Strength and Kindliness

REGISTERED SCHOOL NUMBER: 672

Report to the Community

2015
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Contact Details

| ADDRESS          | 6 Priory Lane  
                 | Beechworth VIC 3747 |
|------------------|------------------|
| PRINCIPAL        | Katherine (Kitty) Hancock |
| CANONICAL ADMINISTRATOR | Father Nievandt |
| SCHOOL BOARD CHAIR | Luke Ahrens |
| TELEPHONE        | (03) 57281243    |
| EMAIL            | principal@sjbeechworth.catholic.edu.au |
| WEBSITE          | www3.sjbeechworth.catholic.edu.au |

Minimum Standards Attestation

I, Katherine Hancock, attest that St Joseph’s Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

12/4/16
Our School Vision

St. Joseph’s Primary School is committed to:

* Giving witness to the Catholic faith and honouring the Brigidine charism.
* Treating each individual with respect and dignity.
* Providing excellent teaching and learning opportunities allowing all to celebrate gifts and talents.
* Ensuring a safe and nurturing learning environment.
* Developing strong partnerships with Parish, family, school, wider community and the natural environment.

Our School Identity Statement

St Joseph's school is a Catholic community promoting excellence in education, and living the ideals of Strength and Kindliness in the tradition of the Brigidine Sisters.

Graduate Outcomes

At St. Joseph's we endeavour to educate students to:

* Be passionate life-long learners
* Be fully engaged in their learning and pursue personal academic excellence
* Be resilient, optimistic and self confident
* Be empathetic, accepting and respectful
* Be active in caring for the environment
* Be open to challenges and opportunities
* Be of service within the local and global community
* Know and value the beliefs, rituals and traditions of the Catholic faith
* Be responsible for their own learning choices and actions
School Overview

St Joseph’s is Catholic Primary School that dates back to the mid 1800’s. St Joseph’s is situated in a small country town in the North East of Victoria. The forerunner of the present St Joseph’s School was a wooden structure built in 1857, and up to the year 1886 it was staffed by lay teachers. In 1886 four Brigidine Sisters came out from Ireland after negotiations made by Dean Tierney and the Superioress of the Brigidine Convent of Abbeylei, Ireland. Almost immediately the present site of 10 acres was purchased and the first stone was laid in 1888, and the convent and school were completed at the end of 1888.

The school has seen numbers as large as 180 (1864). Enrolments are currently seeing a growth. Numbers for 2016 are sitting at 119. St Joseph’s continues the Brigidine spirit of ‘Strength and Kindliness’ today.

In 2015 St Joseph’s Primary School had 115 students and six classrooms operating. The school continues to experience a steady growth in enrolments and the numbers in the junior classes are larger than the senior classes. St Joseph’s strives to provide excellent learning opportunities for all students in an atmosphere that is caring and nurturing. St Joseph’s continues to value and maintain the wellbeing of all in the St Joseph’s community, striving to be a school that highly values relationships. It is acknowledged that parents are a vital link in the education of children and in 2016 St Joseph’s will continue to make the bond between home and school stronger. St Joseph’s staff and children have worked on developing and embedding a culture that honours our school vision. We are very proud of our work in making the school a safe and nurturing environment where all are treated with respect and dignity. We continue on this path, paying particular attention to building relationships and embedding a culture of respect for all. The wellbeing of students and families and the climate of a safe and caring environment is paramount at St Joseph’s, as the staff know a loving environment is of the utmost importance in order to allow for the best possible education for all students.

The school is dedicated to high expectations and the staff, strive to provide teaching that matches the children in interest and academic ability.

The school has excellent facilities that are well maintained, including a multi purpose room, art room and kitchen area. School grounds are beautifully landscaped and maintained. Classroom programs are well resourced. All students from grade three up have their own laptop. Children in the lower classes have access to laptops and i-pads to enhance their learning. St Joseph’s offers specialists teachers in the areas of Visual Arts, Music, Italian and Physical Education.
Parish Priest Canonical Administrator’s Report

This being my first year’s school report for St. Joseph’s Primary School in Beechworth. May I say, the past year as your new Parish Priest/Canonical-Administrator, has been one of absolute joy. Getting to know staff, parents and children has been the greatest highlight. Since my appointment last February to St. Joseph’s Beechworth, I have found the staff welcoming and the board meetings quite interesting to say the least. Our year began with getting right into things with establishing Class Masses, something that our school I believe has never been experienced before. This is a great tool in bringing the Faith to our children, especially in Catholic teachings and experience. My prayer is that these Masses will continue enabling a greater bond between Parish and School. Especially, remembering each Catholic School has been borne out of faith-filled parents wanting their child/ren brought up in the practice of the faith accompanied by the need to prepare our children for the world. I have found that in my new position the principal Kitty Hancock to be an extremely capable and driven woman, in her position as principal. Thank you Kitty for directing and leading the school towards greater cohesion and expansion. This coming year will see the separation of the Sacramental program so that more time is spent all of the Sacraments individually, rather than lumping two together, in the Sacraments of Penance and Eucharist. Thus enabling the child to become more familiar with each Sacrament. We had the children who are wishing to further their knowledge and faith in receiving the Sacraments presented the last weekend of Easter and look very much forward to them receiving the rest of the Sacraments in due course. We have seen the retirement of Miss. Linda Murcutt as full-time teacher. She continues to work two days a week in the role as Social Justice Leader. We farewelled Mr. Peter Humphreys, and our Italian teacher in Miss Diana Rinaldi, who procured a position elsewhere, to further her career. My prayer is, that our school may increase in knowledge and in Faith, and I look forward to working more closely with our staff and children.

Father Neivandt.P.P. Roman Catholic Parish of Beechworth
Presbytery 9 Church St Beechworth. (03) 5728.1043
Principal’s Report

The purpose of the annual report is to provide the St Joseph’s families, community, Parish Priest and the system with fair, reliable and objective evidence based upon information about school performance and developments during the year as they relate to the overall School Improvement Plan.

I am very proud to present this report to the community. It highlights the work being carried out by so many people in a variety of areas at St Joseph’s Primary School. This report documents our achievements in 2015.

I wish to acknowledge the wonderful work of the staff and the school community in leading and supporting the students and families in the areas of Learning and Teaching, Religious Education and Social Justice, Wellbeing, Family Engagement in Learning and in the development of a strong sense of community. The determined and endless efforts to continuously improve our school are evidenced throughout this report. I also wish to acknowledge the tremendous support of all our families. Both the School Board and the Parents and Friends Association who work tirelessly in endeavoring to assist us in providing the best possible resources for our school.

The 2015 school year was again a successful and enjoyable year. The beginning of the year, we welcomed two new staff members. Both Michael Kearton and Clare Nolan settled in to the school life at St Joseph’s with ease and have brought a richness to the staff. The staff began the year with Professional Development in the area of spelling. This became a year long inquiry, with the goal to improve spelling outcomes for our students. This was achieved and will continue to be developed and embedded in 2016.

The end of first term saw the completion of the refurbishment of the Administration Area. This has enhanced the school as we now have a wonderful area that provides space for parents to gather and call their own, a new resource room and finance office, a staff room that is spacious and a very welcoming administration area.

Parents as partners is so highly valued at St Joseph’s, the school committed to an overseas trip to visit schools and communities in Santa Fe, New Mexico to see first hand parent and community engagement. Peter Sacco (parent representative) accompanied myself and together we learnt so much and this will bring continued focus to the school in the areas of parent and community engagement.

The Healthy Achievement Program focused on ‘Healthy Eating and Oral Health’ and ‘Sunsmart.’ New policies were written and all benchmarks were met according to the Healthy Together Achievement Program.

The School Board and Staff reviewed the Vision and Identity Statement of St Joseph’s and developed the next strategic plan.

I, along with the staff at St Joseph’s, look forward to the continued learning and teaching in 2016.

Regards
Kitty Hancock.
Staffing and Classroom Structure 2015
St Joseph's operated six classrooms in 2015.
Prep/One-Louise Gulliford (4 days) Kitty Hancock (1 day)
Prep/One- Diana Rinaldi (4 days) Kitty Hancock (1 day)
Two/Three- Linda Murcutt
Two/Three-Clare Nolan
Four/Five-Di Mayhew
Five/Six-Michael Kearton
Teacher Aide-Irene Sharp
Chaplain-Irene Sharp
LOTE-Diana Rinaldi
Art-Jodie Cuskelly
Music-Louise Gulliford
Physical Education- Peter Humphreys
Blueearth-Mick Wilson
St Joseph’s believes in providing high quality education in all areas and therefore commit to providing specialist teachers in the areas of a music, visual arts, Physical Education through a Blueearth specialist and an Italian teacher.

Governance Structure
The Canonical authority for St Joseph’s is the Parish Priest, Father Neivandt. Father Neivandt is the employer of the staff of the school. He delegates to the Principal (Katherine Hancock) the leadership and management responsibility for all operational matters related to the school.
St Joseph’s School Board is an advisory board and its role is to support the school’s mission and the spiritual and educational development of students and school community through contributing to school planning and policies.
2015 School Board:
Fr Neivandt - Parish Priest
Luke Ahrens - Board Chair
Frith McDaniel - Parent
Lou Pomponio - Parent
Glen Chuck- Parent
Kimberly Taylor- Parent
Alison Kidd- Parent
Peter Sacco-Parent
Karen Prebble- P and F Representative.
Linda Murcutt - Religious Education Coordinator and Deputy Principal
Michael Kearton- Teacher Representative
Katherine (Kitty) Hancock - Principal

St Joseph’s Parents and Friends are responsible for fund raising and social events. Parents are a vital link between school and home life. St Joseph’s encourages participation and partnership from parents and friends.
Catholic Identity

Goals and Intended Outcomes:
• Revisit and revise the vision, Identity Statement and the Graduate Outcomes.
• Faith formation and better understanding of scripture.

Achievements:
Catholic Identity is strongly interwoven and embedded in all that happens at St Joseph’s. The ‘Brigidine and Mary MacKillop Justice Group’ continues to make social connections with the wider community and firm friendships with older members of the Parish and continues to visit the senior citizens that reside in the local hospital. The ‘parish pen-pals’ are often invited to school to share in concerts, special activities and liturgies. Children participated in many class masses and some Parish masses throughout the year. Each week the school gathers to pray together with each class preparing and presenting prayer in turns. This has been a rich and authentic way that St Joseph’s celebrates together. Father Neivandt our Parish Priest and Sister Alexia attend most assemblies and participate and add to our prayers. Special thanks to Linda Murcutt and Irene Sharp for all their work in the area of Catholic Identity.
Staff and the School Board participated in work based on Julia Atkins work around values and beliefs and the Vision and Identity statement were revisited and held true to our current beliefs, values and actions.
Three of our staff committed to gaining their Accreditation to teach in a Catholic school. This has been valuable in deepening their knowledge of the Catholic faith.
During 2015 staff unpacked the Catholic University of Leuvin’s Enhancing Catholic School Identity Project (Ecsip) data, to better understand our future direction in Catholic Identity. The data in general indicated that the “respondents show that they have a Christian belief that can be considered between average faith in Christ among the students and strong faith in Christ among the adults. The majority of respondents to the Ecsip displayed critical support for the Catholic Faith. 86% of the respondents concur that St Joseph’s “is a good place to grow closer to God”.
The Ecsip data highlighted the need for staff (initially) to engage in Professional Development around understanding scripture and relating the scripture to our culture and what it means in our every day life. This will become a priority for 2016.
The Insight SRC survey completed in 2015 asks questions that reflect how students, teachers and parents feel about the behaviours related to Catholic culture in the school. This survey was completed by eleven staff, twenty families and eighteen grade five and six students. Students indicated that the area of emotional wellbeing is a strength, at the 89th percentile. Students also indicated that the behavior of staff and behavior of students was to be commended at the 90th and 93rd percentiles. The parents also indicated a high value of 82 in relation to staff behavior. Social justice and compassion have continued to be strengths within the school. The Insight SRC indicated that staff at St Joseph’s believe social justice rates extremely high with a percentile score of 94 and parish involvement at a percentile ranking of 88.
Learning and Teaching

Goals and intended outcomes:
* Develop more regular, formal PSG’s to monitor students with special needs more closely.
* Continue to analyse data, NAPLAN and SRC Survey and make future proposals for Teaching and Learning.
* Continue to build high a functioning Professional Learning Community within the school and beyond.
* Review Learning and Teaching Policy.
* Review English policy.
* Professional Development in the area of spelling, in particular for those students struggling with mastering skills in this area.

Achievements:
Staff at St Joseph’s continue to develop skills in analysing data. This is an on-going area of development. In 2015 Michael Kearton set up ‘google docs’ in order to have ready access to all assessment data for all teachers. This is a continuing process and will be embedded as an action in 2016.
Staff continued to develop skills and craft in Professional Development teams and the trust within in the team is high.
Both the Learning and Teaching Policy and the English Policy have not been reviewed and will be completed in 2016.
More formal PSG’s has been an area further developed but requires continued development to include all children with learning or behavior difficulties, not just students receiving funding for a disability.
Staff spent two days with Michelle Hutchinson in relation to Dyslexia: Core Skills for all staff and Learning Difficulties in literacy-Advanced skills for support staff. While this was a course that focused on practical intervention strategies to assist students who experience difficulties in literacy the strategies have been useful across all levels of student learning. St Joseph’s teachers committed to the strategies and trialled them and found through data collected a significant improvement in spelling across the school. We will continue to embed the spelling strategies in the future.
Teachers have committed to the on going development of Professional Learning Teams and this has strengthened classroom teaching and will continue to be of high importance in 2016.
VRQA Compliance Data

Naplan data indicates that in all areas the students met the minimum targets. Students in grade three made a ten percent improvement in reading and grammar and punctuation.

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<td>+10%</td>
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<td>100.0</td>
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<td>0.0</td>
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<td>-10%</td>
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<td>+10%</td>
</tr>
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<td>+10%</td>
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<td>YR 05 Numeracy</td>
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<td>100.0</td>
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## AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<thead>
<tr>
<th>Year</th>
<th>%</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>91.01</td>
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<tr>
<td>Year 2</td>
<td>90.16</td>
</tr>
<tr>
<td>Year 3</td>
<td>89.98</td>
</tr>
<tr>
<td>Year 4</td>
<td>89.89</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.92</td>
</tr>
<tr>
<td>Year 6</td>
<td>90.08</td>
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<tr>
<td>Overall average attendance</td>
<td>90.38</td>
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</table>
### Teaching Staff Attendance Rate

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
<td>90.87%</td>
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</table>

### Staff Retention Rate

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>77.78%</td>
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### Teacher Qualifications

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<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
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<tr>
<td>Masters: Katherine Hancock</td>
<td>11.00%</td>
</tr>
<tr>
<td>Graduate: Linda Murcutt</td>
<td>11.00%</td>
</tr>
<tr>
<td>Certificate Graduate:</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor: Lauren Kittelty, Bridgette Smith, Clare Nolan, Michael Kearton, Louise Gulliford.</td>
<td>55.00%</td>
</tr>
<tr>
<td>Diploma Advanced: Jodie Cuskelley, Dianne Mayhew</td>
<td>22.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
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</table>

### Staff Composition

<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td>Principal Class</td>
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</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
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</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>7.4</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>5</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>2</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
When a student is absent and the school has not yet been notified we contact parents to investigate why a child is missing. If a child is missing school regularly we contact parents and set up a meeting to offer support or assistance if required. If a child is missing due to illness we do require a doctor’s certificate if we deem the amount of time away from school is significant. Usually we do have children missing extensive amounts of time away from school due to overseas holidays.

**Pastoral Wellbeing**

**Goals and intended outcomes:**

*Continue to implement PBIS. Continue to be diligent about Bullying and make teaching around this explicit, embed PBIS.*

*Continue to up skill parents and children around cyber safety and participate in the e-smart professional development.*

*Promote healthy living for our students and families, through the Healthy Achievement Program.*

*Continue to build a sense of community with the parents, through participating in the Santa Fe study tour.*

**Achievements and Value Added:**

*The Positive Behaviour Intervention Strategy (P.B.I.S.) has been further developed in the culture of St Joseph’s. The area to further develop in 2016 is the documentation of behavior when necessary.*

*Up skilling parents and students around cyber safety has become part of the schools’ on going program, and as technology changes, staff will remain vigilant in up dating teaching around the areas of cyber safety and other issues that may become apparent under the technology banner.*

*The Chaplaincy Program is well known by the school community and has continued in 2015. Irene Sharp visits all new families, and families in need. Irene Sharp is a key support for families and is well sought after in times of distress. According to our surveys our Chaplain is well regarded and instrumental in school life. The chaplaincy program is well embedded in the culture of the school and given the availability of funding in the future, will remain a vital program within the school.*

*St Joseph’s embarked on the Healthy Together Achievement Program in 2015. This program is in partnership with Beechworth Health Services and is a jointly funded initiative by the State Government of Victoria and the Australian Government. Two benchmark areas were developed and achieved, the first area being that of sun protection. The second area being ‘Healthy eating and Oral health.’ A number of benchmarks were developed and completed during the 2015 school year. These included policies being written – Healthy Eating and Oral Health Policy and Staff and
Wellbeing Policy. All benchmarks in these two key areas were achieved within the school. The canteen is currently being assessed to meet the Victorian School Canteens and other School Food Services Policy. The work around healthy eating developed a keen interest by some parents to pursue the Stephanie Alexander Kitchen Garden Program. This was led by parents who researched the program and brought their findings to the School Board, which has been approved for the 2016 school year.

*In 2015 St Joseph’s Principal and Parent Representative (Peter Sacco) were both able to participate in a Parent Engagement Study Tour to New Mexico, with George Otero as our tour guide. During this trip schools with high parent and community engagement were visited. The learning gained has been brought back to St Joseph’s with the intention to continue to develop a school where parental engagement, participation, collaboration are seen as highly valuable and necessary for the best possible education for the students attending St Joseph’s Beechworth.

Student Satisfaction:
Only the five and six students are surveyed. These results indicate emotional wellbeing in the top 25% of all Victorian schools. Learning confidence and connectedness to peers are in the top 25%, while student motivation is slightly below the top 25%. The students’ opinion reveals a slight drop in student behavior for 2015, however the results are just slightly below the top 25 th percentile. Teacher and student relationships improved from the 2014 results, however purposeful teaching and stimulating learning continue to be areas to further develop.

Leadership:
Goals and Intended Outcomes:
*Continue formation and development of Board.

*Continue to develop better communication between school and home.

*Enlist more parents and friends on the P and F.


Achievements:
The School Board has continued to play a vital role in the strategic management of the school. In 2015 the Board reviewed the Vision and Identity Statement and supported the school in developing a new five-year strategic plan. The School Board continues to support and engage in parent empowerment, with the strong belief that with parent engagement, better learning outcomes become available for our students. The School Board continues to be a vital and supportive role within the school. The P and F continues to grow from strength to strength and no amount of thanks will ever be enough for the amount of work and support that the P and F provide for the school. Parent support on the P and F was exemplary in 2015.

Leadership is a key component of St Joseph’s with all members of school life having the
opportunity to be a leader, from grade six children as student leaders, to classroom teachers being leaders of their children and taking up positions of responsibility and the strong emphasis we have in encouraging parents to be a vital link in the school and using the talents and gifts that parents bring to the school.

Communication continues to be an area for improvement. The insight SRC indicates communication to be at the 55\textsuperscript{th} percentile. Clearly there is room for improvement in this important area of school life. In 2015 the school used the technology of SMS to help remind parents of upcoming events etc. The Principal also committed to e-mailing all staff each Sunday evening of upcoming events etc in order to improve communication within the school.

Parent Representatives were trialed in each class area in order to support better communication. While not successful in 2015 the school intends to pursue this in 2016, hoping for better results.

<table>
<thead>
<tr>
<th>EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING</th>
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<tbody>
<tr>
<td>DESCRIPTION OF PL UNDERTAKEN IN 2015</td>
</tr>
<tr>
<td>CPR and Anaphylaxis Training.</td>
</tr>
<tr>
<td>Spelling – Michelle Hutchinson-(2 days)</td>
</tr>
<tr>
<td>Julia Atkins-</td>
</tr>
<tr>
<td>Parent Engagement trip to Santa Fe.</td>
</tr>
<tr>
<td>Leuvin’s Enhancing Catholic School Identity Project (Ecsip)</td>
</tr>
<tr>
<td>Three teachers participated in the Accreditation course.</td>
</tr>
<tr>
<td>Stephanie Alexander Program (Two staff members)</td>
</tr>
</tbody>
</table>

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 10 Teachers |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $2252.00    |

**Teacher Satisfaction:**
Teachers’ satisfaction is measured by the enthusiasm and dedication to the profession. Teachers at St Joseph’s are extremely motivated and continually improve their skills as teachers. Staff completed the Insight SRC survey and results indicated that in areas
concerning staff wellbeing, empathy, clarity and engagement the scores have dropped from previous years, however this could be a result as we have changed staff and have employed graduate teachers beginning in their career. St Joseph’s staff satisfaction continues to be a strength at our school, at the top range of the middle 50% of all Victorian schools. Satisfaction with professional growth dropped in 2015 and will be a major area to develop in 2016. Student behavior within the classroom, teaching and learning and team based practices indicated scores all in the top 25% for Victorian schools.

**School Community:**

**Parent Satisfaction:**
The Insight SRC survey highlighted parent satisfaction in a number of areas. These areas covered school climate, perception of student behaviour and student engagement. In all the areas of approachability, parent input, school improvement, transition from kindergarten and to secondary, behavior management, teacher morale, connectedness to school, social skills and student safety St Joseph’s is in the top 25% of all schools in Victoria. Anecdotally parents appear to be very happy with the direction of the school improvement plan. As the years have progressed parent satisfaction continues to improve. In 2015 parents felt they had a great amount of parental input (at the 98th percentile ranking—that is in this example 98% of Victorian schools scored lower than this school and only 2% of schools scored higher). Parents have anecdotally been very positive about the electives program and how this has lead to opportunities for parents to participate in the teaching and learning for children in the school. This has helped continue to develop a positive relationship between teachers, parents and students.

Areas to continue to develop according to the Insight SRC Parent Opinion are Reporting, communication and homework activities.

**Stewardship of Resources:**

**Goals and Intended Outcomes:**
*Work with architect and St Joseph’s community to plan for and hopefully refurbish administration and staff areas (depending on grant)*

**Achievements:**
St Joseph’s was able to refurbish the administration area. During term one, the Administration area, sick bay, staff room, resource room and Principal’s and Finance Office were built. The special feature of the refurbishment is a space dedicated to our parent population. St Joseph’s is keen to continue to value the parental partnership in education. The staff therefore felt it vitally important to provide space dedicated to our parents. This is a lovely area to gather.

The staff room and resource room adjacent to the staffroom has given the staff a space to meet and plan together, which was not available prior to the refurbishment.

The staff at St Joseph’s are grateful to the Catholic Education Office Sandhurst for the grant through the Minor Capital Grant Fund.
## Financial Performance

<table>
<thead>
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<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
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<tr>
<td><strong>Recurrent income</strong></td>
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<td>School fees</td>
<td>Tuition</td>
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<tr>
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</tr>
<tr>
<td>Other fee income</td>
<td>$68,726.00</td>
</tr>
<tr>
<td>Private income</td>
<td>$10,203.00</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$246,482.00</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>$1049100.00</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>$1400633.00</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>Tuition</td>
</tr>
<tr>
<td></td>
<td>$869506.00</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>$186737.00</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$1056243.00</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>Tuition</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$49122.00</td>
</tr>
<tr>
<td>Other capital income</td>
<td>$11315.00</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>$60437.00</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$295311.00</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>$15020.00</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>$246785.00</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:**

**Catholic Identity:**

*To re-imagine, explore and make known Catholic Identity in our contemporary pluralist society:
• Engage in Professional Development around understanding scripture and relating scripture in our culture.
*To participate in Spirituality Development.

**Learning and Teaching:**

*Building a culture of School Improvement and Performance:
• Focusing on formative assessment and feedback
• Further develop and enhance school wide data analysis systems to improve student learning
• Build teacher capacity and efficacy through coaching, mentoring and feedback
• Build cultures of co-accountability and co-responsibility for student learning through professional learning teams and communities
• Engage all teachers as learners and inquirers through collaborative action research processes-2016 focus writing.
• Promote and facilitate the sharing of best practice through dynamic PLC.

**Stewardship of Resources:**

*To promote equity and provide resources to enable programs and projects to be efficiently supported in order to deliver and allow students and the community to thrive:
• To develop and engage students and families in the Stephanie Alexander Project.
*To review and update Master Planning.
*To plan for an outdoor sensory play area, to engage children physically and creatively.

**Pastoral Wellbeing:**

*To foster and support a culture of personal and social capability in order to develop creative and confident individuals with a sense of self worth, self awareness and personal identity:
Develop whole school systematic prevention and intervention frameworks (to support Wellbeing and Resiliency, as well as academic performance)
Develop Social Emotional Learning across the school to enhance Resiliency.
Focus on parents as partners in children’s development and wellbeing
Continue the Health Achievement Program
Leadership:

* To enhance parents’ capacity as prime educators and to work with and be empowered to participate fully in the education of the students at St Joseph’s.

- School Board - further development due to new members.
- Continuation of Sustainability Group.
- Stephanie Alexander initiative.
* To build a culture of collaboration for the common good of the community and wider world:
* To develop leaders at all levels to inspire, encourage and support colleagues to reflect on and improve practice to improve student learning.
* To develop St Joseph’s as a core community centre, building and strengthening links with parents and the local community to further support the development and wellbeing of students and their families.
* To promote and develop collaborative networks of learning to enrich learning opportunities with the sharing of expertise, with the parent and wider community.