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## Section A: School contact details

<table>
<thead>
<tr>
<th><strong>Address:</strong></th>
<th>70 Botanic Road, Warrnambool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Principal:</strong></td>
<td>Mr. Michael Gray</td>
</tr>
<tr>
<td><strong>Canonical Administrator/Parish Priest:</strong></td>
<td>Fr. John Fitzgerald</td>
</tr>
<tr>
<td><strong>School Board Chair:</strong></td>
<td>Mr. Alan McDowell</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>(03) 5561 1343</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:principal@sjwarrnambool.catholic.edu.au">principal@sjwarrnambool.catholic.edu.au</a></td>
</tr>
<tr>
<td><strong>Website:</strong></td>
<td><a href="http://www.sjwarrnambool.catholic.edu.au">www.sjwarrnambool.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
Section B: Introduction to St. Joseph’s

Welcome to our school

Welcome to St. Joseph’s Primary School; a Catholic co-educational primary school catering for children from the ages five through to thirteen years old. St. Joseph’s is situated in central Warrnambool, a thriving coastal city of 35,000 people in southwest Victoria, Australia.

St. Joseph’s was originally established in 1851 for 35 students by local lay Catholic parishioners and nurtured through its formation years by both the parish and the Sisters of Mercy. St. Joseph’s Parish continues its mission today and active in the education in faith of young people. This mission is articulated as the goals of; nurturing faith, encouraging friendships and promoting a quality comprehensive education for all who want to experience our hospitality.

School context & enrolment

The current school enrolment is 525 students from 320 families. Seventy-two qualified and dedicated staff support this enrolment. Largely a combination of business, professional, trade and rural employers and employees characterize the parent community. Many families have both parents working. English is the main language spoken at home and approximately 2% come from backgrounds other than English.

School physical environment

Outdoor Environment: St. Joseph’s Primary School is situated on four hectares of a combination of extensive landscaped ovals and open play space. Younger and older students have designated play areas and access to specific, age appropriate play equipment. Both active and passive play is catered for including access to a community rotunda, outdoor seating areas and a bike shelter. Shaded sandpits and large sealed play areas further combine to provide a safe and harmonious environment for all students.

Indoor: Every classroom is light, bright and equipped with excellent resources; including computers, electronic whiteboards and Internet access. Support learning areas include a modern functional library resource centre, specialist art and drama rooms, school canteen and a soon to be completed Multi-purpose Hall. Extra curriculum learning areas are linked by common walkways and several gathering spaces. The school is opposite the city Botanical gardens and a council indoor pool facility. Access to school is via safe cycle and walking paths and both supervised bus and vehicle drop off zones. An extensive bike shelter is also available for safe bike storage.

School Vision

Our core values (Hope, Respect, Community, Honesty and Wonder), and the educational principles of learning for all, engagement and effort, openness of mind, pursuit of excellence and the wellbeing of young people challenge us all and is articulated as our school vision:

“Embracing our Catholic faith and gospel values we will nurture and support the learning and wellbeing of the whole person, fostering a positive involvement in our global community.” (Reviewed 2000)

School Improvement

Our school vision is nurtured through a four-year cyclical school Improvement process. The improvement plan is driven by our school vision and strategic intent.
Strategic Intent

1) **Faith**: We believe in the education of faith in the Catholic tradition where celebrations, doctrine, prayer and liturgy promote a life giving community reaching out for others.

2) **Learning**: Implementation of an integrated, forward-looking and balanced curriculum. Specific key priorities include literacy, numeracy, the arts, physical education, personal development and the use of information communications technology.

3) **Engagement**: Creating an engaging learning environment integrating life, knowledge and establishing core skills and key foundational understandings.

4) **Relationships**: Promoting partnerships that support a friendly, healthy and fun filled community.

5) **Resourcing**: Creating and renewing a safe, happy and productive environment for students, staff and parents; one that is innovative, equitable and sustainable.

Annually an action plan, which is an interactive, two way collaborative exercise, outlines the school priorities and intended outcomes for each school year. The Annual Action Plan is developed by staff, endorsed by the school parish priest and monitored by the School Education Board. School leadership, school staff and various school committees carry out implementation of the Annual Action Plan. Students, staff and parents participate in the workings of these groups. This strategic activity brings to life our school vision creating a faith filled, vibrant, school-learning community.

School Curriculum

To contribute to our world and become an active, participating citizens all children need to develop capacities to manage themselves as individuals and in relation to others; understand the world in which they live and act effectively in that world.

With these capacities directing our curriculum goals, and recognizing that students develop individually, our learners are grouped into three communities; a Junior School (Prep to Grade 2), our Middle School (Grades 3 and 4) and our Senior School, (Grades 5 and 6).

Specific subjects are taught around the three core interrelated strands, these being Physical, Personal and Social Learning, Discipline-based Learning and Interdisciplinary Learning. Standards across these areas are monitored at specific grade levels; these being the Victorian Essential Learning Standards Level 1 (Grade Prep), Level Two (Grade 2), Level Three (Grade 4) and level Four, (Grade 6).

Religious Education & Sacramental Program

St. Joseph’s Primary School follows the “Awakenings” program that comprises a core document and educational materials of the Religious Education Curriculum for the Catholic Diocese of Ballarat, reflecting the integrity of the Catechism of the Catholic Church (1992) and the General Directory for Catechesis (1997). Awakenings is structured in response to the developmental and educational needs of students across the years of schooling, thus promoting fidelity to God revealed in the Catholic Tradition and fidelity to the students at St. Joseph’s.

St. Joseph’s Parish has a “Parish Sacramental Team” which co-ordinates, plans and reviews the family based, Parish co-ordinated and school-supported program. Sacramental preparation is taught in parent home groups and supported by the school religious education program. Students generally join the program and celebrations at Year 3, Confirmation, Year 4 Eucharist and Grade 6 Reconciliation.
Section C: Chairperson Report

Firstly, welcome to the Annual General Meeting of the St Josephs School Board. Thanks to the School Board and the leadership team for allowing me to be the Board Chairperson for the past 12 months. I have enjoyed my term on the Board and it has given me an insight into the fabulous work the School leadership team do behind the scenes running the school. Welcome to our newest member, Paul Gough. I know Paul will be a valuable addition to the team.

The school is in a great position with an excellent Principal (although injured at present) but an extremely worthy assistant in Jim leading the team and the staff. For a large Primary School it still has a friendly and caring atmosphere which augments well for the school's aims to develop relationships built on trust, to understand and cater for individual needs and to encourage a sense of belonging.

The last 12 months bought us the Global Financial Crisis but this in turn led to the current federal government implementing a stimulus package that provided significant funding to schools throughout Australia. This stimulus program enabled St Joseph's to complete many projects including new classrooms for the senior campus and commencement of the much anticipated new school hall, a bike shed, rotunda, new outdoor seating and playground equipment.

I look forward to the continued development of the school and facilities. Unfortunately with all my children now in secondary school I relinquish my position on the board. I will be at the 2010 May Time Fair and hope to sit down and have a latte with my wife and enjoy the day. It is one of the great fund raising activities and to my mind brings the school community together as one with a common goal.

I trust my attendance at one meeting this year entitles me an invitation to the annual dinner. I have found the Christmas meeting has always been an opportunity to express oneself and has lead to some interesting debates in my time on the Board.

I wish the Board and the St Josephs Primary School all the best and trust the school will continue to flourish into the future.

Alan McDowell
Chairperson.
Alan McDowell
Section D: Principal’s Report

2009 Principal’s Report

“Yes We Can!”

“Yes we can!” was a challenge placed before our senior school students this year. Supporting our students as they rose to meet this challenge, and then experiencing the success of our students in obtaining their goals was a highlight of 09 for all at St. Joseph’s. Goals included school endeavour, community outreach and sporting achievements. This focus on learning, endeavour and “having a go” contributed to a whole school climate of success, learning, safety, care and fun.

Specifically student leaders organized community days, support programs and younger student activities. School projects were completed, classroom activity was productive and purposeful; as well participation rates in events and activities were very high. A particular success was the student response to the funding of new school drinking taps and safer play areas.

Our “Young Vinnies” team also significantly continued the tradition of social action. The group of volunteer students from across our school co-ordinated fund raising events in the wider community. Funds raised supported the Warrnambool St. Vincent de Paul holiday house for disadvantaged families. The funds purchased non-perishable food items, some holiday clothing and several pieces of household furniture.

Our parent community again supported our school via successful parent welcome events, community group days and the annual school fair. Over $42 000 was committed to school programs, projects and resources from these groups. Additional items were added to the school uniform including a sport short and school vest.

The Parish Sacramental Program included First Eucharist, Confirmation and Reconciliation, with over 150 student community members being involved. Through the parish based program parent/carers were given the opportunity to involve themselves with their child in both the preparation and reception of the sacraments. Parents participated in and lead many home group instruction sessions. The program is also complimented and supported by the school religious education program that included formal daily lessons in the classrooms and teacher visits to home groups. The Parish Sacramental Team supported developments including home/school additional activity packs and new classroom prayer tables.

The school continued to have a strong involvement in the liturgical life of the parish with regular classes joining the parish members at weekday masses throughout the year. Each term saw the whole school Eucharistic celebrations focused on important occasions for the church, the parish and the school. A highlight was the 2009 Graduation Mass held at St. Joseph’s church in December. Colour, singing, spirit and prayer came together in a celebration of our students endeavour, learning and spiritual growth.

The “Awakenings” Diocesan religious education program continued to be implemented. Staff planned teaching Units of work collaboratively on team planning days each term. Martin Ryan from the Catholic Education Office, Ballarat, provided expert planning support. New resources were purchased and utilized in creative units of work for students in classroom. Staff
professional development in Religious Education included a school closure day in Term 4 presented by Fr. Barry Ryan. The day focused on adult education for teachers.

At St. Joseph’s we continued to strive to provide a learning environment that was safe, flexible, inclusive and fostered collaboration and creativity. Our pastoral care and student wellbeing programs continued to engender a climate of mutual respect, trust and responsibility where students developed a sense of belonging and attachment to school.

Curriculum standards attained and individual student learning growth was reported to each child’s parents/carer via two formal parent teacher interviews and individual student semester reports. Every child participated in literacy and numeracy interviews that provided comprehensive learning and teaching information for teachers. Parents/carers of students in Grades 3 and 5 also received individual standardized NAPLAN (National Testing program) reports detailing their child’s attainment in literacy and numeracy. Whole school learning and standards are also monitored through the NAPLAN program; St. Joseph’s NAPLAN results demonstrate very high attainment of national standards as reported in Section F of this annual report.

The focus on curriculum improvement in 2009 was our student management process and procedures. All school staff were introduced to the principles and values underpinning the philosophy of Restorative Justice at a two-day staff conference in February. Staff further participated in a series of staff meeting professional development sessions and in-service days led by Jac Van Velsen from the Catholic Education Office Ballarat, Marg Thorsburn & Marg Amstrong from the Restorative Justice Network. The 2009 implementation also included opportunities for staff to trial procedures, reflect on the programs and further develop student management skills. Included in this process was also a review of the school Pastoral Care policy review and student management steps. This work will also be continued in 2010.

Other significant work carried out in 2009 involved the implementation of stage three of the school Building Master Plan. This work could be brought forward due to the introduction by the Federal Government of the Building the Education Revolution (BER) economic stimulus package. This injection of funds to the education sector was aimed at supporting school capital improvements. St. Joseph’s received $200,000 from the National Schools Pride maintenance program and $3 million from the “Schools of the 21st Century” program.

Outcomes in 2009 included the completion of the school passive play area and the underground watering of the school grounds. Five portable classrooms were replaced by a Senior School of six general-purpose learning areas. The Senior School Area includes information technology resources (Electronic Whiteboards, PC’s, lap tops, internet access and wireless network), two general staff offices, bag storage, withdrawal areas and a shared common area. In 2010 work will start on the Multi-Purpose Hall to provide resources for the Arts and Physical Education programs. The hall will also include a canteen, change-rooms and meetings areas. These projects have significantly added to the school physical resources and will provide curriculum support for many years.

A specific curriculum highlight of 2009 was the school choir extra-curricular performance of “Joseph and His Amazing Technicolour Dream Coat” adapted stage play. Individual student performances, costuming and production standards where of an excellent level. This work and commitment by teachers, students and parents lead to an entertaining performances in front of our school and general public.

In concluding my report of the year I would like to especially thank our local parish, school leadership teams, staff, parents, wider Warrnambool and our students for the exemplary effort all applied to the many challenges, celebrations and programs through out 2009. This cooperation, endeavour and spirit ensured another successful school year at St. Joseph’s.

Regards,

Michael Gray
Principal
**Section E: Compliance Report**

### Staff Attendance

In 2009, the average rate of attendance for teaching staff was 94.62%. This figure includes days when staff were engaged in professional learning activities and off-site activities (camps and excursions) but does not include days when teaching staff were on approved leave (e.g., long service, maternity leave, leave without pay, study leave).

### Staff Retention

Staff retention from the previous year was 98.30%

### Teacher Qualifications

All teaching staff has appropriate qualifications and is registered with the Victorian Institute of Teaching.

- 11.62% hold suitable Master Degree
- 51.18% hold suitable Degree
- 37.20% hold a suitable Diploma

### Expenditure and Teacher Participation in Professional Learning (PL)

In 2009, sixty one employees took part in professional learning activities. An average of $2,069 was expended per employee.

Employees took part in professional learning activities related to:

- **Curriculum:** ASSISTM, EMU, Literacy, effective strategies of teaching, learning mathematics, bullying intervention strategies, Insight SRC, Restorative Practices in schools, Numeracy, Religious Education, Schools Attuned – Teaching all kinds of mind, School improvement framework, ICT, Special Education, Continuing contact (Reading Recovery)
- **Occupational Health & Safety:** Staff inductions, First Aide Level 2, Return to Work, Management of Anaphylaxis Training
- **Administration:** Finance workshops
- **Aides:** Teacher Aide days

### Student Attendance

Attendance records are kept for all students, with attendance being checked and marked twice daily. On average, students attended 94.6% of the days required for the year.
Value Added

In 2009, the school undertook the following activities to bring about overall school improvement:

- Strategic plan and annual action plan development
- Whole school major and minor reviews
- School Committee structure
- Staff Meetings and Unit Meetings
- Area planning days; Junior, Middle and Senior School
- Annual Staff Review meetings (ARMs)
- School Consultative Committee Meetings
- Regular Leadership Meetings
- Parish Group Membership

Parent, Teacher and Student Satisfaction

The following activities would strongly suggest there is a high level of satisfaction among staff, parents and students on the operation of the school:

Parent School Association Events
- Welcome to new school families and new prep students
- Start of Year parent social event
- Annual May Time Fair
- Mother’s Day Stall
- Fathers Day Breakfast
- Classroom Helpers & Classroom Co-ordinator programs
- Grade 6 Parent & Student farewell evening

Parent Education Evenings 2009
- Drug Education & Bullying parent workshops
- New Prep Information Evening

Curriculum
- Implementation of Insight SRC School Wellness Survey in 2009
- Classroom parent help
- Parent Teacher Interviews
- Program Support Group meetings (P.S.G.s)
- Regular whole school assemblies
- Student Involvement
  - Young Vinnies Pastoral Program,
  - School Sport Teams
  - Student Leadership
- School Concert and Choir production
- School Sports

Spiritual Dimension
- Whole school masses and prayer gatherings
- Sacramental Program
- Social Justice program
Section F: Standards Report: Literacy & Numeracy

NAPLAN

Students in Years 3 and 5 completed NAPLAN tests during 2009. Prior to 2007 students completed AIM tests.

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

Year 3 2009

Year 3 2008

Year 3 2007

Year 5 2009

Year 5 2008
The NAPLAN 2008-2009 results are not comparable to previous years' AIM results. This is mainly due to:

- Time of testing: Under AIM, Years 3, 5 and 7 students were assessed in August while Year 9 students were assessed in May. For NAPLAN, all Years 3, 5, 7, and 9 were assessed in May.

- Task types: AIM assessed students in Reading, Writing, Spelling and Mathematics using a combination of centrally assessed tasks and teacher assessed tasks. NAPLAN results are based only on centrally assessed tasks.

- Domain specific issues: Writing under AIM, for example, was assessed using centrally assessed and teacher assessed writing tasks which were combined with multiple choice questions on Grammar & Punctuation. In comparison, NAPLAN Writing estimates are based on a single, centrally assessed task using significantly different marking criteria to that used in AIM.

- 2008-2009 NAPLAN results are against National Achievement Benchmarks while 2006-07 are against the Victorian Essential Learning Standards (VELS) scale.
# Proportion Of Students Meeting National Minimum Standards

The tables below show the percentage of students in Year 3 and Year 5 who were at or above the National Minimum Standards 2007-2009.

## Year 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Test Type</th>
<th>Numeracy/Mathematics</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation/Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>NAPLAN</td>
<td>86%</td>
<td>98%</td>
<td>98%</td>
<td>96%</td>
<td>99%</td>
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<tr>
<td>2008</td>
<td>NAPLAN</td>
<td>97.6%</td>
<td>100%</td>
<td>98.8%</td>
<td>96.4%</td>
<td>98.8%</td>
</tr>
<tr>
<td>2007</td>
<td>AIM</td>
<td>97.0%</td>
<td>95.6%</td>
<td>100%</td>
<td>N/A</td>
<td>N/A</td>
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</table>

## Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Test Type</th>
<th>Numeracy/Mathematics</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation/Grammar</th>
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</thead>
<tbody>
<tr>
<td>2009</td>
<td>NAPLAN</td>
<td>93%</td>
<td>95%</td>
<td>100%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>2008</td>
<td>NAPLAN</td>
<td>98.8%</td>
<td>96.4%</td>
<td>98.8%</td>
<td>97.6%</td>
<td>97.6%</td>
</tr>
<tr>
<td>2007</td>
<td>AIM</td>
<td>100%</td>
<td>94.4%</td>
<td>98.6%</td>
<td>N/A</td>
<td>N/A</td>
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</table>
### Section G: Financial Performance, 2009 School Year

<table>
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<tr>
<th>Reporting Framework</th>
<th>$</th>
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</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>289,204</td>
</tr>
<tr>
<td>Other fee income</td>
<td>134,477</td>
</tr>
<tr>
<td>Private income</td>
<td>148,648</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>771,519</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>2,430,131</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>3,773,979</td>
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<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>3,123,136</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>504,820</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>3,627,956</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>1,007,689</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>48,874</td>
</tr>
<tr>
<td>Other capital income</td>
<td>59,590</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>1,116,153</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>1,278,706</td>
</tr>
<tr>
<td><strong>Loans</strong></td>
<td></td>
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<tr>
<td>(Includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>298,035</td>
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<tr>
<td><strong>Total closing balance</strong></td>
<td>252,764</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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire during 2009 that may ultimately change the method of reporting these.
Section H: School Photographs

2010 was a big year for building works carried at our school. Below are some photos of the completed projects.

Our new bike shelter

Our new ‘Senior School’ classrooms

Our new Playground Equipment & Seating

Our new Rotunda

Happy students from Room 21