2014 Annual Report to the School Community

St. Joseph’s Primary School, Malvern

REGISTERED SCHOOL NUMBER: 1045
Contents

Contact Details ........................................................................................................................................... 2
Minimum Standards Attestation .................................................................................................................. 2
Our School Vision ........................................................................................................................................ 3
School Overview ......................................................................................................................................... 4
Principal’s Report ....................................................................................................................................... 5
School Education Board Report ............................................................................................................... 6
Education in Faith ....................................................................................................................................... 7
Learning & Teaching .................................................................................................................................. 10
Student Wellbeing ...................................................................................................................................... 16
Leadership & Management ......................................................................................................................... 19
School Community ..................................................................................................................................... 23
Financial Performance ............................................................................................................................... 25
Future Directions ......................................................................................................................................... 26
Contact Details

| ADDRESS       | 49 Stanhope Street
<table>
<thead>
<tr>
<th></th>
<th>Malvern VIC 3144</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Jenny Hogan</td>
</tr>
<tr>
<td>PARISH PRIEST</td>
<td>Rev. Laurence McNamara</td>
</tr>
<tr>
<td>SCHOOL BOARD CHAIR</td>
<td>Paul Sutherland</td>
</tr>
<tr>
<td>TELEPHONE</td>
<td>(03) 9509 3092</td>
</tr>
<tr>
<td>EMAIL</td>
<td><a href="mailto:principal@sjmalvern.catholic.edu.au">principal@sjmalvern.catholic.edu.au</a></td>
</tr>
<tr>
<td>WEBSITE</td>
<td><a href="http://www.sjmalvern.catholic.edu.au">www.sjmalvern.catholic.edu.au</a></td>
</tr>
</tbody>
</table>

Minimum Standards Attestation

I, Jenny Hogan, attest that St. Joseph’s 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

We instil the Gospel Values, in the tradition of the Catholic Church, as we develop caring and confident learners, equipped to be participants in a contemporary world.

Our Mission is to provide:

- A safe, nurturing environment that develops each individual student spiritually, socially, emotionally, physically and academically
- A welcoming and inclusive learning community that recognises and respects each individual’s unique qualities and heritage
- Opportunities to live out our faith through action
- An inclusive curriculum using innovative teaching strategies
- Developmental learning programs to challenge and actively involve all students
- Positive partnerships between school, home and Parish.
School Overview

St. Joseph’s is a co-educational Parish primary school in the inner south-eastern suburb of Malvern, bordered by De la Salle College. The school currently has an enrolment of 242 students and consists of 11 classes from Prep to Year Six, with class structures of two Preps, three Grade 1/2s, three Grade 3/4s and three Grade 5/6s. 2014 was the second year of our four-year School Improvement Cycle. The school has identified key goals and intended outcomes for the five interlinking spheres of Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community.

As a Catholic school, we aim to lead students to see themselves as change agents in the world, using their knowledge and skills to forge better futures as global citizens. Our goal in the Education in Faith sphere is to build a living and authentic Catholic culture which enables students to experience Christ and to live actively in the Catholic community. Our intended outcomes for this sphere are that the Catholic culture and identity of the school is more valued and recognised by members of the school community, and that there is a recognisable link between the actions of the school and its Catholic identity.

We aim to provide a broad, contemporary curriculum, which provides learning experiences that cater for individual student’s needs and promotes lifelong learning. Our goal for the Learning and Teaching Sphere is to create a stimulating and purposeful learning environment in which students achieve continuous improvement and success, with the intended outcomes being that students are more engaged through contemporary learning pedagogy and that student achievement in English and Mathematics will improve.

We place an emphasis on social-emotional wellbeing of students, with a range of programs and practices in place to assist students to develop a positive sense of self and positive relationships with others. Our Goal for the Student Wellbeing Sphere is to develop student resilience in a positive school climate. The intended outcomes for this sphere are that student learning confidence and resilience improves and that student perception of safety improves.

We are committed to a shared ownership of teaching and learning between teachers, students and parents, and the promotion of a welcoming and inclusive community. Our goal for the Leadership and Management sphere is to strengthen the professional learning culture in the school, with a commitment to continuous improvement, with the intended outcome being that the Performance and Development Culture of the school is strengthened. Our goal for the School Community sphere is to build effective community partnerships, with the intended outcome being that school partnerships with parents and the wider community are strengthened.

The Annual Report to the School Community outlines the schools’ achievements in 2014 in working towards the goals and intended outcomes for each of the five spheres, with an analysis of data presented and summarised. Students in Year 3 and Year 5 sat the National Assessment Program Literacy and Numeracy (NAPLAN) tests in May 2014. Data from these assessments, in conjunction with Literacy testing data gathered by teachers, is used in this report to identify student learning outcomes and the schools achievements in 2014. All staff, a sample of parents and all Year 5 and 6 students completed School Improvement Surveys in September 2014. The data from the Catholic Culture, School Climate (Staff), Student Experience and Parent Opinion surveys are used to support the school’s achievements across the five spheres.
Principal’s Report

It is with pride and an enormous sense of achievement that I present this report to the community. At St Joseph’s we continue to live by our Vision and Mission and through this report I will summarise some key achievements we have had in 2014.

Our triennial Art Show was an amazing community event and a stand out for me in 2014. The year was dedicated to preparation of pieces to auction and for the children portfolio. The event allowed for the parent involvement through the organisation and community art day which led up to the big night in October. The children’s art work was of a very high quality and included both class and individual pieces which were on display in our Parish hall. The evening included a successful fundraising element and performances by the students.

It was agreed upon in 2014 that all students in Prep to Year 6 would start each day with Mindfulness and Christian Meditation. It has been a great success in allowing students to have a quiet space in their day where they can be reflective and prayerful. It has certainly had a positive effect and has settled the students before they begin their day of learning. Social Justice continues to be a major focus in our Catholic identity, this year we have increased our commitment to Caritas with a greater awareness of the Social Catholic Teachings. We also began our involvement in the Parish Refugee support group and our community’s generosity has been fantastic. St Joseph’s generosity was recognised with an award from the Malvern Emergency Food Service which was a great achievement.

Our goal of student engagement and achievement in the areas of English and Mathematics has been achieved not only through our data evidence which is well documented throughout this report but also through a greater student awareness of learning intentions and success criteria. This was particularly evident in the Year 6 goal setting meetings towards the end of the year. The students presented to staff members and parents and clearly articulated their learning and future goals. All students from foundation to year 6 set goals in term one during the wellbeing week and recognised their strengths and direction for learning. All the classrooms have been resourced with the use of laptops and iPads as a tools to support their learning.

We pride ourselves on being a learning community and this has continued this year with weekly staff professional learning and the offer of parent education. We continue to have a strong focus on Mathematics and English, with personalised learning underpinning the planning and professional learning teams. We continue to offer extra curricula through the arts with drama club, choir and dance club. As well as these we have chess, maths and ICT clubs. There is also tennis before school, with soccer, basketball and netball after school. Parents were offered the opportunity to attend a Year 6 transition night, Prep transition and information night, Building Resilience in Children, Parent Helper, Parent/Child Sex Education and Sacramental information nights. We believe that all these opportunities help to achieve our goal of building effective partnerships.

I am very proud of all of the achievements this year and value the dedicated staff at St Joseph’s and the partnership of our parent community.
School Education Board Report

The role of the Board is to advise the Parish Priest and Principal in the best interest of St Joseph’s Primary School community.

Specific functions of the Board include:

- Contributing to forward strategies of the School
- Advising on Policies for the wellbeing of the School
- Working in collaboration with the Parents and Friends Association and the Committees of the Parish
- Reporting to the School community on achievements of the School, its Teachers and Students
- Providing input to the Annual Report
- Contributing to educational debate in the Archdiocese, as appropriate
- Assist in the selection of a Principal, when the appointment is being made

During 2014 the Board ratified Policies in respect to mandatory reporting, uniforms, equal opportunities and IT protocols and procedures.

School community achievements during 2014 included:

- NAPLAN results, which included continuous improvement for maths in Year 3 and rising standards for maths in Year 5 and overall improvement trends for Year 3 to 5.
- The Micah conversation – interaction with the Parish
- Website upgrade
- Sex education night
- Continued refugee support
- Parents seminar – five secrets to develop confidence and resilience
- Continued monitoring of road safety
- Maintaining student numbers
- Healthy Staff Retention
- Teachers team based approach in respect to literacy and mathematics

I would like to thank the Parents and Friends Association for their tireless efforts in raising funds to assist the school, with a major success being the art show which raised in excess of $25,000 and the continued success of the hot lunches and cake and produce stalls. Monies raised have assisted with building improvements (Wi-Fi) and additional laptops.

On behalf of the Board, I would like to thank Fr. Laurie McNamara, Parish Priest, Jenny Hogan, Principal and Matthew Sweeney, Deputy Principal for a successful 2014. I would also like to thank retiring members of the Board, Geraldine Farrell (Chair) and Sumith Nawarathne for their time and efforts.

Paul Sutherland
Chair
Education Advisory Board
Education in Faith

Goals & Intended Outcomes

Goal

- To build a living and authentic Catholic culture which enables students to experience Christ and to live actively in the Catholic community.

Intended Outcomes

- That the Catholic culture and identity of the school is more valued and recognised by members of the school community.
- That there is a recognisable link between the actions of the school and its Catholic identity.

Achievements

Religious Education Curriculum

- Staff professional learning on assessment in Religious Education
- Religious Education curriculum mapped and linked to Inquiry units
- Inquiry Concepts and statements developed with a Religious Education focus
- Professional Learning on ways of presenting scripture to students.

Catholic Identity

- Opportunities for student and parent formation through Sacramental Programs, including Parent Nights and Reflection Days
- Student and parent participation in whole school masses and liturgies
- Student and parent participation in Parish Children’s masses on first Sunday of each month
- Class attendance at a Parish Mass each term
- Staff formation on Catholic Identity
- Staff prayer at the beginning of each Staff Meeting
- Prayers at the beginning of each Professional Development Day
- Three Staff Members attended Professional Development on Christian Meditation
- Whole staff Professional Learning on Christian Meditation
- Whole-school implementation of Christian meditation as part of morning prayer
- Classes planning a Mass once a year, with level masses linked to units and classes attending a Parish Mass each term
- Review Reconciliation, Eucharist & Confirmation Programs
- Revised format of First Communion Information night: Parent/child workshop led by Maria Forde.
Social Justice

- Social Justice and Catholic Identity linked explicitly through liturgies and celebrations
- Whole school participation in Project Compassion, Rice Day, St. Vincent De Paul Winter Appeal and Giving Tree
- Caritas resources utilised in classrooms and visit by Caritas guest speaker
- Professional Learning on Catholic Social Teaching provided by Caritas Global Education Advisor
- Hosting of Just Leadership Day for Year Six Leaders with a focus on social justice leadership
- One staff member completed a course with Caritas on International Aide and Development and travelled to Bolivia volunteering for Caritas Australia
- Two staff members volunteering for Parish Refugee Support Group as well as there being fundraising and denotations opportunities throughout the year, such as staff donations, cake stalls and casual clothes days
- Year Six Wellbeing Captains and Leaders participation in Mini Vinnie’s and facilitation of Social Justice program with the assistance of Religious Education Leader
- Friendship Fair Day fundraising for sponsor child in Tanzania
- St. Mary of the Cross Day Walkathon: students walking laps of school in solidarity with those people around the world who have to walk each day for water, school or the market.

School Improvement Surveys

The 2014 School Improvement Surveys assess the school’s culture of Catholicity as viewed by staff, students and parents. The Catholic Culture component of the surveys provide data on perceptions of importance, opportunity, behaviour of staff and students, compassion and social justice.

There was a considerable increase in the extent to which participating in prayer and celebrating liturgies and the sacraments at school are important to staff, with a score of 83 out of 100, placing our school in the top 25% of Victorian Catholic Primary Schools. The extent to which participating in prayer, and celebrating liturgies and the sacraments at school are important to students was slightly lower than the previous year, scoring 58 out of 100. The extent to which the parents value their children participating in prayer, and celebrating liturgies and the sacraments at school scored 72 out of 100, down slightly from the previous year.

There was an increase in the extent to which staff feel they have the opportunity to reflect on their faith, pray together and celebrate liturgies and sacraments, with a score of 92 out of 100, again placing our school in the top 25% of Victorian Catholic Primary Schools. The extent to which students feel that they have opportunities to reflect on their faith, pray together, and celebrate liturgies and the sacraments increased slightly from the previous year, at 81 out of 100. The extent to which parents believe their children have opportunity to participate in prayer, and to celebrate liturgies and the sacraments at school remained similar to the previous year, scoring 90 out of 100.
The extent to which staff and students believe that the behaviour of staff is consistent with faith-based value increased from the previous year, with a score of 82 out of 100. All surveys indicated high scores for staff behaviour. Staff, student and parent perceptions of the behaviour of students being consistent with faith-based values remained above 60 out of 100.

The surveys indicate that staff believe to a great extent that compassion is important at St. Joseph’s, with a score of 91 out of 100, and that social justice is highly important at this school, with a score of 92 out of 100. The extent to which parents feel that the school makes compassion important for their children scored similarly high, scoring 88 out of 100. Results from both the staff and parent surveys increased from the previous year. Students felt to a great extent that compassion is important at St. Joseph’s, and that they had opportunities to act in a compassionate manner, scoring 81 out of 100.

The surveys indicated that staff and parents feel to a high extent that the school make social justice important for their children, and to which their children have the opportunity to participate in social justice activities, with a score of 92 out of 100 on the staff survey and 89 out of 100 on the parent survey, placing both results in the top 25% of Victorian Catholic Schools. The extent to which students believe that social justice is important and that they have opportunity to participate in social justice activities scored 79 out of 100. Results from both the staff and student surveys increased from the previous year.
Learning & Teaching

Goals & Intended Outcomes

Goal

- To create a stimulating and purposeful learning environment in which students achieve continuous improvement and success.

Intended Outcomes

- That students are more engaged through contemporary learning pedagogy.
- That student achievement in English and Mathematics will improve.

Achievements

Literacy

- Teachers analysing data in teams to identify trends, student progress and focus for future learning, utilising writing analysis, NAPLAN and PAT-R assessments
- Introduction of writing analysis based on AusVELS English Curriculum
- Professional learning on administering and analysing Running Records for reading, to inform teaching
- Professional learning on literature resources
- Level planning in teams fortnightly with Literacy Leader
- Literature Circles established across Grade 5/6 classes

Mathematics

- Teachers analysing data in teams to identify trends, student progress and focus for future learning, utilising PAT-Maths and NAPLAN
- Data used for planning for personalised learning experiences in Mathematics
- Learning Intentions for Maths sessions developed through planning, tied to Key Mathematical Understandings and AusVELS Mathematics curriculum.
- Opportunities for peer and self-assessment in mathematics
- Professional Learning for staff on developing content knowledge of AusVELS Mathematics curriculum
- Level planning in teams fortnightly with Mathematics Leader
- Teacher participation in Maths modelling, coaching and team-teaching
Intervention

- Establishment of an Intervention Team to support classroom intervention for students requiring support
- Data Day, involving classroom teachers working in teams to analyse student Literacy and Mathematics data to identify learning needs, develop strategies and identify students in need of further support or extension.

Teaching and Learning

- Development of a Learning and Teaching Statement using Design Principles for Learning and teaching
- Development of a school curriculum overview for English, Mathematics, History and Science
- Professional Learning on the use of Learning Intentions, Success Criteria and Feedback to maximise learning impact
- Shared agreement on the use of Learning Intentions, Success Criteria and Feedback developed P-6
- Inquiry 2-Year Cycle and concepts redeveloped in line with AusVELS History curriculum
- Professional Learning on AusVELS and Australian Curriculum History, Science, and Geography
- Professional Learning of Indigenous Perspectives in the Australian Curriculum
- Participation in Contemporary Approaches to Primary Science (CAPS), with the establishment of a school vegetable garden
- Inquiry concepts redeveloped in line with social justice principles
- Senior students participation in Tournament of the Minds

e-Learning

- Professional learning on Google Apps, with staff Gmail accounts created and Google Apps trialled by Leadership Team
- Purchase of iPads, used to enhance learning in Inquiry
- PCs replace with laptops in classrooms Years 1-6
- Edmodo utilised for student homework in Grade 5/6, allowing for online collaboration and dialogue between students
- Grade 5/6 Blogs using GlobalZ, used for student reflections on learning
- Scootle online resources utilised for Mathematics, English and Inquiry
- eBooks utilised by students on iPads

Student Learning Outcomes

NAPLAN (National Assessment Program Literacy & Numeracy)

Students in Years 3 and 5 sat the NAPLAN tests, which provide snapshot data on student achievement in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Our school continued to perform well against minimum standards, with 100% of students in Years 3 and 5 met the minimum standards for Reading and Writing. 100% of Year 3 students met the minimum standards for Spelling and Numeracy, with more than 95% of Year 3 students meeting the minimum standards in Grammar and Punctuation. More than 95% of students in Year 5 met the minimum standards in Spelling, Grammar and Punctuation and Numeracy.
Our school performed well against other Victorian Schools in NAPLAN, with our school mean above that of other schools in Year 3 Reading, Grammar and Punctuation and Numeracy. Our school mean for year 3 writing was similar to the state mean. Our Year 5 students performed above the state in Reading, Writing, Grammar and Punctuation and Numeracy. The mean score for Year 3 and 5 spelling was slightly below the state mean.

When comparing mean score data from the Year 3 NAPLAN tests in 2012 and the Year 5 NAPLAN tests in 2014, the data shows that our 2014 Year 5 cohort made greater growth between Year 3 and 5 in the areas of Reading, Writing and Spelling. Growth between Year 3 and 5 2012-2014 was similar to state growth in Numeracy, whilst growth in Grammar and Punctuation was below the state growth.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>97.6</td>
<td>100.0</td>
<td>2.4</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>97.6</td>
<td>97.5</td>
<td>-0.1</td>
<td>100.0</td>
<td>2.5</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>97.6</td>
<td>100.0</td>
<td>2.4</td>
<td>97.2</td>
<td>-2.8</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>94.7</td>
<td>100.0</td>
<td>5.3</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>96.7</td>
<td>-3.3</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>96.7</td>
<td>-3.3</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>100.0</td>
<td>95.2</td>
<td>-4.8</td>
<td>96.4</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Proportion of Students Meeting Minimum Standards 2012-2014
Literacy: Reading Text Levels Year 1

Early Years Literacy data indicates that percentage of students who met both the minimum standard and the maximum standard for Text Level in Reading is higher than that of All Catholic Schools, continuing a trend from previous years.

<table>
<thead>
<tr>
<th>Text Level</th>
<th>1+</th>
<th>5+</th>
<th>15+</th>
<th>20+</th>
<th>26+</th>
<th>28+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Our Schoo l</td>
<td>All Schools</td>
<td>Our Schoo l</td>
<td>All Schools</td>
<td>Our Schoo l</td>
<td>All Schools</td>
</tr>
<tr>
<td>2012</td>
<td>100.0 0</td>
<td>99.84</td>
<td>100.0 0</td>
<td>98.63</td>
<td>95.35</td>
<td>84.60</td>
</tr>
<tr>
<td>2013</td>
<td>100.0 0</td>
<td>99.47</td>
<td>100.0 0</td>
<td>98.41</td>
<td>97.37</td>
<td>88.73</td>
</tr>
<tr>
<td>2014</td>
<td>100.0 0</td>
<td>99.91</td>
<td>100.0 0</td>
<td>98.81</td>
<td>90.32</td>
<td>87.83</td>
</tr>
</tbody>
</table>

School Improvement Surveys

The 2014 School Climate staff surveys indicated to what extent staff believe they create an effective teaching and learning environment for students. The extent to which staff believe that there is effective communication among staff in the planning of the curriculum scored similarly to the previous year, at 79 out of 100. There was an increase in the extent to which staff believe that the school is focused on quality teaching and creates a learning environment that maximises outcomes for students, with a score 81 out of 100. Staff believed to a high extent that teachers encourage learning using activities and discussions, scoring 84 out of 100, and feel that they can put effective learning and teaching practices into use, with a score of 87 out of 100. There was also considerable increase in staff perception of the extent to which students are motivated to learn and want to do well, with a score of 81 out of 100.
The 2014 Student Experience surveys measure student perceptions of teacher relationships; the extent to which students felt understood by their teachers, that their teachers have a presence in the classroom, and that the learning is stimulating. There is an increase in the extent to which students perceived that teachers make learning interesting, enjoyable and inspiring, scoring 65 out of 100. There is also a considerable increase in the extent to which students perceived that teachers deliver their teaching in planned and effective ways, and the extent to which teachers listen and understand student needs, and assist with student learning, scoring 79 and 78 out of 100, respectively.

The student surveys also measure student engagement; the extent to which students had the confidence and motivation to learn, in a context where they have positive relationships with other students. The extent to which students has a positive perception of their ability as a student increased to 77 out of 100.

The extent to which students are motivated to achieve and learn and felt socially connected and get along with their peers also increased to a score of 86 out of 100.

The 2014 Parent Opinion surveys measure the extent to which parents feel their child is being given the best opportunity to learn, including whether the school has a strong focus on learning, quality extra-curricular activities and provides appropriate homework.

There has been an improvement in parent assessment of the range and quality of the extra-curricular activities provided by the school, scoring 62 out of 100. The extent to which parents believe that their children’s homework aids learning and teaches organisational skills scored 66 out of 100, while the extent to which parents feel that the educational programs and standards of the school are addressing the needs of their children scored 72 out of 100. The extent to which parents believe that their children are well prepared and supported during their transition to the next stage of their schooling scored 77 out of 100.

The parent surveys also measures the extent to which students want to go to school to learn as well as parent satisfaction with the school’s reporting of their children’s progress. The extent to which parents
see their children as wanting to be at school scored 77 out of 100, whilst the extent to which parents find that the Student Reports provide useful information about their children’s progress remained above 71 out of 100.
Student Wellbeing

Goals & Intended Outcomes

Goal

- To develop student resilience in a positive school climate.

Intended Outcomes

- That student learning confidence and resilience improves.
- That student perception of safety improves.

Achievements

Student Empowerment and Leadership

- Student Goal Setting established from Prep to Year Six
- Leadership roles for all students in Year 6: School Captains, Wellbeing Captains and Leaders; Sports Captains and Leaders
- Regular meetings for the Student Representative Council (SRC) with the Student Wellbeing leader
- Friendship Fair Day: Student-led initiative to promote friendship, cooperation and community
- School Captains running weekly assembly

Social-Emotional Learning

- Whole Staff training in Mindfulness Meditation for children
- Parent Nights on child anxiety and building resilience in children
- Meditation introduced, with all classes participating in meditation at the beginning of each day
- Ongoing professional development and modelling for staff in Restorative Practices and Circle Time
- The Behaviour Management Policy was reviewed by the Student Wellbeing Core Team
- Lunchtime clubs to cater for extra-curricular interests and social skills, including, Chess, Maths, ICT, Library and Games Corner
- Wellbeing Week at the commencement of Term One, with a whole-school focus on social-emotional skills and school routines.
- Sexuality Education Night for students and parent
- Life Skills program to assist students transitioning to high school
- Peaceful Kids program for emotional wellbeing trialled and staff member trained

Student Support and Intervention

- Establishment of an Intervention Team to support classroom intervention for students requiring support
- Students from St Kevin’s and De La Salle mentoring students
- Behavioural strategies implemented for students with special needs
- Ongoing links with On-Psych counselling service for children and families and Provisional Psychologist on site for two terms
- Staff training in CPR and Anaphylaxis
Student Attendance

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>95.87</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.89</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.47</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.37</td>
</tr>
<tr>
<td>Year 5</td>
<td>97.07</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.30</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>96.50</td>
</tr>
</tbody>
</table>

Management of Student Non-Attendance

The school Parent Handbook outlines procedures and expectations regarding student absences. If a child is sick, parents are required to contact the school by phone, note or email. If a student is absent for more than two days without notice, the school will contact the parents. If there is a pattern of non-attendance, the Principal and Student Wellbeing Leader will contact and meet with the parents.

School Improvement Surveys

The School Culture Survey measures the extent to which staff see student behaviour as an issue within classrooms and the school as a whole. Staff perception of student behaviour within classrooms has scored lower than that of behaviour across the school (for example on the playground), with classroom behaviour at 65 out of 100 and school behaviour at 72 out of 100. The survey also measures the extent to which staff feel that they contribute to student management processes in the school. The surveys indicated that the extent to which staff understand, agree on, and consistently enforce the discipline policy in the school was similar to the previous year, scoring 70 out of 100.

The Student Experience survey measures the extent to which students feel safe and the behaviour in classrooms facilitates learning. With similar results to the staff survey, classroom behaviour scored lower than overall school behaviour, with the extent to which students feel that other students are disruptive in class is at a score of 53 out of 100, while students’ sense of safety within the school is at 79 out of 100. The student survey also measures the presence of positive emotions and absence of negative emotions amongst students and the extent to which students feel emotionally connected to the school. The extent to which students feel they belong and enjoy attending school 79 out of 100, whilst the extent to which
students feel positive at school scored 79/100, with both scores increasing from the previous year. The extent to which students feel positive at school is at 71 out of 100.

The Parent Opinion survey measures how parents perceive student behaviour in the classroom and the school more generally, and the extent to which parents feel their child is developing appropriate social skills and strong relationships with their peers. The extent to which parents believe their children have positive relationships with other students and the extent to which parents believe their child is developing effective social skills both scored a high result of 80 and 78 out of 100, respectively. Parent perception of whether their children’s learning is disrupted by the behaviour of other students in the classroom scored 54 out of 100, with parent perception of student safety at 74 out of 100.

The Parent Opinion survey also measures the extent to which parents feel staff at St. Joseph’s are engaged including their passion and enthusiasm, and whether the management of student behaviour is effective. The extent to which parents believe that the school has appropriate and fair behaviour management practices is at 73 out of 100, whilst the extent to which parents believe that their child wants to go to school and enjoys being a part of the school is at 79 out of 100.
Leadership & Management

Goals & Intended Outcomes

Goal: To strengthen the professional learning culture in the school, with a commitment to continuous improvement  
Intended Outcome: That the Performance and Development Culture of the school is strengthened.

Achievements

- Teacher professional learning on AITSL Standards for teachers
- Teacher goal setting as part of Professional Learning Plans, with goals linked to Annual Review Meetings
- Peer Mentoring program for teachers using the Ladder of Feedback protocols
- Leadership Team coaching and participation in CEOM Building Leadership Capacity program
- Leadership Team participation in 360 Degree Feedback surveys, with leaders setting personal and team goals
- Opportunities for Core Team members to facilitate staff meetings
- Staff Meeting time provided for staff input and discussion
- Literacy and Maths leaders fortnightly planning with Level Teams
- Induction process for new staff involving members of the Leadership Team
- School resourced with new iPads and Laptops

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2013

- ICON Web 2 Tools Online Course (four staff members)
- Enhancing Leadership Team Capability (Leadership Team)
- Masters of Education Leadership (two staff members)
- Masters of Mathematics Leadership (one staff member)
- P-8 Learning Literacies (three staff members)
- Reading Recovery Initial Day
- Reading Recovery Seminars (one staff member)
- New Leaders - Literacy and Mathematics (one staff member)
- Multi-Language Learning Communities (one staff member)
- AusVELS in Catholic Primary Schools (two staff members)
- Primary Mathematics Leadership Cluster (one staff member)
- Religious Education Leader’s Conference (one staff member)
- Southern Region Deputy Principal’s Network (one staff member)
- Southern Region Religious Education Leader’s Network (one staff member)
- Southern Region Student Wellbeing Cluster (one staff member)
- Southern Region Student Services Network (one staff member)
- Principal’s Network (one staff member)
- Southern Region Sports Network (one staff member)
- Learning and Teaching Network (three staff members)
- Effective Learning and Teaching with Challenging Behaviours (one staff member)
- Cued Articulation and Phonological Awareness (one staff member)
- School Officer’s Workshop (two staff members)
• Phonological Early Reading Instruction (PERI) (two staff members)
• Creative Connections and Community Arts Project Planning (two staff members)
• Creative Connections and Community Arts Project Development (two staff members)
• Catholic Identity (whole staff)
• Being My Best Self - Workplace Self-Management (Whole Staff)
• Inquiry Curriculum Mapping and Religious Education (Teaching Staff)
• Intervention Framework (Teaching Staff)
• Christian Meditation (Teaching Staff)
• Child Anxiety and Mindfulness Meditation for Children (Whole Staff)
• Emergency Management (Whole Staff)
• Individual Learning Plans (Teaching Staff)
• SMARTS - Learning Styles
• Personalised Learning: Learning Intentions, Success Criteria and Feedback (Teaching Staff)
• iPad Apps for Enhancing Learning (Teaching Staff)
• Sacraments of Initiation (Teaching Staff)
• Colourful Semantics (Teaching Staff)
• Introduction to Google Apps (Teaching Staff)
• Unpacking the Language Strand of AusVELS Literacy (Teaching Staff)
• Anaphylaxis and CPR Training (Whole Staff)
• Strategies for exploring Scripture (Teaching Staff)
• Christian Meditation in the Classroom (Teaching Staff)
• NAPLAN Data Analysis (Teaching Staff)

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 35 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL   | $1636.81 |

School Improvement Surveys

The School Climate survey measures the extent to which staff members have a sense of purpose and know what is expected of them, and the extent to which staff believe school leaders understand their needs. The extent to which the school’s leaders are approachable, can be relied upon, understand the problems facing staff, and communicate well with staff has increased to a score of 70 out of 100, whilst the extent to which staff know what is expected and required of them is at 65 out of 100.

The School Climate survey also measured the extent to which staff members collaborate, share ideas and solve problems together, leading to a shared understanding and alignment of team goals. The extent to which staff goals and approach to work were aligned with the goals and approach of the school is at 73 out of 100. The extent to which staff have opportunities to be involved in decisions that affect their day-to-day work, and how satisfied they are with their level of involvement is at 65 out of 100. The extent to which staff have opportunities to work together collegially and support one another is at 70 out of 100.
The School Culture surveys also measure the extent to which staff members feel their efforts are being recognised and that their capability is being developed through appropriate learning and development opportunities. The extent to which the staff at St. Joseph’s have opportunities to learn and develop in their roles is at 68 out of 100, whilst the extent to which there are formal and informal processes that enable staff to receive feedback on how they are performing in their role, as well as the extent to which staff efforts are recognised is at 65 out of 100. The School Culture survey also describes staff views around the school’s focus on continuous improvement and achieving high standards, with staff perception of the extent to which staff try to improve the way they do their job and achieve high standards increasing from the previous year to 82 out of 100.

The Parent Opinion Survey measures the extent to which parents the school is focused on improvement and the extent to which parents feel staff at the school are engaged including their passion and enthusiasm. The extent to which parents see teachers at St. Joseph’s as being enthusiastic and passionate about their work is 81 out of 100, whilst the extent to which parents believe the school has a focus on improving its performance scored 75 out of 100.
### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 94.9% |

### Staff Retention Rate

| Staff Retention Rate | 86.96% |

### Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>11.11%</td>
</tr>
<tr>
<td>Graduate</td>
<td>11.11%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>11.11%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>94.44%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>33.33%</td>
</tr>
<tr>
<td>No Qualification Listed</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Staff Composition

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>26</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>18.02</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>8.08</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
School Community

Goals & Intended Outcomes

Goal:
- To build effective community partnerships.

Intended Outcome:
- That school partnerships with parents and the wider community are strengthened.

Achievements

- The St. Joseph’s Art Show, linked to the Stonnington Community Arts Project, allowing for the wider community involvement, with the support of the Catholic Education Community Arts Art Show which included students, staff and parents
- Social Justice links with St Vincent De Paul & Caritas
- Provide opportunities for greater parent participation through informal gatherings such as the termly Principal Morning Teas
- Parents & Friends continue to work together to provide service, fundraising and social events, including Rockepedia.
- Links with Parish Refugee Group, which included a visit from coordinator at P&F meeting, two staff members to visit families fortnightly and whole school fund raises
- Parent Education Nights : Year 6 Transition Night & Prep Transition, Building Resilience in Children, Parent Helper and Sacramental Information Evenings
- Enrolment Sub-Committee established through the Education Advisory Board

School Improvement Surveys

The School Climate surveys indicate that the extent to which staff feel that parents are engaged in collaborating with staff to achieve student outcomes is high, with a score of 84 out of 100. The Parent Opinion Survey measures the extent to which parents feel they are involved in their child’s education and the approachability of staff. The extent to which parents perceive the school to be receptive of, and understanding of, the views and concerns of parents scored 81 out of 100, whilst the extent to which parents feel that they are engaged in collaborating with staff to achieve student outcomes scored 76 out of 100. The extent to which parents feel they have an opportunity and are encouraged to make a contribution to school planning scored 74 out of 100. The Student Experience Survey measures students’ connectedness to school, with the extent to which students feel they belong and enjoy attending school scoring 79 out of 100.
## Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>373,369</td>
</tr>
<tr>
<td>Other fee income</td>
<td>26,275</td>
</tr>
<tr>
<td>Private income</td>
<td>77,394</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>458,569</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,579,066</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>2,514,673</strong></td>
</tr>
<tr>
<td><strong>Recurent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,890,379</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>395,305</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>2,285,684</strong></td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>127,006</td>
</tr>
<tr>
<td>Other capital income</td>
<td>59,276</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>186,282</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>31,237</strong></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>1,101,856</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>998,832</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

We have identified a number of key improvement strategies that will be implemented as part of our 2015 Annual Action Plan, in working towards the goals and intended outcomes in our School Improvement Plan.

Education in Faith

- Build teacher capacity in the teaching of RE
- Build teacher capacity in the planning of masses and increase student participation in masses
- Develop authentic RE Inquiries

Learning and Teaching

- Build teacher content knowledge in Victorian Curriculum
- Student led conferences and goal setting
- Embed Learning Intentions, Success Criteria and Feedback from P-6
- Embed a shared and consistent pedagogy for reading and writing
- Develop teacher capacity in providing authentic and differentiated learning opportunities
- Consistent use of data to drive improvement

Student Wellbeing

- Develop effective ILPs that target the needs of students
- Develop the SEL of students and build clarity and processes within the school
- Building clarity around behaviour management policy and processes

School Community

- Provide clarity around learning through parent information and education nights
- Provide opportunities for parents to have input into decisions which will impact on the direction of the school

Leadership and Management

- Build the leadership capacity of all staff
- Continue to build a culture of feedback to bring about improvement
- Build clarity and purpose around roles, responsibilities and processes