St Joseph’s Primary School
Warrnambool

REGISTERED SCHOOL NUMBER: 0539

2013 Annual Report
TO THE SCHOOL COMMUNITY
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Contact Details

| ADDRESS          | 70 Botanic Road  
|                  | Warrnambool     |
| PRINCIPAL        | Mr Michael Gray |
| GOVERNING AUTHORITY | Fr John Fitzgerald |
| SCHOOL ADVISORY COUNCIL CHAIR | Mr Richard Zerbe |
| TELEPHONE        | (03) 5561 1343  |
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Minimum Standards Attestation

I, Michael Gray, attest that St Joseph’s Primary School, Warrnambool 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.

23 May 2014
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 2014 there are 368 families, 574 children and 64 staff at St Joseph’s. The language background of the students is predominately English, with a small percentage (.019%) from backgrounds other than English. Nineteen students are funded under the school Integration Program (3.31%).

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 (Japanese)
- 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

- Children’s Literacy Success strategy (C.L.aS.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 and Middle School
  Year 2 Junior School
- School Choir and 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
School Advisory Council Executive Officer

Principal’s Report

What an amazing year 2013 was for St. Joseph’s Primary School. I am blessed and very proud of the development, progress, learning and physical school improvements St. Joseph’s continues to make servicing our 570 students from 363 families.

Our mission of building a quality educational experience for all, nurturing the faith life of our students and building friendship focuses our daily work.

In 2013 particular highlights included:

- An increase in our enrolment.

- Linking and supporting our Parish through the Pastoral Leadership Team, technology improvements in the Church, a new family Christmas mass and a lively Sacramental program

- Achieving a financial low average cost outcome per student in the top 10% of Victoria.

- Achieving above average outcomes in Literacy and Mathematics (NAPLAN results 2013). A past student of St. Joseph’s scored the top VCE results in the region.

- A reduction in our carbon footprint

- Parent participation in the life of the school through well attended a parent social event, very productive parent teacher interviews, parent educational programs including Classroom Helpers and Classroom Coordinators, Junior School coffee mornings, a record school Fair profit, a fun Fathers’ Day Breakfast, a very successful Mothers’ Day Stall, a well attended student disco, a beautiful St Joseph’s Day Mass, a great School Sports Day, a wonderful school concert and final school assembly.

- Curriculum reviews of the Arts, camping programs and swimming programs.
• Reduction in class size with an average across the school of 24.91

• A Family Home Stay Host Program involving 12 families hosting 16 from Doshisha International School School Kyoto, Japan

• An unprecedented three State Championships in Basketball (team photo on front page), Football and Netball

This wonderful educational environment could not have been achieved without the dedication of families, the endeavour of our students and the future orientated vision and daily work of our staff.

An amazing team of 45 Teachers, 3 School Service Officers, 13 Education Support Officers (Administration, Clerical and Integration) work as a co-ordinated team to build relationships, improve learning, build community and promote a “can do attitude.”

I sincerely thank everyone for this support, commitment and effort and look forward to a future of hope. Improvement and a fun learning environment for all. I especially thank Fr. John, Richard Zerbe, Jim Guinan, Mark Hyland, Cathy Duynhoven, Nick Murrell, Catherine Lee, Pat Allen, Clare Stacey and Jo Pangrazio for their senior leadership and support. Their commitment and work ethic brings our vision to life.

Regards,

Michael Gray
Principal
Governing Authority Report
Fr John Fitzgerald – Parish Priest

I take this opportunity to thank members of the Board for their professionalism and for their caring attitude towards the school. In particular I thank Richard in his role as Chair.

I wish to acknowledge the fantastic job Michael does as leader of the school and the way he builds staff morale. Thank you also to Cathy for her competence as our secretary.

1 **Commissioning:** On Sunday, 9th February I commissioned the school staff at the 10.30am Mass. The commissioning is the parish’s blessing, support and trust in our staff. Perhaps we could include all members of the School Advisory Board as well next year in the commissioning.

2 **Rite of Christian Initiation of Adults:** Three adults, Cate Dickson, Jane Thompson and Darren Boulton are preparing for the Easter Sacraments which we will celebrate at the Easter Vigil.

3 **Parish Mass Times:** As of the first weekend of February this year we now have three weekend Masses at St Joseph’s. The Vigil Mass is no longer as we didn’t really need four Masses and there are two other Vigil Masses in Warrnambool.

4 **IT:** Screens have been installed on the back wall of the sanctuary with further monitors to be installed in the body of the Church at a later date.

5 **The Christian Brothers:** Following 112 years of presence in Warrnambool the last three Brothers departed at the end of February. They had a lovely farewell: Mass was celebrated by Bishop Paul Bird on Sunday, 16th February and a luncheon was held at the Rice Campus of Emmanuel College.

6 **Regional Workshop on Sexual Abuse:** St Joseph’s Parish hosted two Workshops on Thursday, 6th March. They were led by Prof Caroline Taylor AM and sponsored by the Foundation of the Ballarat Diocese.

7 **Reconciliation:** Some of the Grade 6 students will celebrate God’s mercy & forgiveness on Tuesday, 25th March. I thank Gabrielle Ewing for her assistance while Mark Hyland is on sick-leave.

8 **Feast of St Joseph:** The whole School Community gathered for Mass on Wednesday, 19th March to celebrate our parish/school feast day.

(Fr.) John Fitzgerald
St Joseph’s Primary School continues to provide a very encouraging and supportive environment for students. The school’s mission is to provide an outstanding education for all students integrating life, education, faith and friendship. Self-esteem and wellbeing of all students remains a high priority. The school achieved strong results in a broad range of endeavours. Academic, sporting and creative pursuits deserve recognition.

Formal external assessments for core learning modules indicate that students obtain a solid grounding and preparation for secondary education and beyond. School sporting teams again achieved representation in the finals of state wide competitions. The school concert, choir and the “Out of the Box” art installation highlighted students’ artistic abilities.

During 2013, the advisory council discussed a number of broad topics. Processes were established for incorporating these proposals into the school. The School Development Plan looked at directions for catholic education and initiated the process on moving from a “good to great school”. St Joseph’s Primary School was represented in discussions with the Warrnambool regional network of catholic schools. This group discussed the changing demographics in the Warrnambool local government area and demand for future catholic primary schools in the region. The school’s own master plan continues to be updated and provides an ongoing mechanism to ensure that all possibilities can be evaluated in a holistic manner.

St Joseph’s continued the tradition of playing an important role in the community. This includes supporting families in their time of need and the very successful annual Maytime Fair.

The faith and spiritual guidance of students, parents and the wider catholic community is delivered by the St Joseph’s Parish. Father John Fitzgerald’s input to both religious and advisory council matters is valued by all at the school.

The school continues to be the beneficiary of a strong leadership and management team. The administration team led by Cathy Duynhoven ensures the financial, operational and compliance performance is always of a very high standard. Principal, Michael Gray and his deputy Jim Guinan have demonstrated the necessary vision and direction to provide optimism for the future of our wonderful school. All staff strive to provide an environment that is conducive to learning and caring.

The advisory council is a diverse membership comprising representatives from the parish, executive, staff, administration and parents. I thank them all for their contribution and valuable insights to ensure the school is strategically placed to position St Joseph’s as a great school.

Mr Richard Zerbe  
School Advisory Council Chairperson
Catholic School Culture

Goals & Intended Outcomes
1. Review the implementation of the “Awakenings” program as the key curriculum for religious education at St. Joseph’s

2. Reflect on the Catholic school culture at St. Joseph’s with a focus on identity, relationships and celebrations.
   - Purchase teacher planning resources
   - Whole school and individual class masses at St. Joseph’s church
   - Explore the Family parish Christmas being held in the school hall
   - Explore a focus on a class mass at St. Joseph’s particularly in the Sacramental years.

Achievements
The St. Joseph’s Parish Community Christmas Eve Mass was held in our school hall and was a huge success with parishioners from the wider community, school families and Fr. John Fitzgerald himself. We had over 600 in attendance and they enjoyed a lovely Christmas focus on the children.

VALUE ADDED
- 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

• To utilize formal student performance data to drive whole school improvement and individual student learning in literacy and numeracy

• To develop a collective understanding and scope and sequence of genre knowledge throughout the school

• To focus on enhancing students’ oral language competencies within the context of teaching and learning interactions (O.L.S.E.L.)

• To provide students from P-6 with a daily focus on numeracy developed from on-going assessments, by providing explicit teaching and using efficient strategies

• For junior teachers to be immersed in the e5 model of coaching to enhance and strengthen efficient teaching strategies in numeracy

Achievements

• Nadine Le Mescam worked with the teachers at our bi-annual conference and again at school on our inquiry approach

• We had a very successful Science Week where CSIRO visited the school with the Cosmo Dome

• The Junior school teaching staff continued to develop their teaching and learning by focusing on the OLSEL (Oral Language Supporting Early Literacy) elements of Story Grammar, Phonological Awareness, Complex Sentences and Vocabulary. New junior staff members were able to participate in this professional development

• Hugh McCusker worked with staff to develop an understanding of some of the genres of writing and our expectation of students’ learning at the different levels throughout our school

• Many programs, such as Reading Recovery, ERIL, SELL and MULTILIT continued to run in order to support students who needed extra help. Three Literacy support staff and a teacher’s aide also ran the Spelling For Life program in the Senior school.

• CEO support (Teresa Hadden) worked with our P-2 teachers. This involved Teresa modeling lessons, and teachers modeling lessons and being provided with feedback. Teachers also looked at new planning documents for the Australian Curriculum.
• A group of higher achieving 3-6 math’s students was created, and they met to work on problem solving, and to compete in online and written competitions.

• All Prep-1 teachers attended a Michael Ymer PD day in Term 4. They looked at a variety of junior math’s activities, planning documents, and useful strategies to continually include in their planning.

• Support was provided for 10, year ½ students through the Extending Mathematical Understanding (EMU), program to help improve students math’s knowledge through specific activities/strategies in the form of small group work.
## STUDENT LEARNING OUTCOMES

### Proportion of Students meeting National Minimum Standard

<table>
<thead>
<tr>
<th></th>
<th>Year 3</th>
<th></th>
<th></th>
<th>Year 5</th>
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<tr>
<td>Reading</td>
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<td>98.6%</td>
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<td>98.6%</td>
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<td>96.7%</td>
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### Change in Proportion of Students meeting National Minimum Standard

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<th></th>
<th>Year 3</th>
<th></th>
<th></th>
<th>Year 5</th>
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<tbody>
<tr>
<td>Reading</td>
<td>-1.2%</td>
<td>-0.3%</td>
<td>0.1%</td>
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<tr>
<td>Writing</td>
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<tr>
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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.

- To support and co-ordinate “Young Vinnies” program and run, as required, a grief and loss program for students and their families.

Achievements

- Finalized “Pastoral Care” Policy including documented “Student Management Guidelines”.

- Implement a “Seasons” program to support students through grief & loss.

- Re-visited restorative practice documents to ensure consistency in implementation.

- Completed fund raising activities for students with serious illness.

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

- A successful ‘confident Kids’ program was run for students as identified as needing the extra support
- Celebrate student achievement
- Instil a sense of identity and pride in the school
- Foster quality relationships
- Provide assistance to families in crisis or need

### STUDENT SATISFACTION

Students at St Josephs have a tremendous pride in being a St Joseph’s 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

• To complete oval upgrade, including parking extension, new Middle School oval and Bromfield Road school access

• To develop and ratify “School Development Plan” after consultation, communicating and referencing school formal governing bodies and key school stakeholders

• Develop an agreed school understanding of “contemporary learning” leading to a published and updated “Teaching & Learning” policy with a supporting ICT direction statement

• To provide bi-annual staff conference focusing on ICT skills, Inquiry learning and Oral Language teaching

• 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

• The staff undertook and enjoyed a fabulous bi-annual staff conference in Lorne

• Created a new role of Community Liaison officer

EXPERIENCE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2013</th>
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<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>45</th>
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<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$838.45</td>
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</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

- To continue to maintain and enhance a positive school climate
- To strengthen our school community; building a strong sense of faith and hope
- To enhance engagement of the school parent community
- To reduce the eco footprint of St Joseph’s School

Achievements

- Magic 1-2-3 parenting workshops were run in conjunction with Centacare
- Christmas Eve Mass held in school hall for the whole parish community
- Fantastic and successful Annual School Fair
- Developed a school gardening project with Grade 2’s
- Joined Schools Water Efficiency Program
- We were the Primary School Sports State champions in football, netball and basketball
- Developed the role of classroom co-ordinator in efforts to enhance school parent community

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 Joseph’s 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>
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<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH ($)</th>
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<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>310,205</td>
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<tr>
<td>Other fee income</td>
<td>216,572</td>
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<td>Private income</td>
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<tr>
<td>State government recurrent grants</td>
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<tr>
<td>Australian government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
<td><strong>4,890,883</strong></td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
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<tr>
<td>Salaries; allowances and related expenses</td>
<td>3,941,871</td>
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<tr>
<td>Non salary expenses</td>
<td>603,931</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
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<td><strong>Capital income and expenditure</strong></td>
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<td>Government capital grants</td>
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<tr>
<td>Capital fees and levies</td>
<td>113,852</td>
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<tr>
<td>Other capital income</td>
<td>18,555</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>132,407</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>456,383</strong></td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
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<tr>
<td><strong>Total opening balance</strong></td>
<td>500,125</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>858,326</td>
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</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: Brendan Howard & Greg Powers.

School administration: Principal & Business Manager.


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
### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<tr>
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## Average Student Attendance Rate by Year Level

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<td>Year 1</td>
<td>95.62</td>
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<tr>
<td>Year 2</td>
<td>95.70</td>
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<td>Year 3</td>
<td>93.43</td>
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<td>Year 4</td>
<td>96.82</td>
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<td>Year 5</td>
<td>95.60</td>
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<td>Year 6</td>
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<tr>
<td>Overall average attendance</td>
<td>95.15</td>
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### Teaching Staff Attendance Rate

- Teaching Staff Attendance Rate: 88.43%

### Staff Retention Rate

- Staff Retention Rate: 93.02%
### TEACHER QUALIFICATIONS

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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<tr>
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<td>Diploma Advanced</td>
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<td>No Qualifications Listed</td>
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### STAFF COMPOSITION

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<tr>
<td>Principal Class</td>
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<tr>
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</tr>
<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<td>Indigenous Teaching Staff</td>
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