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Contact Details

ADDRESS  
70 Botanic Road  
Warrnambool Vic 3280

PRINCIPAL  
Mr Michael Gray

PARISH PRIEST  
Fr John Fitzgerald

SCHOOL BOARD CHAIR  
Ms Veronica Hughson

TELEPHONE  
(03) 5561 1343

EMAIL  
Principalsjwarrnambool.catholic.edu.au

WEBSITE  
www.sjwarrnambool.catholic.edu.au
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.”

Our School Mission

CATHOLIC FAITH

Embracing our Catholic faith and
gospel values St. Joseph’s will:

- Encourage one another to live in faith and hope
- Reflect a commitment to quality religious education
- Strive to live the good news of the gospel
- Work in partnership with families, parish and wider community

LEARNING

Nurturing and supporting the whole child St. Joseph’s will:

- Develop relationships built on openness and trust
- Deliver diverse, relevant, challenging and stimulating programs
- Understand and cater for individuals needs
- Inspire and empower our students to make a difference in their world

COMMUNITY

Fostering community involvement St. Joseph’s will:

- Strengthen links between school, parish and our families
- Encourage a sense of belonging
- Build an atmosphere that is friendly and welcoming
School Overview

HISTORY
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 recycling 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. During 2011 the school’s board also ratified to again increase the enrolment ceiling by 15, to provide for a ceiling of 540 students.

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

In 2012 there are 341 families, 538 children and 57 staff at St Joseph’s. The language background of the students is predominately English, with a small percentage (5%) from backgrounds other than English. Sixteen students are funded under the school Integration Program (2.97%).

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. There are a significant proportion of mothers who 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 FEATURES 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 the fibre of all learning at St. Joseph’s and a strong partnership exists between parish, school and the community.
**B: EDUCATION**
At the time of writing, St. Joseph’s student population was 538 children. The children are divided into 22 multi-age groupings (average of 24.45 students per room) Junior, Middle and Senior. Teachers endeavour to meet the needs of all children in their care through coordinated classroom programs and the support of an integrated teaching and learning programs.

**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, a structured School Development Plan, a Parent Association, parent classroom coordinators and invitations to support classroom programs. These structures report to the School Board, made up of Parish, school and parent members.

**CO-ORDINATED CLASSROOM PROGRAMS**

<table>
<thead>
<tr>
<th>Physical, Personal and Social Learning</th>
<th>Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interpersonal Development</td>
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<tr>
<td></td>
<td>Personal Learning</td>
</tr>
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<td></td>
<td>Civics and Citizenship</td>
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<tr>
<td><strong>Discipline-Based Learning</strong></td>
<td>The Arts</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>The Humanities</td>
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<tr>
<td></td>
<td>LOTE (Japanese)</td>
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<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Interdisciplinary Learning</strong></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology</td>
</tr>
<tr>
<td></td>
<td>Information and Communications</td>
</tr>
<tr>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td></td>
<td>Thinking Processes</td>
</tr>
</tbody>
</table>
TEACHING AND SUPPORT PROGRAMS

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

2) Literacy:  
   Reading Recovery  
   Children's Literacy Success strategy (C.L.a S.S.)  
   Supporting Early Literacy Learning (S.E.L.L.)  
   Fitzroy Readers  
   Rainbow Reading  
   Pre and Post Literacy Testing

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

4) Information Communications Technology  
   Computers in the classrooms  
   Senior School Mobile laptop class set  
   Internal TV network  
   Hard Wire and Wireless Network  
   Laptop Laboratory
5) Health & Physical Education

Perceptual Motor Program (P.M.P. Junior School)
Excursion and Camp program
Zone\District \State Sport Program
Swimming and Beach Safety program
Bike Education
School Sports

6) The Arts

School Concert Year 1 Senior & Middle School
Year 2 Junior School
School Choir & School Band
Individual Instrumental Music Program

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

Arts Teachers
Reading Recovery Teachers
Teacher Aide Support
Integration Aide Support
Wellbeing Team
Integration Staff
Principal’s Report

“From birth, most students of the current generation inhabit and navigate a highly technological and information rich world that has experienced an information explosion, significant and rapid changes to society, as well as changed national and international structures.” (Contemporary Learning MCEETYA, Australia.)

It is within this world context, and the specific needs of our St. Joseph’s school community, that our school aims to deliver a fun, relevant, challenging and comprehensive curriculum. Our school also aims to hold students at the heart of our endeavour and ensure policy, programs and procedures live out this vision.

In reflecting on the 2011 school year our community can feel very proud of meeting this challenge and delivering quality outcomes for all students given their specific needs. How do we know we achieved this aim?

In 2011 our school community was involved in a comprehensive external review facilitated by an educational research organisation, Insight SRC, and the Catholic Education Office. Surveys, staff observations, student learning data, external validator visits all lead to a School Review Report being developed. This report validated our endeavours and achievements and identified a focus for school improvement over the next four years.

In validating our endeavour the panel commended all on our success in providing a great school for all. The panel also highlighted that our school is well placed to build on our quality foundations to meet the challenges of the future. Our challenge is to continue to add value to our performance and reference ourselves against other high performing schools in the State.

In conclusion I would like to especially thank our committed and hard working teaching staff on another great year. I also thank our parish priest, Fr. John Fitzgerald for his support, wisdom and commitment to St. Joseph’s. I also acknowledge the significant contribution our parent community make to St. Joseph’s; this support helps our staff deliver quality programs for all. In a large school co-ordination, communication and leadership form the basis of a calm supportive and educationally challenging environment; administration, grounds and maintenance and support staff all work tirelessly to ensure this environment is the reality for all; I thank these groups for their endeavour, flexibility and commitment.
Parish Priest’s Report

I take this opportunity to thank Veronica Hughson (Chair) and all members of St Joseph’s School Board for the wonderful work they have done throughout the past year.

I wish also to thank Michael Gray, and in his absence Jim Guinan, for their outstanding leadership as well as Cathy Duynhoven for keeping me informed of all Board matters.

As we continue through Lent on our way to Easter, I wish to make note of some of our Parish activities that have been, or that will be, celebrated during Lent:

- **3rd March:** Commissioning of School Staff
- **20th March:** Reconciliation (Grade 6)
- **22nd March:** Mass of Anointing
- **30th March:** St Joseph’s School Mass

**Lent:**

- Stations of the Cross (All Fridays at 7.30pm)
- Ecumenical Discussion Groups
- Celebration of God’s Mercy & Forgiveness (Tuesday 3rd April, 7.30pm)

**Easter Triduum:**

- Holy Thursday: Mass of the Lord’s Supper (7.00pm)
- Good Friday: Celebration of the Lord’s Passion (3.00pm)
- Easter Vigil: 6.30pm
- Easter Sunday: 8.30am & 10.30am (NB: No Sunday Evening Mass)

We have 2 adults (Susan Gliddon & Roy Kwon) preparing to be received into the Church at the Easter Vigil. One of the important celebrations of our School Year is the Commissioning of our School Staff. They were commissioned on Saturday 3rd March and I’m sure a number of Board members were also present on that occasion. It’s good to be reminded of this Commissioning:

**Fr John:** Are you willing to follow in the footsteps of Jesus Christ as handed down through sacred scripture? **Staff:** We are.

Do you recognise the trust that is placed in you by the parents and parishioners of St Joseph’s Parish to develop the faith of the children under your care and help nurture them in the life of the Church? **Staff:** We do.

Will you support the parents of the school community in their role as the primary educators of their children in the ways of faith? **Staff:** We will.

(Fr) John Fitzgerald
School Education Board Report

It is with much pride that I submit my report as chairperson of the St. Joseph’s School Board for the 2011 year.

Undoubtedly, the highlight of the school year was the official opening of our hall and our incredible new facilities. The celebration was much more than that of bricks and mortar. It became the celebration of a deep sense of school spirit and of the true value of our leaders, teachers, staff and students. The talents of our students and staff were fantastically demonstrated in an impressive flash mob performance. This will long be remembered as a symbol of the wonderful learning environment our school provides. Since well before my time, even as a student at St. Josephs, the goals and visions of our school have been driven by the great plans that our parish has had for us. In celebrating the official opening, in August, we also celebrated the ongoing support of our parish community. We saw clearly what can be achieved when we marry the richness of history with great foresight for the future. And so, we thank the parish for its support and we acknowledge Michael, Jim and Cathy as they more than adequately meet the challenges, of the changing needs of education.

Our children enjoy the benefits of an awe inspiring physical environment. This last year we may well have celebrated our buildings 25 year test of time, but we also celebrated the powerful theme of faith which has fed the spirit of the school over two iconic buildings and an 113 years of history. Here, our children learn the value of that faith and the sense of family, which is our school community. At St. Josephs our children have the most wonderful opportunities in all aspects of learning. From the moment they are personally greeted by the inevitably short clad Mr. Pye !, to the day they spend with their passionate and gifted teachers, we parents are most grateful.

This year our school also completed an extensive external review. It was no surprise that the results were excellent, over the wide range of determinants which effect learning outcomes and personal development. These results do not happen without exceptional leadership and remarkable teachers and staff. In my time on the board, Michael Gray has had his personal health challenges, and yet his commitment to this school is something to be admired and emulated. Over his 14 years as principal he has beautifully upheld the values of the parish community. What that community sees is a much loved principal and a gifted leader. We board members come to respect just how much more is required of the principal of a contemporary catholic primary school. In the depth and breath of the role, Michael is more than ably assisted by Jim Guinan. Jim is also to be commended on his seamless periods as principal in Michael’s absence. Cathy Duynhoven plays an invaluable role as business manager, but her contribution to so many aspects of the running of the school is quite extraordinary and should be duly noted.

I think that one of the most important things to come out of the school review is that our children love their school and they are also very proud to be St. Joseph’s school students. There is so much for them to be proud of; not the least of which are the ongoing plans for the grounds, the curriculum and its delivery. Our review pointed to the need for changes to grade structure and some greater emphasis on science. The changes to junior school structure have already been put in place and have been most enthusiastically received by student, staff and parents.

I am sure the board did not expect a brief chairperson’s report this year! I thank them for this and past indulgences and I wish this school every success in 2012 and beyond.

Veronica Hughson
Chairperson
Education in Faith

Goals & Intended Outcomes

- Review the implementation of the Awakenings program as the key curriculum for religious education at St. Joseph’s
- Review of Catholic school culture at St. Joseph’s.

Achievements

- Review team established and report developed for School Review; document completed in the two strategic areas, Awakenings and Catholic school culture

VALUE ADDED

- Visits to planning days by martin Ryan, CEO Ballarat Adviser.
- Student involvement in class prayer.
- Reverence and respect displayed at school liturgical celebrations.
- Active “Young Vinnies” student group.
- Regular staff prayer.
- Social justice days organized by students with support from staff
- Visits to Assembly by parish priest
- Student assessment in Religious Education
- Committee formation and follow up meetings.
Learning & Teaching

Goals & Intended Outcomes

- Conduct a curriculum audit of the current scope and sequence of the school integrated curriculum units. Audit to reference the Victorian VELS curriculum.

- Examine the Arts curriculum and its implementation.

- Developed a curriculum report focusing on issues of student learning and achievement in literacy and numeracy by analysing school learning data.

Achievements

- Review team established and reports prepared for School Review; document completed in the strategic areas of Literacy, Numeracy, Arts and Integrated Units of Work.

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>YEAR 3 READING</strong></td>
<td>98 %</td>
<td>100%</td>
<td>+2 %</td>
<td>98.8%</td>
<td>-1.2 %</td>
</tr>
<tr>
<td><strong>YEAR 3 WRITING</strong></td>
<td>98%</td>
<td>100%</td>
<td>+2 %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td><strong>YEAR 3 SPELLING</strong></td>
<td>96%</td>
<td>100%</td>
<td>+4 %</td>
<td>97.6%</td>
<td>-2.4 %</td>
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<tr>
<td><strong>YEAR 3 GRAMMAR &amp; PUNCTUATION</strong></td>
<td>99%</td>
<td>99%</td>
<td>0%</td>
<td>98.8%</td>
<td>+0.2 %</td>
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<tr>
<td><strong>YEAR 3 NUMERACY</strong></td>
<td>86%</td>
<td>100%</td>
<td>+14 %</td>
<td>98.8%</td>
<td>-1.2 %</td>
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<tr>
<td><strong>YEAR 5 READING</strong></td>
<td>95%</td>
<td>99%</td>
<td>+4 %</td>
<td>98.6%</td>
<td>-0.2 %</td>
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<td><strong>YEAR 5 WRITING</strong></td>
<td>100%</td>
<td>99%</td>
<td>-1 %</td>
<td>98.6%</td>
<td>-0.2 %</td>
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<tr>
<td><strong>YEAR 5 SPELLING</strong></td>
<td>92%</td>
<td>98%</td>
<td>+6 %</td>
<td>98.6%</td>
<td>+1.0 %</td>
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<tr>
<td><strong>YEAR 5 GRAMMAR &amp; PUNCTUATION</strong></td>
<td>92%</td>
<td>100%</td>
<td>+8 %</td>
<td>97.2%</td>
<td>-2.8 %</td>
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<tr>
<td><strong>YEAR 5 NUMERACY</strong></td>
<td>93%</td>
<td>100%</td>
<td>+7 %</td>
<td>98.6%</td>
<td>-1.4 %</td>
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</table>
Student Wellbeing

Goals & Intended Outcomes

- To develop a team of staff to write a report that identifies current Student Wellbeing practices and identifies areas for future wellbeing improvement.

Achievements

- Review team established and report developed for School Review; document considered contemporary issues of pastoral care, student connectivity, rights and responsibilities and inclusive practice.

| STUDENT ATTENDANCE RATE | 92.68 % |

| VALUE ADDED |

- Ensure structures and programs to facilitate the care, welfare and safety of students (primary prevention, early intervention, intervention and restoring relationships)
- Ensure welcome and hospitality
- Ensure risk management, safety and security
- Cultivate high expectations for students and staff
- Celebrate student achievement
- Instil a sense of identity and pride in the school
- Foster quality relationships
- Provide assistance to families in crisis or need
- Appoint and support a Student Wellbeing co-ordinator
- Cyclically review all documentation
Leadership & Management

Goals

Teaching and Learning Team to met and co-ordinate whole school review.
Teaching and Learning Team to examine their role, function, communication and whole school decision making.

To organise time with skilled facilitator to examine ways to be an effective team

Intended Outcomes to consider

- Planning For improvement
- Innovation, Development and Change
- Staff Management and Welfare
- Financial Management
- Overall compliance with legislation and other requirements

Achievements

- Review team established a report developed for School Review.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>TEACHING STAFF ATTENDANCE RATE</strong></td>
<td><strong>91.51%</strong></td>
</tr>
<tr>
<td><strong>STAFF RETENTION RATE</strong></td>
<td><strong>94.87%</strong></td>
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</table>

**TEACHER QUALIFICATIONS**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
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<tr>
<td>Masters</td>
<td>17.14%</td>
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<tr>
<td>Graduate</td>
<td>25.71%</td>
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<tr>
<td>Certificate Graduate</td>
<td>2.86%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>62.86%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>71.43%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0%</td>
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</table>

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2011**

Elio Capra - Teaching the Sacraments Today, REC (Primary) Professional Development, SZ REC DAY, A Day on Sacraments SZ, ICON Leaders, Sandhurst IGNITE, ENGAGE, INSPIRE, ICT Leaders Day, Correlation and Connection between Data Sets, OLSEL – Oral Language Supporting Early Years, Continuing Contact Reading Recovery, Literacy Conversations – Early Years Reading, School Assessment for Effective Schools, Classroom Helpers Program, SELL On-going, Literacy Leaders – Diocesan, School Based Literacy Professional Development, Special Ed Co-ordinators Days, Information Session on PAT-R and PAT-M, Teacher Librarian PD.

<table>
<thead>
<tr>
<th>Description</th>
<th></th>
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<tbody>
<tr>
<td>Number of Teachers Who Participated in PL</td>
<td><strong>61</strong></td>
</tr>
<tr>
<td>Average Expenditure per Teacher for PL</td>
<td><strong>$1,051</strong></td>
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</tbody>
</table>
School Community

Goals

To review data collected from Insight SRC survey around community, parent satisfaction and partnerships

Intended Outcomes

• Improved Parent Involvement
• Partnerships with the Wider Community
• Reporting to the Community
• School Marketing and Promotion

Achievements

• Review team established and report developed for School Review
Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH $</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
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<tr>
<td>School fees</td>
<td>33,552</td>
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<tr>
<td>Other fee income</td>
<td>146,997</td>
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<tr>
<td>Private income</td>
<td>182,823</td>
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<tr>
<td>State government recurrent grants</td>
<td>1,182,292</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>2,666,562</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>4,212,226</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>3,278,604</td>
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<tr>
<td>Non salary expenses</td>
<td>496,502</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>3,974,666</td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
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<tr>
<td>Government capital grants</td>
<td>219,931</td>
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<tr>
<td>Capital fees and levies</td>
<td>331,736</td>
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<tr>
<td>Other capital income</td>
<td>19,887</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>571,554</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>722,356</td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>407,418</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>585,040</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

• **Improved literacy and numeracy outcomes for all students**

• **Continued teacher professional development in science, inquiry learning, literacy and numeracy teaching**

• **Continued development of professional staff relationships and whole school decision making**

• **Improved teaching in numeracy especially in relation to more able students using a problem solving approach to teaching**

• **Shared understanding of contemporary learning and contemporary leadership**

• **Consideration of global learning**

• **Re-grouping of class structure**