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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         | principal@sjwarrnambool.catholic.edu.au |
| WEBSITE       | www.sjwarrnambool.catholic.edu.au |
WHAT WE STRIVE TO BE:

**SCRIPTURE:**

Scripture is the wellspring of life of our school and the recording of our faith learning, our collective wisdom and the challenges our story presents.

At St. Joseph’s the scripture that gives meaning and direction to our endeavour is…. “I have come that you may have life, and have it to the full.” John 10:10. Our school original founders say this with our motto, "All For God."

**THE MISSION OF ST. JOSEPH’S**

Is to provide an outstanding Catholic education for all St. Joseph's students; integrating life, education, faith & friendship.

**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 CORE VALUES:**

Each person is created in the image of God and called to friendship with God. All human life is sacred and every human being has an innate dignity. This understanding is at the heart of our school values. To give meaning to our values the following definitions are provided.

1) *Respect & Relationship.* We build relationships based on respecting the dignity, diversity and contribution of all.

2) *Faith & Hope.* We share a spirit of optimism, hope and joy; sustained by our faith, our purpose and each other.

3) *Community.* We foster a sense of belonging, built on respect and mutual understanding.

4) *Learning.* A thirst for knowledge & understanding; supported by skill development, connectedness to our world, a global perspective, an understanding of self and in partnership with families & our community.
Our school's core business is:

1) Catholic Life and Religious Education
2) Pedagogy: Teachers & their Teaching
3) Students and their Learning

Which is supported by:

4) Resourcing: Human, Finance, Facilities and Equipment
5) Parent: Partnerships, Consultation and Communication
6) Strategic Leadership & Management

St Joseph’s Primary School taken by air on evening in May, 2012.
WHO WE ARE:

STUDENTS: St. Joseph’s Primary School is a learning community of 561 students endeavouring to grow, learn, meet challenges and be respectful, friendly and creative.

FAMILIES: We are 363 families striving to nurture our children of faith, become people of hope and vitality with a can do mind set.

STAFF: We have 62 staff committed to each other, our self, our students, our families and our faith community. We strive to learn from each other, our profession and our parish community. We embrace outside support and met challenges with enthusiasm. We celebrate our successes.

PARISH: We are the central parish of the thriving coastal City of Warrnambool in South Western Victoria. The parish is made up of our church, St. John of God Hospital, St. Joseph’s Primary School and Emmanuel College. The parish ministers to its community and the wider Warrnambool environment.

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.

In 2013 the school completed its current Master Plan. The project included road works to enable access to the school from Bromfield Street, a car park extension, re-surfacing and re-marking of the full car park and major oval works including new play area, levelled oval and significant drainage works. The full cost of this project was $330,000.00, funded by local contributions and support from the Ballarat Diocesan Provident Fund.

**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 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 538 children. The children are divided into 22 multi-age groupings (average class size of 24.45 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 Victorian Curriculum. Student individual need is 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
- The Humanities
- LOTE (Japanese)

Mathematics

Science

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  
Oral Language Program (O.L.S.E.L.)  
Supporting Early Literacy Learning (S.E.L.L.)  
Fitzroy Readers  
Rainbow Reading  
Pre and Post Literacy Testing  
Senior School Spelling Support program

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  
Land Line 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
Len Hogan Multi Purpose Room

SPECIALIST SUPPORT STAFF

Arts Teachers
Reading Recovery Teachers
Teacher Aide Support
Integration Aide Support
Wellbeing Team
Integration Staff
Individual Instrumental Teachers
Choir Master

Report from our School Principal:

Our 2012 performance shows very strong growth by all measures.

Students learning data confirmed development, growth and excellent outcomes.

Our student participation levels in sport, the Arts and school based voluntary programs is exceptional.

Prayer, reflection, liturgy, Sacramental involvement and Social Justice spirit is alive and thriving.

Our school participated in two significant review processes in 2012 leading to the establishment of our School Improvement Plan 2012-2016. The review included the data collection from student learning, Insight SRC school data collection process and stakeholder interviews.

A major end of contract principal performance review was completed by an external panel review team of 3 people. The process included four days at St. Joseph’s by the team interviewing staff, parents and students. The four member panel was convened by the Catholic Education Office, Ballarat and chaired by educational consultant Mr. Jim Rolff. This review highlights both principal and school performance. The report also provided future direction for our school community.

Other key highlights for 2012 included:

- Successful tender and project completion of school civil works, final stage current master plan.
- Excellent family response to all key significant school events.
- Whole school liturgy, including Opening Year Mass, Feast Days and Senior School student graduation.
- Staff actively engaging a coaching process, including working with outside curriculum experts to reflect our teaching.
- The review of classroom structures leading to St. Joseph’s, adopting a P/1, Grade 2, 3/4 and 5/6 classroom program.
- Smaller class sizes in our Junior School.
- Significant enrolment growth throughout 2012, with 18 new students starting.

St. Joseph’s will continue with a positive growth mind set for 2013. We have focused on foundational issues that will place our students and school in the best position to thrive in a new world. We will focus on staff development, parent education and innovative learning and teaching. We will continue to focus on our clients –our students.

Regards, Michael Gray. Principal
Parish Priest’s Report

I take this opportunity to thank members of the Board for their very professional and caring attitude of the school. In particular I thank Veronica, in her role as Chair, and Michael and Cathy for keeping me informed of the most significant events.

I congratulate Michael on his further term as Principal for a further five (5) years and to acknowledge the fantastic job he does as leader of the school and the way he builds staff morale.

1 Commissioning: On 2nd March at the 6.30 Vigil Mass I commissioned the school staff. The commissioning is the parishes blessing, support and trust in our school staff.

2 Retreat for Parishioners: 28 parishioners participated in the recent 3 week retreat offered by Fr Hoa, a Vietnamese Jesuit priest. It’s a great opportunity for parishioners to take up these opportunities when they are offered.

3 Confirmation: About 65 children are preparing for the Sacrament. The Sacrament will be celebrated on the 29th & 30th May as well as the 1st June.

4 RCIA: Kim Su Jeung was initiated into the Catholic Church at the Easter Vigil.

5 Olivier Latry: What a wonderful experience! Over 400 people gathered in St Joseph’s Church to hear one of the finest pipe organists in the world. Olivier is the main organist at the Notre Dame Cathedral, Paris.

6 St Joseph’s Parish: We are one of 5 parishes being part of a pilot program for the new Diocesan Ecological & Sustainability Group.

7 Bishop Paul Bird: Our new Bishop visited our Parish to attend Olivier Latry’s recital recently. Once again the Bishop has delegated facilities to Parish Priests to be the celebrant at the Sacrament of Confirmation. The Bishop is generally the one who confirms.

8 Deacon James Kerr: It was good to have James with us for Holy Week. He was a great help. Fr John McKinnon attended the Easter Vigil and expressed how prayerful the ceremony was. John celebrated 2 parish Masses on Easter Sunday morning.

9 Reconciliation: The Grade 6 students celebrated God’s mercy & forgiveness on Tuesday, 19th March.

10 Class Masses: The students are most welcome to attend the 10.00am weekday Masses at any time.

(Fr) John Fitzgerald
School Education Board Report

It is with enduring pride in St. Joseph’s Primary School, that I submit my report as the chairperson of the school advisory council for the 2012 year. This year, St Joseph’s continued to cater beautifully for the educational, physical, emotional and spiritual needs of our children.

Educationally, the transition to Prep/1 and straight Grade 2 was seamless and well received by students, teachers and parents alike. A new 5/6 camp destination proved to be invaluable and various quality excursions kept the children well engaged in their learning.

Our enviable physical environment and facilities are testament to the ongoing adherence to the master plan and facilitated by diligence in the finance department and support from the diocese and parish community. Amongst the many flow on effects is the success we enjoyed in the sporting, artistic and academic arenas again in 2012.

The above, and events such as our sports day and the May Time Fair celebrate both individual and collective achievements and the position we enjoy in the wider community. A wonderful sense of school pride was palpable at these events again in 2012/2013.

St. Joseph’s enjoys the benefits of caring spiritual guidance and liturgy participation from Fr. John. Strong catholic values filter through all levels and all aspects of the children’s education. Once again this year’s Grade 6 students were more than adequately prepared for secondary education. Emotions on their final day were indicative of a primary school education much valued by the students and their parents.

Michael’s contract renewal this year was a significant and popular endorsement of his past achievements and his capacity to move the school further forward in the next five years. I congratulate Michael, Jim and all staff and students and wish them continued success in the future.

Veronica Hughson
Catholic School Culture

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 Religious Education 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

- Improvement in numeracy teaching program, with a particular focus on challenging able students
- Develop science curriculum
- Improvements of Literacy Teaching Program with a focus on oral language and spelling
- Continue to implement Inquiry Learning
- Develop Asia and Australia's engagement with Asia curriculum

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

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100</td>
<td>98.8 %</td>
<td>-1.2 %</td>
<td>98.5 %</td>
<td>-3 %</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100</td>
<td>100 %</td>
<td>0 %</td>
<td>100</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100</td>
<td>97.6 %</td>
<td>-3 %</td>
<td>100</td>
<td>+2.4 %</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>99</td>
<td>98.8 %</td>
<td>-2 %</td>
<td>100</td>
<td>+1.2 %</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>100</td>
<td>98.8 %</td>
<td>-2 %</td>
<td>100</td>
<td>+1.2 %</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>99</td>
<td>98.6 %</td>
<td>-4 %</td>
<td>100</td>
<td>+1.4 %</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>99</td>
<td>98.6 %</td>
<td>-4 %</td>
<td>100</td>
<td>+1.4 %</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>98</td>
<td>98.6 %</td>
<td>+6 %</td>
<td>98.6</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>100</td>
<td>97.2 %</td>
<td>-2.8 %</td>
<td>97.2</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>100</td>
<td>98.6 %</td>
<td>-1.4 %</td>
<td>100</td>
<td>+1.4 %</td>
</tr>
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</table>
To help read the results the reports use the National Assessment program scale.

**Blue Box – National Results**

**Cream Box – State Results**

**Red Box – School Results**

### 2010

**Year 3**

![Graph for Year 3 in 2010]

**Year 5**

![Graph for Year 5 in 2010]

### 2011

**Year 3**

![Graph for Year 3 in 2011]

**Year 5**

![Graph for Year 5 in 2011]

### 2012

**Year 3**

![Graph for Year 3 in 2012]

**Year 5**

![Graph for Year 5 in 2012]
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 connectedness, rights and responsibilities and inclusive practice.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95.6%</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.7%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.8%</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.6%</td>
</tr>
<tr>
<td>Year 6</td>
<td>93.8%</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.2%</td>
</tr>
</tbody>
</table>

- 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 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.
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

STUDENT SATISFACTION

Students at St Josephs have a tremendous pride in being a St Josephs student. They are confident in their own learning ability, happy to be at school with their friends and Indications are apparent that students believe they are ready to direct their own learning and engage in similar learning and take different directions. This is being addressed with our Inquiry learning Program. They feel safe while they are at school, happy that their teachers respect their needs and sense of well-being.
Leadership & Management

Goals & Intended Outcomes

- Develop shared leadership using Leadership Team and new Advisory Council
- Develop new Master Plan
- Implement Administration refurbishment
- Develop Professional Development program

Achievements

<table>
<thead>
<tr>
<th>Teaching Staff Attendance Rate</th>
<th>90.79 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>88.37 %</td>
</tr>
</tbody>
</table>

**Teacher Qualifications**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0 %</td>
</tr>
<tr>
<td>Masters</td>
<td>19.05 %</td>
</tr>
<tr>
<td>Graduate</td>
<td>33.33 %</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>4.76 %</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>66.67 %</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>66.67 %</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0 %</td>
</tr>
</tbody>
</table>

**Expenditure and Teacher Participation in Professional Learning**

**Description of PL Undertaken in 2012**

**Curriculum**

Occupational Health and Safety
Staff Inductions, Perform Cardio Pulmonary Resuscitation Training, Trimevac Emergency Evacuation Training, First Aide level 2 Re-accreditation, Anaphylaxis, Asthma

Administration
Admin Workshop.

Aides
Teacher Aide PD days
Library Support Staff PD

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$333</td>
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</tbody>
</table>

STAFF COMPOSITION

<table>
<thead>
<tr>
<th>PRINCIPAL CLASS</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING STAFF (HEAD COUNT)</td>
<td>44</td>
</tr>
<tr>
<td>FTE TEACHING STAFF</td>
<td>33.71</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (HEAD COUNT)</td>
<td>19</td>
</tr>
<tr>
<td>FTE NON-TEACHING STAFF</td>
<td>9.94</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
<td>0</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

Teachers at St Josephs are happy to be teaching in a well equipped school, with children eager to learn and supported by administrative staff. They have a concern for work overload but feel confident they complete their teaching role well. They see a need for peer coaching to improve their teaching practices. They have a good relationship with parents and respect the parents’ role in educating children.
School Community

Goals & Intended Outcomes

- Continue to develop Parish links
- Continue to develop Parent education including Parent Reading Program workshops
- Develop Classroom co-ordinator roles
- Create and implement the ‘Heroes and Heroine’s’ wall
- Move and re-develop our Remembrance garden

Achievements

- Fantastic whole school Annual Fair
- Very successful and well attended Parent Reading workshops

PARENT SATISFACTION

Over the last 12 months St Josephs has continued its reputation of excellence in a thriving community whilst maintaining excellent academic standards; St Joseph’s has facilitated and participated in a number of community events. The St Josephs Fair was a great community event once again. Developing quality relationships amongst parents, teachers and students is a driving force behind our classroom co-coordinators program. Parents and/or children have regular meeting/celebrations to create mini-communities within a bigger community. Students participate in the wider Warrnambool community in regular academic and sporting events. A group of students operate a Young Vinnies group. This group exists to raise funds for needy families in the community.
Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>School fees</td>
<td>171,941</td>
</tr>
<tr>
<td>Other fee income</td>
<td>190,405</td>
</tr>
<tr>
<td>Private income</td>
<td>146,089</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>1,130,755</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>3,062,110</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>4,701,299</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>3,563,283</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>522,152</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>4,085,434</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>46,831</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>202,023</td>
</tr>
<tr>
<td>Other capital income</td>
<td>34,205</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>283,059</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>168,554</td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>585,040</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>500,125</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

- Develop new Master Plan for the St Joseph’s Primary School site
- Continued teacher professional development in science, inquiry learning, literacy and numeracy teaching
- Investigate before and after school care programs
- Improved literacy and numeracy outcomes for all students
- 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
- Review concert program and camping program