Creek. Within the next ten years the Christian brothers relocated their College to the present day Emmanuel College site in Canterbury Road Warrnambool.

In 1935, St. Joseph’s commenced on the Lava Street site. It was officially opened on March 15th of that year. The principal at that time was Sister Mary Berchmans O’Callaghan of the Sisters of Mercy. Within ten years of the development of the Lava Street site there was a need for further expansion due to increased enrolments. Three more classrooms were made available by the conversion of neighbouring houses between the church and the school.

Monsignor O’Connell spoke at the opening of the new extensions in 1964 and concluded by saying “there was a need for further extensions the following year.” This did not happen because primary schools in the east and west of Warrnambool were built to ease the pressure of enrolments.

In 1981 the Christian Brothers left primary education which further increased enrolment pressure at the Lava Street site. In the latter part of 1981 an advisory planning committee was formed to investigate the future development of primary education in St. Joseph’s Parish. This committee made an application to the then State Rivers and Water Supply Commission to see if a school could be built on the Botanic Road site. Permission was received in April, 1982.

In October, 1982 the advisory committee recommended to Father Bohan that the Botanic Road site be purchased and that a new school be built. The construction of St. Joseph’s Primary School on its current site began in December of 1984. The last principal, Sister Monique Nyland, affiliated with the Sisters of Mercy, saw completion of the school in 1985. St Joseph’s commenced in 1986 at the current site with a lay principal, Mr. Phillip Sherry.
Since that time extensions and refurbishments in 1990, 1994 and 1996, have attempted to accommodate the needs of an increasing enrolment. In 1998 a major building program took place and saw the extension of nine classrooms and the construction of five new classrooms, a multi-purpose room, toilet block and an update of the library computer network. This refurbishment was initiated by the then principal Mr. Gerard Barake and completed by the current principal Mr. Michael Gray. The Vicar General Fr. William Van de Camp officially blessed the refurbishment.

In 2002, after two years of planning and consultation, the St. Joseph’s School Board ratified a School Master Plan for the site based on an enrolment ceiling of 525 students with a variance of up to ten students depending on Catholic family needs in the parish. In 2004 Stage 1 refurbishment was undertaken. This included the extension of the school library, development of new staff facilities and construction of a new administration centre. The Stage 1 project value was $600 000. Funding for the project was made available by the Australian Government, St. Joseph’s Parish and the school community.

In 2005 Stage Two of the School Master plan was completed. This included the building of two reading recovery rooms, small group work areas, support staff work areas and a Wellbeing office. The project value was $120 000. Student records were centralized and upgraded as part of this project.

In 2006 Stage Three of the master Plan was completed. This stage saw the construction of a new art room and development of a performing arts classroom. This project was funded by the School Building Fund and St. Joseph’s Parish. The total costs of works, including painting of the two small Multi-Purpose Areas, was $200 000. During this period four portable classrooms were also added, this was funded by the Catholic Education Office, Ballarat and the school.

In 2009 Stage Four of the master plan saw a new senior area constructed consisting of 6 classrooms as part of the Building the Education Revolution (B.E.R.) funding from the Federal government. Part of this funding also included upgrades to the playgrounds and a permanent bike shelter for students. The school received a total of $3 million as a result of this federal funding. This project was valued at $1 million and included re-cycling of water from school buildings.

In 2011 the school opened a new multipurpose hall. This facility was also funded by the Federal Government’s B.E.R. scheme. The multipurpose hall comprises of sporting facilities, drama room, and stages areas. (Value $2 million) Warrnambool’s wider community benefited from the construction of this facility as groups within Warrnambool access it outside of school hours.
In 2013, increased student numbers required another full-time classroom. The Van Rooy multipurpose area was converted into three new rooms; a classroom and two meeting rooms. Major works were also completed on the Allen Oval, re-surfacing of the oval provided for level playing fields and improved drainage. Car parking facilities were increased in size and rear sealed access to the school completed.

**SOCIO-ECONOMIC BACKGROUND OF PARENT COMMUNITY.**

In 2015 there are 368 families, 583 children and 67 staff at St Joseph’s Primary School. The language background of the students is predominately English, with a small percentage (0.036%) from backgrounds other than English. Nineteen students are funded under the school Integration Program (2.57%).

The majority of parents draw their income from a business, professional, or trade basis. Many of the families have both parents working in these industries on either a full or part-time basis. 20% of mothers choose to stay at home. Many of the families making up the St. Joseph’s school community reside within the City of Warrnambool. There are a small percentage of children who commute from smaller rural areas surrounding Warrnambool on a daily basis.

**DISTINCTIVE MISSION OF THE SCHOOL**

**A: FAITH:**

St. Joseph’s School, by its very nature as a Catholic school, is deeply committed to the faith education of children attending the school with Jesus and his gospel values at the centre. A comprehensive, school based religious education program, derived from “Awakenings”: Religious Education P – 12 Curriculum, published by the Catholic Diocese of Ballarat, is taught. The teaching and learning of Religious Education permeates all learning at St. Joseph’s and a strong partnership exists between parish, school, families and the wider community.

**B: EDUCATION:**

St. Joseph’s student population is 574 children. The children are divided in to 23 multi-age groupings (average class size of 24.95 students per room) Junior (P/1& Gr2), Middle (Gr 3 /4) and Senior (Gr 5/6). A comprehensive, coordinated program is available Prep to 6 based on the needs of our students and the AusVELS Curriculum. Some student’s individual needs are supported by individual learning plans.

**C: FRIENDSHIP:**

A very rich history and tradition has been developed at St Joseph’s of parent partnership in the education of their children. This is fostered through an active parish, structured school improvement reviews, an active parent association, parent classroom coordinators and invitations
to support classroom programs. The school has a focus on respectful, open and honest relationships, accountable to each other. Friendships, social skills and community are developed, nurtured and supported.

**CO-ORDINATED CLASSROOM PROGRAMS**

**Physical, Personal and Social Learning**
- Health and Physical Education
- Interpersonal Development
- Personal Learning
- Civics and Citizenship

**Discipline-Based Learning**
- The Arts
- English – Australian Curriculum
- The Humanities
- History – Australian Curriculum
- LOTE (Asian Studies)
- Mathematics – Australian Curriculum
- Science – Australian Curriculum

**Interdisciplinary Learning**
- Communication
- Design, Creativity and Technology
- Information and Communications
- Technology
- Thinking Processes

**TEACHING AND SUPPORT PROGRAMS**

1) Wellbeing:
   - Program Support Group process (P.S.G.)
   - Individual Learning Plans (I.S.P.)
   - Support Programs (Confident Kids)
   - Counselling Referral
   - Integration Program
Community Groups
Student Handbook
Consulting Psychologist
Transition programs (Pre-school and Secondary Schools)
Restorative Practices

2) Literacy:

Reading Recovery
Supporting Early Literacy Learning (S.E.L.L.)
Enhancing Reading Intervention Knowledge (ERIK)
Rainbow Reading
Reading Tutor Program for senior students
Minilit for junior students
Pre and Post Literacy Testing

3) Numeracy:

Numeracy intervention
Extending Mathematical Understanding (E.M.U.)
Numeracy Interview Program

4) Information Communications Technology:

iPads in F-1 Classrooms
School owned computers/laptops/tablets in years 2-4 classrooms
Senior School Chromebooks
Internal TV network
Hard Wire and Wireless Network
Laptop Laboratory
5) Health and Physical Education:
   Perceptual Motor Program (P.M.P. Junior School)
   Excursion and Camp program
   Zone\ District \State Sport Program
   Swimming, Water Safety and Beach Safety’ program
   School Sports

6) The Arts (The Arts is currently undergoing a major review.)

PHYSICAL RESOURCE SUPPORT.

Multi-purpose Hall (Sports, Drama, Music, Canteen, Meeting space)
Library Resource Centre (Specialist Teacher Prep to 6)
Two Multi-Purpose Areas
Designated playground and oval areas, including Allen Oval and tennis courts
Wellbeing Support Area: Student work rooms
Performing Arts Centre: Art Room & Drama Room

SPECIALIST SUPPORT STAFF.

• Administration Support:
  Finance,
  First Aide,
  Occupational Health and Safety Term,
  Office Support,
  Policy Support.

• Arts Teachers,
• Community Co-ordinator,
• Information Technology Co-ordinator,
• Literacy and Numeracy Support,
• Special Education:
  Individual Learning Program,
  Integration Program,
  Teacher Aide Program.

• Wellbeing and Pastoral Care.
MAINTENANCE AND CLEANING STAFF.

COMMUNITY.

- St. Joseph’s Primary School Advisory Council.
- St. Joseph’s Primary School Maintenance Committee.
- St. Joseph’s Primary School Association.
- St. Joseph’s Primary School Fair Co-ordinating Team.
Principal’s Report: Mr Michael Gray

St. Joseph’s Primary School continues to be an amazing faith filled community of people hopeful, passionate and caring. Our core business of learning, nurturing faith and building friendship is the mission that drives the development of us all for the purpose of helping our students strive to be what they want to become.

From a school development perspective 2014 was a year of pausing to gather objective, formal system reference school data with a focus on clear school improvement directions for the next four years. These goals, strategies and outcomes will be recorded in our 2015 whole school review.

The key tools and process used to gather information and data at St. Joseph’s are:

1) The Insight S.R.C. School Improvement Survey. This interpretive survey integrates data from students, staff and parents to build an understanding about the current state of the school; that is its current strengths and opportunities for improvement. The combined data shows the key behaviors and attitudes that underpin school effectiveness. The information from this report will complement the previous information collected in 2008, 2010 and 2012.

2) We also participated in the Enhancing Catholic School Identity Project conducted by the Centre for Academic Teacher Training of the Faculty of Theology and Religious Studies at The Catholic University Leven, Belgium. This project considers ways in which students, staff and parents relate to religious education. It also provides feedback on the cognitive belief styles of the people that make the school community. Belief styles are one of the building blocks of Catholic school identity.

3) Student learning data is also available through our regular participation in the NAPLAN national student assessment plan, beginning/end of the year literacy and numeracy interview program and teacher reporting programs.

4) School Development Review Teams have been established for 2015 comprising off all staff in the five key strategic intent area of Catholic identity, Learning and Teaching, Community, Leadership and management and Wellbeing. These teams will review information, consult with our stakeholders and build collaborative team recommendations of future actions.
Other Key Highlights for 2014 were:

1) The finalization of the implementation strategy for our Information Communications Technology (ICT) strategy. Key aspects of this program have included parent engagement, staff training, hardware introduction and consolidation of a whole school google learning environment.

2) Development of a whole school future master Plan.

3) Parish based and school supported sacramental program that had over 100 students participate in.

4) School religious education program based on the Ballarat Diocesan awakening program which has as its foundation a pedagogy of life to faith to life approach.

5) Celebrating catholic community including whole school mass for special school and parish events, including several special feast days.

6) Appointment of a School Community development Officer (Mrs. Catherine Lee) Catherine completed our Prep student welcome evening, supported the school fair, completed training of parent classroom co-ordinators, introduced “Friday Morning Cuppas” and managed the school involvement in may civic experiences for staff and students.

7) Consolidation of “ClearTrack”, a student learning and behavior tracking software program. Statistical data from the program indicates a very good uptake and use of the program.

8) Agreement from the local Catholic Schools Network to investigate in 2015 the possibility of a Senior Student Japan Trip. In 2015 there has been an excellent response to this program with 14 students paying deposit.

9) Annual School Fair: an outstanding day which was very successful financially.

In a modern school world which is full of action and outcomes it is important to pause and reflect to refine our focus from time to time so we can together continue go forward with energy and purpose. In 2014 St. Joseph’s has made a great step forward in the continued development of our school for our students. This has been a collaborative effort by all. I especially recognize the work of our School Advisory Council, various parent associations, our Parish Priest, our School Leadership Team, our wonderful professional staff and our many volunteer families. I also congratulate every student for accepting the challenges of the year and meeting them with determination and a positive spirit. This endeavor and commitment by all has been a shining light. Regards, Michael Gray, Principal.
Governing Authority’s Report: Fr John Fitzgerald

I take this opportunity to thank members of the Board for their interest, commitment and expertise in relation to our parish school (St Joseph’s). In particular I thank Richard in his role as chair and Cathy as secretary for their competency and graciousness.

Once again I wish to acknowledge the great job Michael does as leader of the school and the way he builds staff morale.

1. **Commissioning**: On Sunday, 1st March I commissioned the school staff at the 6.00pm Mass. The commissioning is the parish’s blessing, support and trust we have in our staff. Perhaps we might include the members of the School Advisory Board in the commissioning for 2016.

2. **Rite of Christian Initiation of Adults**: Kate Foster was baptized into our parish faith community at the Easter Vigil. Dianne Brown, one of our teachers, is on the way in also becoming a member of the Church.

3. **Fr Eugene McKinnon’s 40th Anniversary**: We will celebrate Fr Eugene’s 40th Anniversary of Priesthood on Friday, 5th June at 6.30pm. Eugene was the previous Parish Priest of St Joseph’s.

4. **IT**: Screens have been installed on the side aisles of St Joseph’s Church as well as on the back wall of the sanctuary. Hopefully this will be a great asset in regards our liturgies.

5. **Sacrament of Confirmation**: About 65 students are presently preparing to celebrate this sacrament in mid-June.

6. **The Nativity Exhibition**: There was a magnificent display of cribs in St Joseph’s Gathering Space during Advent. It was well received by the students who visited the display.

7. **The Synod on the Family**: This was an initiative of Pope Francis to be more inclusive in the decision-making of the Church. He invited all families of the world to partake in a questionnaire in a desire to hear their joys, struggles and hopes.

(Fr) John Fitzgerald
School Advisory Council Report: Mr Richard Zerbe

St Joseph’s Primary School continues to be an ongoing successful education provider offering a broad curriculum. The teaching staff and executive strive to provide a holistic education experience for all students with a wide range of talents and expectations.

The school advisory council supported the executive to update a number of policies and procedures during the year. These updates ensure the school’s governance is appropriate to changing technology and society’s expectations. The school master plan is the overarching document for ongoing development of physical resources. Updating this plan ensures the school is always well placed to gain best advantage from funding opportunities, and has a robust process to identify future requirements.

St Joseph’s Primary School is working with regional schools and the Ballarat Diocese to identify future school sites. Demographic data and predicted growth patterns are being analyzed to ensure that the region has the capacity to enroll all primary school students seeking a Catholic education.

School room learning continues to be the highest priority. The quality of teaching staff and low staff turnover ensures that all students receive a consistent, excellent experience. This includes providing electronic notebooks for each student in the senior school to prepare for secondary years and beyond.

Involvement with the Healthy Moves and Beyond the Bell initiatives develop students with a more rounded education. These programs encourage students from a young age to value life-long fitness, healthy eating and learning, which give them the best opportunities for a successful life. The annual St Joseph’s Primary School Fair highlights the support of families, and the involvement of the wider community. Father John Fitzgerald’s ongoing input to faith and spiritual guidance as well as advisory council matters is valued by all at the school.

Sporting participation and achievements occur in a wide number of pursuits. School representative teams have a long tradition of performing well at regional and state level competition. The advisory council is very supportive of the ongoing improvements to sporting facilities and resources. The school is in a very strong financial position and has the capacity to fund resources and deliver a broad and diverse curriculum for all students.

Principal Michael Gray leads a committed teaching and support staff team to ensure the school will maintain its position as a leading education provider. St Joseph’s Primary School is well placed to adapt to a changing education and political environment. Thank you to all members of the advisory council for your commitment, contribution and intellect you bring to our discussions. It has been a privilege and enjoyable experience to be a member of the St Joseph’s Primary School advisory council.
Catholic School Culture

Goals & Intended Outcomes

1. Enhance the implementation of the ‘Awakenings’ program through having the REC’s working with staff on their planning days.
2. Reflect on the Catholic School Culture at St. Joseph’s with a focus on identity, relationships and celebrations:
   - Purchase teacher resources
   - Whole school and class masses at St. Joseph’s church
   - Co-ordinating the family parish Christmas Eve mass in the school hall
   - Inviting Fr John to visit classes involved in preparing for the sacraments

Achievements

- REC’s were able to plan with the units on their planning days encouraging better use of resources of quality lesson plans.
- St. Joseph’s parish Christmas Eve mass was again held in the school hall. It was a wonderful celebration with a packed hall.

VALUE ADDED

- Student involvement in class prayer.
- Reverence and respect displayed at school liturgical celebrations.
- Active “Young Vinnies” student group.
- Regular staff prayer.
- Visits to Sacramental Classes and Assembly by parish priest
- Student assessment in Religious Education
Catholic School Culture Satisfaction:

The School Improvement Surveys 2014 also seek information and data on the Catholic culture of the school from each key-stakeholder points of view. These groups were students, staff and parents. Twenty-one indicators are utilized to give an insight into how stakeholders feel about the behaviours related to Catholic culture in the school.

Students: Seven Indicators

Strengths
1) Behaviour of students
2) Behaviour of staff
3) Catholic Parish involvement
4) Student compassion

Maintain
5) Importance
6) Social Justice

Improvement Areas
7) Opportunities

Parents: Seven Indicators

Strengths
1) Compassion
2) Social Justice
3) Parish Involvement

Maintain
4) Behaviour of staff
5) Behaviour of students

Improvement Areas
6) Importance of Catholic faith
7) Opportunities to express faith

Staff: Seven Indicators

Strengths
1) Behaviour of students
2) Catholic Parish involvement
3) Importance

Maintain
4) Social Justice
5) Behaviour of staff
6) Compassion

Improvement Areas
7) Opportunity
The foundation blocks present at St. Joseph’s to continue to build our Catholic culture and identity are:

- Behaviour and attitudes, as well as the support of our students for their faith life and spiritual development.
- The importance staff place in our Catholic identity.
- The key values of our families (compassion, social justice) and families support for building parish life.
Learning & Teaching

Goals & Intended Outcomes

- To utilise formal student data to drive whole school improvement and individual student learning in literacy and numeracy.
- To focus on enhancing students’ oral language competencies with the context of teaching and learning interactions (O.L.S.E.L.)
- To further develop technology skills as a school in order to more effectively use technology for teaching and learning.
- To continue to provide rich learning experiences for all students and staff.

Achievements

- Adopting ClearTrack - ClearTrack is a web based system that allows for one quick and easy place to collect and store academic and qualitative data for individual students from Prep to Year 6. This system has allowed for better data utilization for teachers and staff.
- The Middle school teaching staff continued to develop their teaching and learning by focussing on the OLSEL (Oral Language Supporting Early Literacy) elements of Story Grammar, Phonological Awareness, Complex Sentence and Vocabulary.
- Many programs such as Reading Recovery, ERIK, SELL and MULTILIT continued to run in order to support students who needed extra help.
- A group for higher achieving 3-6 maths students continued to run. They met to work on problem solving, and to compete in online and written competitions.
- Support was provided for some Year 1/2 students through the Extending Mathematical Understanding (EMU), program to help improve student’s maths knowledge through specific activities/strategies in the form of small group work.
- All staff attended the Southern Zone Conference (Conference for all catholic school teachers in the Southern Zone). This conference allowed staff to stop and reflect on what God means to each individual and to each individual school and then have the opportunity to listen to the many different strategies and thoughts offered over the two days by the quality presenters, to help each person begin re-imagining God in both their own personal and school faith journeys.
- Support was provided to the teaching staff in order to further their ICT skills in relation to Google apps.
## STUDENT LEARNING OUTCOMES

### Proportion of Students meeting National Minimum Standard

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### Change in Proportion of Students meeting National Minimum Standard

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Wellbeing

Goals & Intended Outcomes

- To develop and implement wellbeing programs that increase student voice in our school.
- To further assist and address student social and emotional behaviour through programs and restorative practices.
- To support and co-ordinate the ‘Young Vinnies’ program.

Achievements

- Prepare and collate a ‘School Critical Incident Package’ for Staff.
- Implement the ‘Season’ program to support students through grief & Loss.
- Re-visit restorative practice documents to ensure consistency in Implementation.
- Re-visit Student Behaviour Management classroom folders with staff.
- Development and implementation of student ‘Pastoral Care’ chats.
- Senior school transition program through ‘Circle Time’ activities.
- Peer Mediation Training with students from the Middle school.
- Cybersmart Information delivered and presented by our school student leadership team to the Middle school classrooms and during transition sessions in term 4.
- Introducing Information and steps to take to maintain our social, emotional and physical wellbeing.
- Young Vinnies Fundraising events throughout the year, Supporting the senior leadership team e.g walk-a-thon, supporting Warrnambool St Vincent de Paul Society, St Joseph’s Soup Kitchen and St Joseph’s Church Play Group. Attending the first regional gathering of all Young Vinnies Groups.

If non-attendance becomes a regular activity our Deputy Principal will contact the family involved to discuss the issue. Likewise if students are regularly late to school we will make contact with the family to offer assistance in getting the children to school on time and explain the impact late arrivals have on the whole class settling in as well as their own child. In the past we have helped with student pick-ups and arranged buses to enable them to get to school.
VALUE ADDED

- Successful student based programs such as Middle School - ‘Peer Mediation’ program and Senior student Leaders - Cybersmart initiative.
- Year 6 Senior Circle Time to address transition to secondary school.
- Pastoral Care Chats.
- Development, fostering and restoring relationships.
- Providing assistance to families in crisis or need.
- Celebration of student achievements.
STUDENT SATISFACTION

Overall Aggregate Rating Indicator: School Improvement Survey, 2014, 86.17 points

The following information and data is drawn from the 2014 School Improvement Survey. These surveys are conducted every two years by external bodies to the school and are highly reliable and valid tools that identify the strengths, challenges and opportunities for improvement at St. Joseph’s.

The report provides information about how students experience St. Joseph’s. The four key indicators of this experience are:

- **Emotional Wellbeing:** The presence of positive emotions, absence of negative emotions and the extent to which students feel emotionally connected to St. Joseph’s.
- **Teacher Relationships:** The extent to which students feel understood by their teachers, that their teachers have a presence in the classroom, and that the learning is stimulating.
- **Engagement In Learning:** The extent to which students have the confidence and motivation to learn, in a context where they have positive relationships with other students.
- **Student Behavior:** The extent to which students feel safe at school and the behavior in classrooms does not get in the way of learning.

Key Student Satisfaction Indicator: Overall Aggregate Indicator (Student Wellbeing): 86.17 points at St. Joseph’s is in the top quartile of the State; trending upwards with an increase of 6 points from the initial 2010 survey. (An increase of 2 points is considered significant).

The 2014 surveys report that St. Joseph’s strengths are:

<table>
<thead>
<tr>
<th>Specific Notion</th>
<th>Core Concept Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Student motivation</td>
<td>Engagement in Learning</td>
</tr>
<tr>
<td>2) Connectedness to peers</td>
<td>Engagement in Learning</td>
</tr>
<tr>
<td>3) Student safety</td>
<td>Student Behaviour</td>
</tr>
</tbody>
</table>

These three elements are all in the top quartile of the State with Student Motivation significantly increased from 2012 (2 points or more). Another growth from 2012 was stimulating learning moving from the mid percentile ranking to the top quartile score.

The 2014 surveys identified opportunities for improvement as:

1) Purposeful teaching
2) Connectedness to school

These two issues emerge from the emotional wellbeing and teacher relationship areas. While the school scores are very high the opportunity exists for growth. This growth would have a positive effect on student academic achievement. The 2015 School Improvement Plan has strategies to continue and further enhance school improvement. Including continuing its focus on a 1 to 1 multi-platform ICT strategy, Foundation to Grade 6.
Leadership & Management

Goals & Intended Outcomes

- To develop and ratify “School Development Plan” after consultation, communicating and referencing school formal governing bodies and key school stakeholders
- We have reviewed and redeveloped our Master Plan based on future school needs and up to date census data
- Develop an agreed school understanding of “contemporary learning” leading to a published and updated “Teaching and Learning” policy with a supporting ICT direction statement. This resulted in the implementation of 1 to 1 Chromebooks for our Senior School students (years 5 & 6) from 2015.
- To continue to appoint staff to leadership positions, including a redesign of roles and staffing of school administration staffing to meet future school needs.

Achievements

- Created a new role of Community Liaison Officer
- All Staff attended a 2 day Southern Zone conference held in Warrnambool

<table>
<thead>
<tr>
<th>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESCRIPTION OF PL UNDERTAKEN IN 2014</td>
</tr>
<tr>
<td>Management of Anaphylaxis, Information Technology – Inclusive Practises, Catholic Identity &amp; Teaching the Gospel in our times, Voice Care for Teachers, Level II First Aide Re-Accreditation, Defib Familiarisation, OLSEL, Reading Recovery Continuing contact, Effective Strategies for Teaching Younger Language Learners, Manual Handling, Who is responsible for Construction Safety, CPR Refreshers, Protecting the Safety of Children and Young People – Mandatory Reporting, Haemophilia Management, Zart Art workshops, Literacy co-ordinator days, Numeracy co-ordinator days, Literacy and Numeracy Leaders Day, EMU ongoing professional development, Develop Your Natural Voice, Finance workshops, Leadership courses.</td>
</tr>
</tbody>
</table>

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 45 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL    | $576.59 |
TEACHER SATISFACTION

Overall Aggregate Rating Indicator: School Improvement Survey, 2014, 81.70 points.

The following information and data is drawn from the 2014 School Improvement Survey. These surveys are conducted every two years by external bodies to the school and are highly reliable and valid tools that identify the strengths, challenges and opportunities for improvement at St. Joseph’s.

The report provides information about how teachers experience the climate of St. Joseph’s. The key indicators are grouped into themes of Organisational Climate, Student Outcomes, Student Behaviours and Teaching Climate. These themes are developed through issues of:

- **Staff Wellbeing:**
  - Morale, the extent staff feels energy, enthusiasm and pride whilst at work and;
  - Distress, the anxiety, concern, tension and negativity that staff have whilst at work.

- **Empathy:**
  - The extent to which leaders understand the needs of staff members

- **Clarity:**
  - The extent to which staff members have a sense of purpose and know what is expected of them.

- **Engagement:**
  - The extent to which staff members collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals.

- **Learning:**
  - The extent to which members feel their efforts are being recognized and their capability is being developed through appropriate learning and development opportunities.

- **Work Demands:**
  - The extent to which employees feel that they are overloaded with work, that there is constant pressure to keep working, and that there is little time to relax at work.

**Indicators:** Overall Aggregate Indicator (Teaching Climate): 81.65 points and trending upwards from 2010 with an increase of 4.7 points by 2014. (Increase by 2 points is significant)

The 2014 survey reports that St. Joseph’s strengths are:

<table>
<thead>
<tr>
<th>Specific Notion</th>
<th>Core Concept Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Student Behaviour (School and Classroom)</td>
<td>Teaching Climate</td>
</tr>
<tr>
<td>2) Respect for Students</td>
<td>Teaching Climate</td>
</tr>
<tr>
<td>3) Student Motivation</td>
<td>Teaching Climate</td>
</tr>
<tr>
<td>4) Curriculum Processes</td>
<td>Teaching Climate</td>
</tr>
</tbody>
</table>

The 2014 surveys identified opportunities for improvement as:

1) Staff Appraisal and Recognition
2) Staff Empowerment
3) Staff Professional Growth

Analysis of this information with staff will lead to actions in the 2015 School Improvement Plan of:

1) Sharing of professional classroom practice, using school based coaches.
2) Whole school investigation of the Professional Learning Communities (PLC) strategy.
School Community

Goals & Intended Outcomes
To continue to maintain and enhance a positive school climate

- To strengthen our school community; building a strong sense of connectedness
- To enhance engagement of the school parent community
- To reduce the eco footprint of St. Joseph’s School

Achievements
- Prep/One picnic night
- Grade 6 social night
- Student Leaders Congress at Deakin University
- Peter’s Project Walkathon
- Student Leaders Presentation Night at The Lighthouse Theatre
- Morning Tea for Parents in the Foyer of the Hall
- School Disco
- Japanese students and teachers from Doshisha Elementary School visited and stayed with host families, and attended St. Joseph’s classes
- Anzac and Remembrance Day School Representation
- Western District Spelling Competition representation
- Sport representation
- Healthy Moves program
- School Garden Project
- Swan Reserve Project
- Parent Social Night at The Last Coach
- Annual School Fair
PARENT SATISFACTION

Overall Aggregate Rating Indicator: School Improvement Survey, 2014, 78.60 points.

The following information and data is drawn from the 2014 School Improvement Survey. These surveys are conducted every two years by external bodies to the school and are highly reliable and valid tools that identify the strengths, challenges and opportunities for improvement at St. Joseph’s.

The report provides information about how parents experience St. Joseph’s. The key indicators are:

- **Community Engagement:** Extent to which parents say they are involved with their child’s education.
- **Learning Opportunities:** Extent parents feel their child is given the best opportunity to learn.
- **Staff Engagement:** Extent to which parents think staff is engaged, passionate and enthusiastic.
- **Student Engagement:** The extent to which parents believe their child wants to go to school and enjoys being part of school.
- **Peer Relations:** The extent to which parents feel their child is developing appropriate social skills and strong relationships with their peers.
- **Student Behaviour:** How parents perceive student behaviour in the classroom and the school generally.

Indicators: Overall Aggregate Indicator (community Engagement): 78.60% after trending upwards a fall of 1.7 points has occurred from 2012 to 2014.

The 2014 surveys identified opportunities for improvement as:

1) Parent perception of student behaviour
2) Reporting to parents
3) Parents understanding of homework

Analysis of this information with parent groups will lead to actions in the School Improvement Plan of:

1) Homework policy work
2) Review of school reporting procedures and documents
3) Enhancement of the school internal transition program. The program will consider students moving from the Junior School (Grade 2) to the Middle School (Grades 3 and 4) and onto the Senior School (Grades 5 and 6).
## 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>304,195</td>
</tr>
<tr>
<td>Other fee income</td>
<td>223,236</td>
</tr>
<tr>
<td>Private income</td>
<td>157,035</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,135,183</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>3,525,153</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>5,344,802</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>4,239,917</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>609,019</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>4,848,935</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>201,895</td>
</tr>
<tr>
<td>Other capital income</td>
<td>63,871</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>265,766</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>61,311</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>858,327</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>688,982</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

Future Thinking: Master Plan Outline

a) Plan Definition: A Master Plan is a strategic design that outlines an overview of directions for development of school site & buildings over time. The document is driven by future and current student educational needs and faith profile.

b) Plan Design: In any building the design needs begins with a concept or idea (Schooling) then progresses to a structural organising idea (Parti). The St. Joseph’s design idea, or parti, is presented below. The concepts and plans need to be discussed with all relevant school and parish groups, be referenced against reports, authorities and school community.

c) Plan Structure: The plan is a clear concise document outlining rationale, design plan, forecast budgets and funding options.

d) Building Sub-committee Membership:

Seconded SAC Membership to subcommittee: Greg Powers.
School administration: Principal & Business Manager.
Professional Services Support
Civil Engineers, “The CSE Group Consulting Engineers.”

i) **Parti**

i) Linking areas with wide, safe quiet travel spaces.
ii) Shared areas for Units to come together as groups
iii) Build a sense of belonging to both a class, school and parish community

ii) **Design Brief**

i) Health centre incorporating school extended care and sport.
ii) Middle school shared space.
iii) Reflective chapel & purpose adult learning area.
iv) Linkage of Senior School area to whole school.
v) Renovate the Mercy Library Resource Centre to a focused ICT centre
vi) Continue to refurbish the school administration area with identity and themed school display areas.

vii) A walk & bike bridge over Russell’s Creek.

viii) A permanent school grounds running & walking track.

ix) Extension asphalt areas into passive play area.

x) Re-vegetation of creek edges.

xi) Extension to Art Room.

xii) New maintenance area.

xiii) Replacement of “Bernie’s Shed” with new environmental science centre.

xiv) Comprehensive school landscape plan.

xv) Extension to Senior School building with 2 extra learning areas and toilet facilities

xvi) Extension of Middle School Area to create a Multi-Purpose Learning Area.
### VRQA Compliance Data

**E2025**
St Joseph's School, Warrnambool

#### 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><strong>YR 03 Reading</strong></td>
<td>98.5</td>
<td>98.6</td>
<td>0.1</td>
<td>98.8</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>YR 03 Writing</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Spelling</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Numeracy</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 05 Reading</strong></td>
<td>100.0</td>
<td>98.9</td>
<td>-1.1</td>
<td>98.6</td>
<td>-0.3</td>
</tr>
<tr>
<td><strong>YR 05 Writing</strong></td>
<td>100.0</td>
<td>95.5</td>
<td>-4.5</td>
<td>95.9</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>YR 05 Spelling</strong></td>
<td>98.6</td>
<td>94.6</td>
<td>-4.0</td>
<td>98.6</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>YR 05 Grammar &amp; Punctuation</strong></td>
<td>97.2</td>
<td>95.7</td>
<td>-1.5</td>
<td>95.9</td>
<td>0.2</td>
</tr>
<tr>
<td><strong>YR 05 Numeracy</strong></td>
<td>100.0</td>
<td>96.7</td>
<td>-3.3</td>
<td>98.6</td>
<td>1.9</td>
</tr>
</tbody>
</table>
### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93.93</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.06</td>
</tr>
<tr>
<td>Year 3</td>
<td>94.59</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.35</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.26</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.00</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.70</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.11%</td>
</tr>
</tbody>
</table>
### STAFF RETENTION RATE

| Staff Retention Rate | 95.35% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>30.77%</td>
</tr>
<tr>
<td>Graduate</td>
<td>34.62%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>3.85%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>65.38%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>65.38%</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>50</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>36.392</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>23</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>16.962</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>