

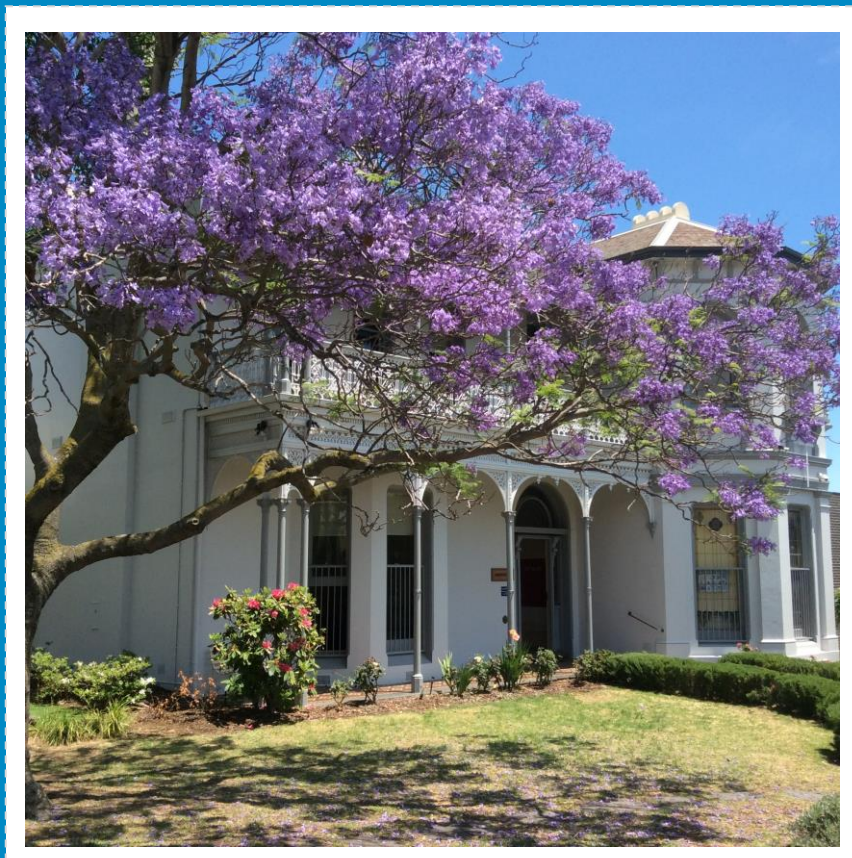


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**2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY**

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# St. Joseph's Elsternwick



REGISTERED SCHOOL NUMBER: 1368

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# ST. JOSEPH'S VISION & MISSION STATEMENT

## Our Mission:

We believe that St Joseph's School finds its heart and its strength within the parish community. With this **encouragement** and **support**, we draw the **strength** to **endeavour** to fulfil our mission of providing a quality, contemporary, Catholic education for our students. We **empower** all learners to become **caring, competent, responsible** citizens who value education as a **lifelong** process.

## Our Vision:

### Learning to Know:

We strive to develop students who are **engaged** and **curious** about their learning and who are kind, **considerate** and **respectful** as people.

### Learning to Do:

We are committed to developing **expert teachers** so that our learning environment is **student focused** and **striving for excellence**.

We strive to effectively engage all learners through meaningful, **contemporary** experiences that utilise new thinking and technologies.

### Learning to Be:

We hold close the **values of Jesus Christ**, so that each person experiences love, forgiveness acceptance and hope.

We encourage everyone to reach their **full potential**.

### Learning to Live Together:

We strive to develop a caring and respectful community that is considerate towards each other, other people and **the environment**.

We instil a **sense of resilience** in our students to assist them in dealing with life's inevitable challenges.

### School Overview

St. Joseph's is a medium size school which reflects the ideals of Christ's teachings and encourages the full development of each individual child. The majority of children are baptised Catholics, but children from other denominations are also welcome. We are a vibrant and inclusive learning community, where collaboration and strong relationships are evident in all we do.

Religious education at St. Joseph's permeates relevant areas of the curriculum, through a 'Faith Inquiry' approach to teaching and learning. This is a way to ensure that Religious Education content is relevant, engaging and challenging for our students. Each year, the Year 3 children are prepared for the Sacraments of Reconciliation and Year 4 Eucharist and the Sacrament of Confirmation is received every second year, at the Year 5 and 6 level.



Our Parish Priest, Father Ross McKenney sadly retired late in 2015 due to ill health. An administrative priest, Fr. Varghese Kattikattu was appointed in the interim.

The school has a projected enrolment of 320 children (2016) from a wide variety of socio-economic and ethnic backgrounds and student numbers have increased by 131% in the past 5yrs. Most of the children attending St. Joseph's were born in Australia, with approximately 15% of them having one or both parents born overseas.

Parental involvement in all aspects of school life is strong, valued and always encouraged. We have a Parish Education Board and there is also a most active Parents and Friends Association, which coordinates the running of the Tuckshop, the Uniform Shop and fundraising events. All proceeds in 2015 went into the purchasing of a new resurfaced playground, Chromebooks, interactive projectors and laptops for the students. Parents assist with curriculum programs e.g. Early Literacy activities, excursions and sports events. Parents also run basketball, netball and mixed sports classes before and after school.

Outdoor facilities at St. Joseph's are very good with several adventure playgrounds covered by shade-cloth structures. The school also acquired additional extensive playground space at the rear of the school in 2014. This has been fenced and surfaced with synthetic grasses. This area also caters for accredited tennis lessons for our students before school each morning, and 2 netball and basketball training sessions a week before and after school.



All classrooms have interactive whiteboards/ projectors, iPads, computers and laptops for the children's daily use, with connection to the internet. A flexible Chromebook, laptop and iPad program is used throughout the classrooms. Class structures are flexible with mainly straight classes; at present each year level has 2 straight grades, with the exception of Year 5 and 6, which is made up of two 5/6 classes. Specialist teacher programs include Physical Education, Performing Arts, Library, Visual Arts and Italian. Music will be introduced in 2016 and all classes will be straight structures from Prep to year 6.

## Principal's Report

Another year filled with exciting challenges and new beginnings in 2015. The school completed a stunning new building project, incorporating 6 new classrooms, a commercial canteen, and sports storage and staff facilities. Children and staff moved into the new facilities at the commencement of 2015. A superb school production, *'The Wizard of Oz'*, four very successful Tournament of Minds teams, Zone Athletics, Football, Basketball and Netball Championships, all ensured our students were provided with many opportunities to show initiative, creativity and leadership. The student leaders continued to embrace leadership roles and worked collaboratively with a variety of teachers and other students to enhance the culture that is central to the St. Joseph's School philosophy of welcome and respect for one another. In addition, and led by our Sustainability Leader, the school maintained its **Resource Smart** registration, and we were awarded two stars by 'Sustainability Victoria'. All energy targets were achieved in 2015. In 2016, the sustainability team will focus on water efficiency and St. Joseph's remains one of 5 schools to maintain this high sustainability rating and registration. All toilets in 2016 will use rainwater harvested from water tanks and the school will also look to strengthen its links with the Eco Centre and the Elster Creek Program.

Combined with impressive MySchool data, NAPLAN results and ongoing Literacy/ Mathematics assessments, our students and school continues to achieve well above like schools and educational endeavour and achievement is strong. The learning needs of those students who experience delay or difficulty with learning have been addressed through additional intervention programs, such as LLI, PERI and ERIK. The Teaching and Learning Leader, Additional Needs Leader and Literacy Leader have guided the staff on how to effectively address the needs of the high achieving students at St. Joseph's. In 2016 the school will again participate in the Tournament of Minds, as this program provided a great challenge to many students in Grades 5 and 6 in 2015. With great anticipation our school will also look forward to the art show, bush dance and school fete.

The staff is a talented and dedicated team who work collaboratively to ensure excellent learning outcomes for all students. As the school grows we look forward to the establishment of an exciting new team for 2016 that will blend with and enhance the skills and talents of existing staff. A successful grant application in 2014 supported significant professional development in Literacy, a strong focus again in 2016. The school was also successful in its application to train a teacher to implement numeracy intervention in 2016.

The vibrant and active parent community worked tirelessly towards holding a variety of successful social and fundraising events including: cake stalls, trivia night, art auction, sausage sizzles, Mother's Day morning tea and Father's Day breakfast (98% attendance), Grandparent's Day, and the annual parent social evening. These events provided the members of the St. Joseph's community many opportunities to come together to socialize and to support the school. The most significant fund raiser was the art auction trivia night. This money is dedicated to new Chromebooks, iPads, laptops, new interactive technologies, capital works and contemporary student resources.

I thank my highly committed Parish Education Board who collaborated on many important initiatives in 2015, most significantly playground developments for the students and improved security measures. A considerable financial contribution was made by the combined parishes of St. Joseph's & Holy Cross to upgrade these measures. Our families continue to contribute significantly to the welcoming culture and spirit within the school community.

An excellent reputation within the broader community, the retention of senior students and the intake of another two prep classes ensures the new facilities will adequately meet the demands of this growth. It is with a tremendous sense of satisfaction that we completed the 2015 school year and looked forward with anticipation and excitement to a period of increased growth, learning and wellbeing for all in the St Joseph's community.

Simon Collis (Principal)



## Parish Priest's Report

St. Joseph's Catholic Primary School, Elsternwick, bears a proud tradition of over seventy-five years' service to Catholic primary education in the Archdiocese of Melbourne. It began when the parish purchased "Cromarty Private Girls Academy" and used the premises to entrust to the Presentation Sisters for the primary education of our children. Their strong pastoral and educational gifts, supported by the loyal families of their students, saw a successful and flourishing educational resource established in our parish. The events of the past twelve months have served to highlight the achievements of our pioneers in establishing our school community.

Our unseen but hardworking Parents and Friends' Committee of the school organized and hosted many successful fundraising events throughout the school year, in particular the highly successful Trivia Night.

The religious needs of our children have been and continue to remain paramount in their education. There are weekly class visits by myself, and class Masses to which the parents are invited are prepared by and attended by the individual grades in the school. The faith education of the children follows the religious guidelines prepared by the Archdiocese and prepares the children to consider and encounter the modern challenges relating to issues of justice and mission that are the call of the Gospel. The Eucharist and the Sacrament of Reconciliation celebrated with our children assist them to develop a life within their families that is centred on prayer and obedient to the call of witness and service that is the promise of their Baptism. There have been numerous baptisms and preschool inquiries for 2015 & 2016.

Like other schools in our day and age, we face the challenge of developing marketing initiatives to promote the fine attributes of our school and its lively and enriching community to other families in the area. We can boast of a dedicated and professional faculty of teachers, first rate opportunities for leadership training for our students, a close and friendly environment where each student is valued for his or her own sake, a safe school environment, strong sporting and physical education programmes, extra-curricular classes, and new and replenished ICT resources.

Our long-established school, with its proud historical background and current level of achievements, welcomes the opportunity to embrace and develop its present positive prospects for the future.

Reverend Father Ross A. McKenney,

Parish Priest.

## Parish Education Board Report

St Joseph's Parish Education Board:

The board consisted of:

### Ex-Officio Members

- Parish Priest
- Principal

### Nominated Members

- Parish priest's nominee
- Principal's nominee
- Executive Secretary of the Board

### Elected Representatives

- Members were elected by the parent community
- 8 Selected representatives

Each member of the Board assumed a leadership role in the school. Members were committed to the values and principles outlined in the Statement of Purpose.

The main objectives of the Board:

- is to provide a forum for discussion of issues, which affect the spiritual, educational, administrative and community life of the school
- is to function as a body representing parents and teachers and the wider Parish community on a consultative basis to assist the Principal and Parish Priest in the formulation, implementation and administration of school policy.
- is to consult with the Parents and Friends Association and school management in respect of fundraising objectives and priorities.
- is setting the Mission and Vision statement of the School at large, which is detailed in the annual report. The Board should embrace and develop the recognition of the benefits such a Board has in the school community.

This year has seen The Parish Education Board collaborate on important initiatives including;

- Policy Development
- Participation in the school building expansion project
- Development of student and staff security measures
- Contributing to the securing of parish land
- Augmentation of the schools physical infrastructure
- Developing plans and compliance measures around health & safety
- Negotiating for Archdiocese funding to support the school and its activities
- Forming branding and marketing strategies to secure the schools ongoing profile
- Development and execution of school maintenance regimes
- Development of school community skills register
- Development of corporate sponsorship drives to support the construction master plan

## Education in Faith

### Goals & Intended Outcomes

- To increase the importance of our Catholic Culture in the lives of students, staff and parents.
- To further develop the sacramental and prayer life of the school.

### Achievements

Throughout 2015, our goals centered on increasing the importance of our Catholic Culture as well as developing the sacramental and prayer life of the school. The enlivening, purposeful and rich learning tasks taught across the school were foundational in working towards the intended outcomes aligned with these goals. In consultation with expert staff from the Melbourne Catholic Education Office, school staff participated in professional learning about the Catholic Identity of the St Joseph's school community by interpreting the results of the Enhancing Catholic Identity Survey. This learning was integral in developing a common understanding of best practice recommendations when teaching Religious Education. The staff was also provided with professional learning opportunities focused on the importance of interpreting the messages of the Gospel within a contemporary context.

After the completion of the review document in August, teaching staff participated in two professional learning sessions aimed towards contemporizing the delivery of Religious Education curriculum using a Faith Inquiry approach. These sessions offered staff the opportunity to discuss current teaching practice in RE across the school as well as identifying learning priorities by moderating students' work. Staff were also introduced to a Faith Inquiry approach to teaching which will become a core professional development focus in 2016.

In 2015, the emphasis in Education in Faith continued to promote the importance of the Catholic Culture in the lives of students, staff and parents. This goal is fundamental to the purpose of our school and the emphasis in this academic year was placed on teaching of curriculum and embedding a Faith Inquiry approach, whilst continuing with those Sacramental and Liturgical aspects established in 2014 continued during 2015.

In 2015, Friday masses continued to be held on a regular basis throughout the year, prepared by teachers and students, facilitated by the Religious Education Leader. In 2015, Family masses held on a Sunday were maintained with all classes having the opportunity to lead these for both the school and parish community. After each mass, tea and coffee facilities were also made available to families and parishioners to encourage socialising; several families and some parishioners chose to attend. These opportunities will continue in 2016. Our school also continued to extend invitations to older members of the parish to join us for special celebrations, such as Mother's Day, Father's Day, Grandparent's Day and other significant occasions.

Our mission of Christian service continues to drive our strong involvement in a wide range of social justice initiatives including Caritas Australia's Project Compassion, the St Vincent de Paul Winter Appeal and the St Vincent De Paul Christmas Appeal. The Caritas Australia initiative links the St Joseph's school community with their responsibilities as global citizens, recognising that we all can contribute towards positive change for ourselves and for others. The St. Vincent De Paul appeals assist disadvantaged members of the local community and strengthens our students' awareness of their responsibilities in the local community, and link with the Religious Education Curriculum as lived actions linked with the Principles of Catholic Social Teaching. We also continued to encourage our students and families to support our sponsor child Mudi in Tanzania and the Ryder-Cheshire Foundation and their work in Klibur Domin, East Timor in consultation with Fr Burns.

### VALUE ADDED

- Introduction of Family Masses led by each year level
- Continuation of Social Justice initiatives – Project Compassion, St Vincent De Paul
- Maintaining a strong connection with Catholic children who attend government and private schools through our sacramental program.
- Strong student participation in all Sacraments – Confirmation, Reconciliation and First Eucharist
- Increased number of non-Catholic students being baptized across the school year.
- Strategic division of the Religious Education Leader role for 2015 with a Liturgy/ Sacramental and Curriculum focus
- Increasing parent and student involvement at school masses and liturgies.



## Learning & Teaching

### Goals & Intended Outcomes

- Goal: To provide a rigorous and contemporary learning environment that challenges and empowers students to grow as passionate and successful learners.
- Intended Outcome: That student performance in literacy and numeracy remains consistently high.
- Intended Outcome: That students engage in, reflect on, and articulate their personalised learning journey.

### Achievements

2015 saw our involvement in 2 major Teaching and Learning projects with Catholic Education Melbourne.

The first of these projects began to take shape at the end of 2014, when a group of teachers participated in the Change2 process. This process is a robust model for change, and supports change from the 'bottom up', ie, from the teachers in the classrooms, as opposed to change from leadership down. Our highly enthusiastic Change2 team comprised staff from levels across the school, and was ably led by Rebekah Skehan. The change focus chosen by the team was to build upon collaboration and feedback practices across the school, to ensure the highest levels of student engagement. The work of the Change2 team, supported by all staff, has led to major changes in the way we work and collaborate at St. Joseph's. With the need to collaborate and give timely feedback with and to each other and our students, we implemented the Google platform at the end of 2014, and very quickly became accredited as a 'Google Applications for Education' (GAfE) school. The purchase of 60 Chromebooks, to complement our suite of laptops and ipads, meant that our students could collaborate easily and effectively with each other and their teachers. To support staff in professional development with eLearning, the Change2 team run regular 'Tekkie Brekkies' before school, which have proven hugely popular with teachers. This project has been most valuable to our school community and has transformed our approaches to collaboration in all areas of school life.

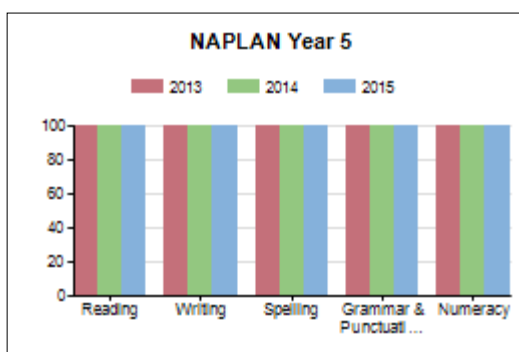
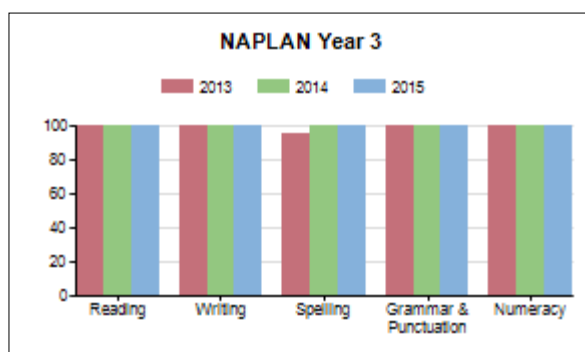
The second project undertaken with Catholic Education Melbourne was the 'Collaborative Literacy Learning Communities' (CLLC) project. Teachers from Grades 3 to 6, supported and led by Geraldine Pepper, embarked upon a two year journey to explore the question: ***'How might we build upon current explicit teaching practices to enhance student's capacity to make deeper meaning from texts?'***

Through the CLLC the teachers have been involved in professional learning related to assessment for learning, contemporary understandings of new and traditional literacies and teacher collaboration and reflection, through the use of social networking spaces to facilitate connections, communication, productive relationships and accountability. Our students have thoroughly enjoyed the new approaches to teaching reading, implemented by their teachers. Their enthusiasm to participate in weekly literature circles is so very evident, and after a year of the project our student engagement data has continued to grow. Our junior school literacy professional learning focused on understanding the six key components of a successful literacy program; oral language, comprehension, phonological awareness, phonemic awareness, vocabulary and fluency. We continue to use our assessment to identify students' needs and intervene early to ensure success for all individuals. Programs such as Reading Recovery, ERIK, LLI, PERI are successfully implemented to support students' literacy development

Current data shows that student engagement levels at St. Joseph's are high and this continues to grow. Our students have had the opportunity to participate in challenges across all areas of school life and they have relished these opportunities. We had a record four teams participate in the highly popular Tournament of Minds competition, with two teams entering the Maths/ Engineering challenge, one team in the Social Sciences and one team in the Language Literature. Further challenges were presented through the production of the highly successful 'Wizard of Oz'. The children worked very hard on preparing and performing in a wonderfully entertaining show, and the community were amazed and thrilled at the efforts and talents of our students.

We continued to make astounding progress in our environmental education with Resource Smart meeting all targets and implementing initiatives to influence sustainability practices and habits. We have achieved two stars from Sustainability Victoria.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2013 %	2014 %	2013–2014 Changes %	2015 %	2014–2015 Changes %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	96.0	100.0	4.0	100.0	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0



## Student Wellbeing

### Goals & Intended Outcomes

Goal- To continue to support the social, emotional and spiritual wellbeing of all students, empowering them to be effective members of the school community.

Intended Outcome: That students can confidently and competently manage themselves in their relationships and learning.

### Achievements

It is our strong belief at St. Joseph's that respectful relationships and clearly stated guidelines for behaviour underpin and enhance student wellbeing. When relationships are respectful, reliable and strong, excellent outcomes can be achieved for all learners in the school community. In 2015 the staff continued to develop a shared understanding of the Student Wellbeing Sphere, and the central role of Social and Emotional Learning within the school environment.



The staff conference in March provided a wonderful opportunity for us all to explore the benefits of 'Mindfulness' in the classroom; we reflected upon current research from around the world, including a focus on the findings of Dr Craig Hassed at Monash University; we practised several mindfulness strategies for the classroom and also looked at how best to incorporate this practice into daily school life. At the end of 2015 our SRC representatives reported that mindfulness practice was happening almost daily in all of the classrooms.

During Term 2 our student wellbeing leader, accompanied by the two Prep classroom teachers, attended a training course for the popular 'Peaceful Kids' program. The 'Peaceful Kids' program is a Mindfulness and Positive Psychology based program to lessen anxiety and stress and increase resilience in children from Prep through to Year 12. This program helps children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them. The teachers who attended the training are now accredited to run this program at St. Joseph's, and in Term 4 we had two groups of students complete this most beneficial 8 week course.

In Term 4 of 2015 our student wellbeing leader also completed her accreditation as a companion in the 'Seasons for Growth' loss and grief program. *Seasons for Growth* is based on the belief that change, loss and grief are a normal and valuable part of life. Students are given the opportunity to explore the impact of changes such as death, separation, divorce, and natural disaster upon our lives, and explore how we can learn to live with and grow from these experiences. We look forward to this valuable 10 week program being implemented early in 2016.

In 2015, many extra-curricular programs were offered to increase and enhance student engagement. The school offered opportunities for Chess Club, basketball, tennis, singing lessons, school musical, African Drumming, music tuition, netball and Tournament of Minds for Grade 5 and 6. These were well received and in some cases oversubscribed throughout the year.

Student leadership is being enhanced through the strengthening of our Student Representative Council. The students on the SRC are democratically elected by their peers and serve a semester on the SRC. Meetings are held fortnightly with all senior school leaders in attendance and in these meetings students share news and ideas from their classrooms and work to develop student initiatives in the school. In 2015 the SRC continued to work with Father Burns on ways to support the Klibur Domin community in East Timor.

In Semester One the SRC held their second 'Harmony Day' fair, where all students organised and ran their own fundraising stalls. This was completely student led and organised, and they raised over \$1000 for Klibur Domin. In Semester 2 the SRC worked with the Social Justice Captains to support the St. Kilda organisation 'St. Kilda Mums', who provide practical help and support to local mums in need. Our amazing students and families produced and donated over 100 gift boxes filled with goodies for Mother's Day, to assist with the 'One Mother to Another' initiative. The SRC ended the year by organising and hosting 'Socktober' and the 'Day for Daniel'. All proceeds were donated to St. Vincent De Paul Christmas Appeal.

The 'Day for Daniel' reinforced important messages around personal safety for our students. Throughout Term 4 the teachers implemented the very valuable 'Daniel Morcombe Child Safety Curriculum', which was developed by Queensland's Department of Education, Training and Employment (DETE) in partnership with the Daniel Morcombe Foundation. The Curriculum is aligned with the Australian Curriculum, and consists of classroom lessons across three levels: Prep - Year 2, Years 3 - 6 and Years 7 - 9. Our children learnt about personal safety, including cyber safety and phone safety, with a focus on three key safety messages: Recognise, React and Report.

Some of the other key actions for 2015 are as follows:

<ul style="list-style-type: none"> <li>Year 5/6 and Prep buddy program continued</li> </ul>	<ul style="list-style-type: none"> <li>Tournament of Minds for Grade 5 and 6</li> </ul>	<ul style="list-style-type: none"> <li>Chess Club, environment club, singing classes, African drumming, netball, instrumental music lessons</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing leader trained as a companion for 'Seasons for Growth' loss and grief program</li> </ul>
<ul style="list-style-type: none"> <li>SRC 'One Mother to Another' project for 'St. Kilda Mums'</li> </ul>	<ul style="list-style-type: none"> <li>Transition days for Prep</li> </ul>	<ul style="list-style-type: none"> <li>Passive Play equipment – extra-large chess, Connect 4, Jenga</li> </ul>	<ul style="list-style-type: none"> <li>Faith Inquiry – PD</li> </ul>
<ul style="list-style-type: none"> <li>'Wonder of Living' parent and child programs</li> </ul>	<ul style="list-style-type: none"> <li>Cyber Safety Budd:e</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing leader mindfulness training and Peaceful Kids training</li> </ul>	<ul style="list-style-type: none"> <li>New website- with wellbeing resources for parents</li> </ul>
<ul style="list-style-type: none"> <li>Audited SEL resources</li> </ul>	<ul style="list-style-type: none"> <li>Regular Mindfulness PD – whole staff</li> </ul>	<ul style="list-style-type: none"> <li>You Can Do It Scope and Sequence in place for P-6</li> </ul>	<ul style="list-style-type: none"> <li>Additional YCDI resources purchased</li> </ul>
<ul style="list-style-type: none"> <li>'Socktober' fundraiser for St. Vincent De Paul</li> </ul>	<ul style="list-style-type: none"> <li>School Production, involving all students from Prep- 6</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time P-6</li> </ul>	<ul style="list-style-type: none"> <li>Winter fundraiser and Christmas appeal for St. Vincent De Paul</li> </ul>
<ul style="list-style-type: none"> <li>Class developed classroom rules and mission statements</li> </ul>	<ul style="list-style-type: none"> <li>Inquiry unit of work exploring school rules – P-6</li> </ul>	<ul style="list-style-type: none"> <li>Mindfulness Meditation on a regular basis for all students</li> </ul>	<ul style="list-style-type: none"> <li>SRC organized Harmony Day</li> </ul>
<ul style="list-style-type: none"> <li>Anti-Bullying Program</li> </ul>	<ul style="list-style-type: none"> <li>Mandatory Reporting Training – all staff</li> </ul>	<ul style="list-style-type: none"> <li>Anaphylaxis training – all staff</li> </ul>	<ul style="list-style-type: none"> <li>Peaceful Kids course for Grades 2 and 3</li> </ul>

**VALUE ADDED**

- Student Representative Council strengthened and more active
- Senior Leadership active and embedded in SRC
- A whole school understanding of SEL, developed through regular professional development
- Mindfulness becoming daily practice
- School based counselling services provided by onPsych
- Wide range of extra-curricular activities
- Peaceful Kids training for staff (wellbeing leader and 2 teachers)
- Personal Safety curriculum for students

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	94.94
Y02	94.31
Y03	94.14
Y04	96.05
Y05	95.25
Y06	96.29
Overall average attendance	95.16



## Leadership & Management

### Goals & Intended Outcomes

- To build leadership capacity for all staff.
- To build a professional learning culture.
- To enhance staff engagement, positivity, resilience and wellbeing.

### Achievements

- Goals and targets were set in consultation with all staff and strategic plan established for implementation in 2015.
- Comprehensive staff induction program for all new staff implemented
- A comprehensive term planning document was devised outlining all specific staff professional learning. This was reviewed each term and distributed to all staff. A structured agenda for staff meetings is presented each week outlining key foci. This is strongly aligned to the AAP.
- Building works was completed ready for student commencement in 2015.
- Fortnightly leadership team meetings
- Restructuring of positions of leadership
- Policy revision for VRQA
- Introduction of new school website
- Leadership members complete reports for the termly Leadership Planning days

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.97%

STAFF RETENTION RATE	
Staff Retention Rate	78.26%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	34.78%
Graduate	43.48%
Certificate Graduate	4.35%
Degree Bachelor	69.57%
Diploma Advanced	17.39%
No Qualifications Listed	4.35%
STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	30
FTE Teaching Staff	22.1
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	7.969
Indigenous Teaching Staff	0

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

All staff at St Joseph's participated in Professional Learning Activities in 2015. The average expenditure per teacher on professional learning in 2015 was approximately \$1750.

In total 12 classrooms consisting of: 10 fulltime classroom teachers, 1 job share placements and 4 specialist teachers.

Non classroom staff: Principal, Deputy, Student Services, Reading Recovery, 2 x Admin Officers and 5 x School Officers

**Professional Learning 2015:**

Literacy Mentoring Program	CLLC Literacy Project
Reading Recovery	ERIK Review
Mindfulness	Mandatory Reporting
P-6 Literacies	Anaphylaxis training
P-2 A Deeper Understanding in Literacy	Mathematics Leadership
Enhancing Catholic Identity	First Aid Level 2

**NUMBER OF TEACHERS WHO PARTICIPATED IN PL**

28 teaching and non-teaching staff

**AVERAGE EXPENDITURE PER TEACHER FOR PL**

**\$1,750.00**

**TEACHER SATISFACTION**

The School Improvement Survey results provide information about the culture in your school. The four pillars of culture assessed in the survey are:

- Empathy (Supportive Leadership)
- Clarity (Role Clarity)
- Engagement (Teamwork, Empowerment, Ownership)
- Learning (Appraisal & Recognition, Professional Growth)

## School Community



### Goals & Intended Outcomes

- To further develop interactive partnerships between the school, parish, local and global community.
- That student learning is improved through parents being actively engaged in their child's learning.

### Achievements

St Joseph's Primary school enjoys the support of a highly active parent community. This is epitomised by the contributions made by the Parents and Friends Associations and School Board. The generous donations of time, energy and skills by both groups have assisted to steer the school in a positive direction and raise significant funds during 2015 which were allocated toward the development of the playground.

Parents within the St Joseph's community offer enormous support to teachers and students across a range of areas of school life. In the mornings, parents coordinate a variety of sports programs and parents are active participants in the Perceptual Motor Program (PMP). Numerous parents also lend educational support through their involvement in the Classroom Support program and by assisting children with learning at home. The capacity of parents to lend support in these areas is enhanced by the Reading Night for Parents and Parent Helpers Course which are facilitated by the Junior School teachers and Literacy Coordinator. Other indicators of support offered by the parent community include parent involvement in the Environment team, involvement in regular working bees and collaborating with parents to engage students in their learning through such activities as cooking and gardening classes, as well as utilising areas of parent expertise through guest speakers.

The vibrant parent community is evident in other aspects of school life. The Welcome BBQ at the commencement of the school year and End of Year BBQ's both drew a large attendance and continued well into the evening. A large number of parents attend school assemblies, possibly encouraged by the presence of the coffee van, and lead celebrations for both Mother's Day and Father's Day. Parents also offer regular support by assisting with the uniform shop and by coordinating events such as The Art Auction and Trivia night which last year raised significant funds for the school. Parents made a significant contribution to the whole school production, The Wizard of Oz, designing and creating costumes, organising sets and coordinating logistics. This production assisted to further raise the profile of the school in the broader community and was an exciting learning opportunity for all of the students. Considerable parent contributions were also made with the organisation and running of cake stalls, movie nights, footy nights, discos and the Dad's camping trip away.

The Parish Education Board continues to actively support the Parish Priest and Principal. The board represents parents and teachers and the wider Parish community on a consultative basis to assist the Principal and Parish Priest in the formulation, implementation and administration of school policy and mapping the future direction of the school e.g. fee structuring and forward planning.

In the past twelve months St Joseph's has continued to further strengthen its ties with the parish community, through family Sunday masses, scheduled morning teas with families and parishioners. The relationship has also been strengthened with the work the school community has done with Father Burns, fundraising and contributing to the Klibur Domin community in East Timor, through student-led events such as Harmony Day and World Sports Day.

The School has continued to make authentic connections with the wider community in 2015 to create rich and meaningful learning experiences for the students and to further enhance the positive relationships in place. This has been accomplished through the introduction and maintenance of kinder orientation programs conducted in collaboration with a number of local kinders, including Orrong Rd Kinder and Tree House Kinder. Senior students have continued to network with leadership groups from neighbouring Catholic primary schools through initiatives such as the **'Just Leaders'** day. Students also experience many authentic and frequent interactions with the local community, such as its involvement with the Elsternwick Bowls Club, reaching out to local businesses and through numerous fundraising events.

An inclusive, connected school community also relies heavily on the smooth flow and ease of communication in celebrating the school's achievements and building a positive reputation and this continued to be an area of focus in 2015. Student led communication mediums included Grade 6 led Open Days, student expos and weekly assemblies and class presentations to showcase innovative and contemporary student learning. School staff created and distributed the school newsletter each week and updated the school website when required to celebrate the achievements of the students. Additionally, parents received a termly newsletter from class teachers to outline the relevant curriculum information, learning goals for each term and key dates and details.

Our parents remain pivotal to the school's reputation in advocating the successes and achievements within the broader community.

#### PARENT SATISFACTION

The following results relate to online surveys conducted by Insight SRC in August 2015. The School Improvement Survey results provide information about the culture in the school based on parent opinion.

School Improvement	95%	Reporting	85%	Student Safety	64%
Approachability	90%	Learning Focus	90%	Classroom Behaviour	87%
Teacher Morale	93%	Transitions	89%	Connectedness to Peers	73%
Parent Input	87%	Extra-Curricular	55%	Student Motivation	86%
Stimulating Learning	87%	Homework	58%	Social Skills	74%
Behaviour Management	90%	Parent Partnerships	89%	Connectedness to School	73%

The above tabled results are quite exceptional and reflective of the strong partnership and relationship between the school and parent community.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	354,021
Other fee income	170,582
Private income	36,481
State government recurrent grants	535,214
Australian government recurrent grants	1,890,271
<b>Total recurrent income</b>	<b>2,986,568</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	2,091,903
Non salary expenses	638,834
<b>Total recurrent expenditure</b>	<b>2,730,737</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	-
Capital fees and levies	153,930
Other capital income	94,718
<b>Total capital income</b>	<b>248,649</b>
<b>Total capital expenditure</b>	<b>406,323</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>1,997,827</b>
<b>Total closing balance</b>	<b>1,932,914</b>

*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.

## Financial Performance

*Note that the information provided above does not include the following items:*



### Attestation Statement

Minimum Standards & Accountability Attestation to be included in the 2015 Annual Report to the School Community:

I, **Simon Collis**, attest that **St. Joseph's** 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)