St Joseph’s Rochester

REGISTERED SCHOOL NUMBER: 0603

ANNUAL REPORT TO THE SCHOOL COMMUNITY

2014
Contents

Contact Details .............................................................................................................................................. 2
Minimum Standards Attestation .................................................................................................................. 2
Our School Vision ......................................................................................................................................... 3
School Overview .......................................................................................................................................... 5
Principal’s Report ......................................................................................................................................... 8
Parish Priest’s Report ................................................................................................................................. 8
Error! Bookmark not defined.
School Education Board Report ................................................................................................................ 12
Education in Faith ......................................................................................................................................... 14
Learning & Teaching ..................................................................................................................................... 17
Student Wellbeing ....................................................................................................................................... 19
Leadership & Management ......................................................................................................................... 23
School Community ....................................................................................................................................... 26
Financial Performance .................................................................................................................................. 28
Future Directions .......................................................................................................................................... 29
VRQA Compliance Data ............................................................................................................................. 31
Contact Details

<table>
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Minimum Standards Attestation

I, Peter Teggeloove 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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

At St. Joseph’s Rochester we believe:

Catholic traditions, beliefs and values are taught and witnessed in all areas of our school life.

Because we firmly believe in our Vision Statements we are committed to:

Providing a Religious Education program which teaches Catholic traditions.
Involving the school community in the faith life of the Parish.
Providing an environment that enables us to be living witnesses of Catholic values.
Encouraging the living of the school motto

“Strength and Kindliness.”

At St. Joseph’s Rochester we believe:

With Jesus as our model we are inspired to nurture and extend kindness.

Because we firmly believe in our Vision Statements we are committed to:

Developing relationships within the school community where the Gospel values and the teachings of the Catholic Church are lived.
Providing support for those in need within our school community and beyond.

At St. Joseph’s Rochester we believe:

Every person is valued and respected, with individuality promoted and celebrated within a positive, enriching environment.

Because we firmly believe in our Vision Statements we are committed to:

Celebrating achievements within the school community.
Supporting individual learning and providing opportunities for individuals to reach their full potential.
Acknowledging individual differences and promoting social skill development.
At St. Joseph’s Rochester we believe:

We are a welcoming community of hope filled, life-long learners.

Because we firmly believe in our Vision Statements we are committed to:

Offering a variety of opportunities which promote life-long learning.  
Developing resilience and problem solving skills. 
Welcoming and involving the wider community in our school life.

At St. Joseph’s Rochester we believe:

We are called to act with justice and be stewards of creation.

Because we firmly believe in our Vision Statements we are committed to:

Providing the skills of critical thinking and awareness of local and global issues. 
Fostering the school community’s awareness and responsibility of sustainable practices. 
Encouraging the modelling of justice in all interactions.
School Overview

Rochester is located 176 kms north of Melbourne with a population of approximately 3,200 situated on the banks of the Campaspe River. It is surrounded by larger regional centres, Echuca, Kyabram, Bendigo and Shepparton that are within close proximity. Murray Goulburn factory is the main employer within the town and farming comprises tomato growing and dairy industry.

St. Joseph’s Primary School Rochester currently has a student population of 113 and has been an important part of the town’s existence since 1893. St. Joseph’s Primary School is a co-educational Catholic Parish School encompassing levels foundation (prep) to year 6. The school is classified as a low social economic school. The school is situated in a central position of the Rochester township and draws many children from the Rochester district. St Joseph’s school is friendly and has a supportive environment where relationships are nurtured. St Joseph’s has a unique sense of community where parents, staff and students value and respect each other and where everyone who enters the school feels welcomed.

PHYSICAL
St Joseph’s school was completely refurbished in 2011 and has modern, comfortable and practical learning areas throughout the school. There is a fully equipped library, a comfortable staff room, administration area, school hall, a covered multi purpose area that includes netball, basketball and volleyball courts with shower/toilet and kitchen facilities. The school is set amongst beautifully landscaped grassed areas with an amphitheater and two adventure playgrounds. There are five multi-aged class groupings comprising of two senior multi age years 4/5 & 5/6 and a junior area consisting of Prep/1, years 1/2 & 2/3.

ACADEMIC
The school is committed to individual student’s learning where they are both supported and challenged in all the key learning areas and where the students experience ongoing success as learners. The school caters for all learning styles and encourages the students to take responsibility for their own learning and to think deeply.

The educational program is based on AusVELS (Victorian Education Curriculum Authority) covering the eight domains and consists of integrating all learning areas through an Inquiry Based Learning approach. The school’s curriculum also encompasses Religious Education with faith development, social justice and developing knowledge. The literacy and math programs emphasise explicit teaching and focused group activities are planned from data gained from ongoing assessment. Students also explore science and performing arts (drama and music).

Students who require additional support are identified and supported with intervention programs that are monitored through rigorous and ongoing data analysis. Technology at St Joseph’s supports the 21st Century learning pedagogy and has been developed throughout the school with the implementation of the 1:1 laptop program in the senior area. The remainder of the school is provided with the opportunity of 1:2 with all classrooms fully equipped with Interactive
Whiteboards, multimedia tools and staff engaged in professional development to support current best practice. Further to this, the school has programs such as, Life Education, pastoral care, wellbeing and social skills programs; Positive Behavior Intervention & support (PBIS) using Bounce Back as a key component, Outdoor Education and the Blueearth Leadership Program.

The curriculum co-ordinator is the school’s numeracy coach and consults with staff on a regular basis to assist with math planning and assistance. There is a whole school approach to planning documents; daily running sheet, timetables, weekly and term overviews and on a weekly basis they are required to be stored on the school’s server for communal access and in a central place within the classroom. Reports are completed twice a year however goal setting sessions are completed during each term so parents have the opportunity to communicate with teachers to discuss their child’s progress. These sessions are recorded and filed and is an essential part the child transferring to a new teacher at the end of the academic year.

Policies, as well as the weekly newsletter are able to be accessed from the school’s website: www.sjrochester.catholic.du.au

**Strategic Direction @St Joseph’s:**

When planning for student learning and achievement we look to our Graduate Outcomes for guidance.

**Graduate Outcomes**

*At St Joseph’s Catholic School, we endeavour to educate students who…*

- have a strong positive relationship with God and His Church.
- have a social conscience with genuine care and respect for the environment.
- have the passion, confidence and enthusiasm to be creative, lifelong learners.
- are visionary, optimistic and resilient.
- are effective communicators and critical thinkers.

*In 2013 the St. Joseph’s School Community* worked together to develop our new Strategic Plan: 2013 – 2016. The plan clearly articulates St Joseph’s Strategic Directions under the five
key dimensions as outlined in Charter of Sandhurst School Improvement (COSSI). Under these five headings we have established key actions.

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<tr>
<th>Catholic Identity</th>
<th>Pastoral Wellbeing</th>
<th>Stewardship of Resources</th>
<th>Leadership</th>
<th>Learning &amp; Teaching</th>
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<td>Celebrating and embracing our Catholic identity.</td>
<td>Nurturing a positive outlook, rich relationships and the dignity of all.</td>
<td>Enhancing responsibility, accountability and sustainability for our earth, facilities and our resources.</td>
<td>Providing courageous leadership and service to the Catholic Community.</td>
<td>Delivering a coherent and comprehensive curriculum that encourages liberated learners.</td>
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**Strategic Directions:**

**Key Actions:**

- **Intensifying the capacity of our school community to respond to and enact the gospel values**
  - To deepen our appreciation of ritual and sacredness as a way of celebrating and living out our faith.

- **To develop pastoral wellbeing skills and practices, which ensure success and inclusion for all.**
  - The explicit teaching of social and emotional skills in the context of Catholic education.

- **To ensure appropriate stakeholders have the required knowledge in financial management, accountability and compliance matters.**

- **To ensure that the effective provision and use of resources are sustainable.**

- **To build the capacity of leaders throughout the school community.**
  - To empower parents as genuine partners in learning.

- **To build a culture of school improvement and performance focused on evidence-based decision making.**

- **To develop & promote a Community of Professional learners committed to the development of the whole child.**
Principal's Report

The 2014 school year has been a successful year in so many different ways due to the dedication of staff, the support of community and the enthusiasm of our wonderful children.

St Joseph's Primary School and Parish has a proud Catholic tradition. We pride ourselves on being welcoming to the wider community and treating all with dignity and respect. We are committed also to the spiritual development of our children and participate in Masses, liturgy and the Holy Sacraments and programs of the church.

Catholic Identity

2014 Sacramental Program: This year we celebrated the Sacraments of Eucharist & Reconciliation. We have also had a number of children Baptised through St Joseph's Church.

Enhancing Catholic School's identity Project (ECSIP): We have received the ECSIP data to inform the future development of the Catholic Identity of our school. We await the assistance of CEO Sandhurst to assist unpacking this.

Catholic Education Week: Mon 26th - Fri 30th. May: Was celebrated with the school community. Including; Whole school open afternoon - classroom open, Prep Learning Walks, Prep Information Evening, Shared lunch provided by P&F.

Leadership

St Joseph’s School Board: The school board has led the St Joseph’s community professionally throughout the year. Some of the key work of the board in 2014 include; active participation in the two Reviews – Stewardship of Resources & Pastoral Wellbeing, Input and development of the new School Master Plan.

Staffing / Learning & Teaching: The school leadership consisted of; Peter Teggelove – Principal, Matthew Knight – Deputy Principal, Kathy Williams – Catholic Identity Leader & Susan Kerlin – Curriculum Leader

Staff Professional Development / Closure Days: All teaching took part in the Learning leaders Network PD days this year. This gave us a chance to learn and move forward together as a staff.

School Review: We underwent a Pastoral Care, Stewardship of Resources & Occupational Health & Safety Review. I thank the School Board and staff for their input. Recommendations from these reviews will be dealt with over the coming year.

Sandhurst Coaching Project: Catholic Education Sandhurst has committed to the implementation of coaching as a key strategy to improve teacher quality. Coaching is an adult learning process, which through the powerful partnership between coach and coachee, actively develops, strengthens and sustains the professional practice of individuals to enhance performance based on identified goals and challenges. Matt Knight, Sue Kerlin and Peter Teggelove trained as in school...
coaches throughout the year and completed a Specialist Certificate in Leadership of Professional Practice.

Insight SRC - School Improvement - Earlier this year children, parents and staff were asked to complete a questionnaire about our school and operation. The results of these surveys have been collated and sent to us for analysis. This information is to be used for school improvement.

Principal Contract Extension: Fr. Austin has extended my contract as Principal of St Joseph's School for a further three-year period 2015-2017.

Learning & Teaching

Reporting format changes: Throughout the year staff developed student 'goal setting' to be included in student reporting.


Commitment to National Partnership 1st Steps Numeracy: In 2014 we continued our commitment to Numeracy, funding extra staff support. Sue Kerlin has worked with CEO staff to ensure our staff are well supported in the learning and Teaching of Numeracy throughout the school. Sue also facilitated the EMU (Extending Mathematics Understanding) intervention program.

Staff Professional Development: Our staff have taken on regular professional development throughout 2014. All staff attended the Sandhurst leading Learners Network day that have been invaluable professional development days and aligned with our Annual Implementation Plan and future directions of the school.

Video Conferencing: Has allowed our staff and students to interact globally. VC has allowed staff to attend virtual professional development opportunities, communicate with educators across Sandhurst and continue their professional growth. Our students have also used this facility to enhance their learning.

PBIS (Positive Behaviours Intervention Support): Staff and school community are committed to our school wide framework developed in 2013. We now have consistency of expectation throughout the school. Our online PBIS tracking system which staff uses to track and modify behaviours across the school.

Commitment to Assessment: The staff at St Joseph's has made a commitment to using data and evidence to drive learning and teaching. All children are tested/assessed on a regular basis to ensure they are moving forward with their learning, and for staff to determine teaching direction when planning. All staff come together regularly for a PLT (Professional Learning Team) meeting to analyse data to discuss how best to assist students
Information Communication Technology: The 1:1 laptop program continued for children from years 4-6 and will do so into the future. The staff has had extensive training and receives ongoing support from the CEO personnel. Laptop computers are also widely used as a resource in the middle and junior classrooms.

Pastoral Wellbeing

Intervention 2014: In 2014 we offered Reading Recovery for the lowest achieving students in their second year of schooling. This intervention is essential because without specialised help, these students continue to fall behind and the achievement gap widens in later years. We also offer EMU (Extending Mathematical Understanding) for junior children. Support staff are timetabled to work in all classes where needed to increase the number of teaching staff to support student learning.

Life Relationships: LR program was offered for the year 4-6 students and this will continue on a two-year cycle.

NSCWP (National School Chaplaincy & Student Welfare Program): the Aust. Government recently discontinued this program; it has been replaced with the NSCPV (National School Chaplaincy Program Victoria). Schools have had to re-apply for the three-year funding offered.

Parents & Friends Contribution - All schools (Catholic in particular) rely heavily on their P&F to contribute both physically and financially throughout the year. Our incredible team has raised substantial amounts of funds through events such as Elmore field days, the successful Brownlow Gala Ball and many more ventures to contribute significantly to the resourcing of the school.

Extra-Curricula Activity: We continue to aim to expose our children to as many real life experiences as possible, weather within the school or outside in the wider community. Our children learn social skills such as resilience, tolerance, respect for others and relationship building by being immersed in different situations and settings.

St Joseph’s Play Group: Was created this year and operates Monday mornings in the school hall.

Music Lessons: External music teachers on school premises have been offered for the first time in years.

Little Joey’s: Continues to be a great success and a vital contributor to transition to schooling.

School Production: St Joseph’s put on a wonderful production for the Rochester Community.


Grade 6 Graduation Evening: Dinner with families in the school hall.

Breakfast Club: Has become a great success & social experience for students, parents and friends of the school.
**Stewardship of Resources**

**New School Master Plan:** The process for Master Planning has begun with staff and parent input into the future direction of St Joseph’s School. We hope to have this complete and operational early 2015.

**OH&S (Occupational Health & Safety):** Has become an important way of life at St Joseph’s. The OH&S team meet regularly to ensure the safety and wellbeing of all.

**St Joseph’s School/Community Hall:** Is utilised by several community groups as well as serving as a valuable multi-purpose space for the school.

**Sustainability:** We have continued our commitment to sustainability this year with initiatives such as the vegetable garden, the chicken coup, composting and recycling. Our solar panels are fully operational and are saving us money from our energy consumption/bills. We are fortunate to have generous volunteers to sustain programs and work with the children.
School Education Board Report

As we finish another school year it gives me a chance to reflect on 2014 and thank all those who contributed to the many successes at St Joseph’s throughout the year. As a School Advisory Board we have had many opportunities to be involved in different activities throughout the year.

Review

The school participated in a Pastoral Wellbeing and OHS review this year. Along with school staff, the board worked through several areas of the review process to ensure that all members of the school community experience active care, active support and active encouragement.

Student Safety and traffic management

After working with local council, Vicroads and the local service provider to St Joseph’s, we were successful in the relocation of the bus stop. This had several positive outcomes – a safer covered area for all students travelling on buses, an improved traffic management plan with parent parking relocated to the main entrance at the front of the school and bus drop offs unimpeded at the rear entrance to the school.

Masterplan

The St Joseph’s school community has begun the process of establishing a new school master plan. Master planning is about planning for the future needs of the school, prioritizing these needs and putting forward a plan based on staged developments. Members of the school board had the opportunity to discuss future population trends for the Rochester district with Rob Papworth, the Planning and Resources Executive Officer from the Sandhurst Catholic Education Office. He was also able to provide enrolment predictions for St Joseph’s for the future. After receiving this information the board was led through a brainstorming process to identify priorities and areas of need within our school setting.

The establishment of a master plan will continue to be an area of focus for 2015 for the St Joseph’s community. The School Advisory Board looks forward to consulting with our architects and members of the school community to establish a master plan that will see St Josephs flourish and continue to provide facilities’ to enhance the education of all students into the future.

Brownlow Night

Our hardworking Parents & Friends Committee, along with several Board representatives, were very busy this year organizing the extremely successful Brownlow Night. This was a meticulously organized event, with much planning and hard work, which resulted in a night to be enjoyed by the wider Rochester community.

Leanne and her team support all school events with BBQs, pancake days, luncheons for the children
and much more. I would like to congratulate the Parents & Friends on all their hard work that provides resources to the school and enhances the social environment of our school community.

**Grounds and Maintenance sub committee**

We are fortunate to have such a welcoming school with beautiful grounds that can be enjoyed by the school community as a whole. The grounds and maintenance sub committee has continued to ensure that they remain in excellent condition.

In conclusion I would like to thank all board members - Fr Austin, Bill Leahy, Peter Teggelove, Matt Knight, Fiona Oakley, Fiona Atley, Kristyn McAsey, Jane Martin, Brett Wileman, Michael Palmer and Damian McInnes for their contributions throughout the year and I look forward to your continued support for another successful year in 2015.

Susan Kerlin

Board Chair 2014
Education in Faith

Goals & Intended Outcomes

• Intensifying the capacity of our school community to respond to and enact the gospel values

• To deepen our appreciation of ritual and sacredness as a way of celebrating and living out our faith.

Achievements

In 2014, we have had at the heart of our response to God’s mission in the world through the ministry of Catholic education at St Joseph’s School, within the Sandhurst Diocese, our commitment to engage fully with human potential inspired by the Catholic story. This endeavour permeated all Religious Education and Catholic Identity activities throughout the academic year. We were constantly reminded that, as a school community, we are one body, with one spirit, acting through Christ.

In attending to the religious dimension of Catholic schooling, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. At St Joseph’s School, the celebration of the Eucharist, within the Mass, has been pivotal to our community. Staff and students have actively participated in the liturgy of the word, offertory procession and altar serving throughout the year with parishioners.

• The school year began with the celebration of the mass, with parishioners of St Joseph’s on Sunday, February 23rd.
• The staff gathered with colleagues from across the Northern Plains at St Joseph’s church to celebrate a new year.
• Each Friday, one class was rostered to attend mass, with parishioners, in the chapel, staying to recite a decade of the rosary after mass.
• Each First Friday, all classes, P – six, celebrated mass in the church with parishioners. Students actively engaging in the liturgy.
• St Joseph’s Day, March 19th and other significant feast days were celebrated with mass.
• Students were given the opportunity to attend the sacrament of confession each month prior to the First Friday mass.
• On December 17th, the last day of the school year for the students, the school community gathered in St Joseph’s church to give praise for another successful year during the celebration of Mass.

Sacramental Program
The Sacrament of Confession was received by twelve students in year two on May 20th. We were joined by three other candidates from district schools.

First Holy Communion was received by students on Sunday, July 27th.

All candidates were prepared in the classroom during their Religious Education lessons, with support from Fr Austin and the REC, Kathy Williams.

Fr Austin led evening faith formation sessions for the candidates’ parents during the sacramental program, he was assisted by staff members as they engaged the candidates in learning sessions.

Kathy Williams, the Religious Education Co-ordinator attended a Making Jesus Real Conference in Tasmania in February. Making Jesus Real became a way of living for students throughout the year. The students were encouraged to regularly reflect upon their actions and those of others as they went about their daily lives, looking for the Jesus person in everyone. Students were guided to speak and act as Christians.

Prayer played a significant part in the life of the school community throughout the year. The daily classroom program included prayer in both formal and informal settings, with the Making Jesus Real morning prayer becoming part of the morning offering. Students were encouraged to recite the Angelus at noon each day, as the church bells rang. Prayer preceded all formal staff gatherings, parent meetings and assemblies, usually focusing on the liturgical season or feast days.

The Catholic school’s core purpose is unashamedly religious. Throughout the total cultural experience it offers, it shares the Church’s work of evangelisation, it provides those elements of catechesis that are appropriate to individual students, and it teaches Catholic beliefs and practices in a systematic fashion in programs and classroom based Religious Education. Curriculum units and activities are governed by the Liturgical Year of the Catholic Church. Easter was celebrated during the first term holidays, therefore Lenten activities, including the baking and eating of Pancakes, on Shrove Tuesday and the attendance of mass on Ash Wednesday, occurred in the first term on March 4th and 5th. Easter celebrations became part of the Religious Education program when the children returned to school in second term. The season of Advent was celebrated in the final weeks of the school year, where individual classes led a reflective prayer at the beginning of weekly assembly and flag raising.

Within the classrooms, daily Religious Education lessons were based on units of work from the Sandhurst Diocese, Religious Education program, ‘The Source of Life.’ This program proposes that Religious Education in its fullest sense encompasses everything within the curriculum. Religious Education units of work therefore complimented the Inquiry units of work being undertaken in all classes, this provided an authentic and purposeful curriculum. Where possible, the same Religious Education topics spanned all year levels, with appropriate content for specific classes being taught.

Fr Jewel Aytona from the Fathers of Mercy conducted a parish mission during May. Fr Jewel visited the school daily, spreading the message of the mission through dance, music and animated discussion.

The Year Four ‘Just Leadership’ Team lead the way in helping the school community to assist and learn about those that are less fortunate than ourselves. The team met each fortnight, reflecting on ways in which they could actively assist organisations such as St Vincent de Paul, Caritas and...
Catholic Missions at St Joseph’s. On November 18th, the team joined five other schools from the diocese at St Mary’s Echuca in a ‘Just Leadership’ day led by Caritas Australia.

At St Joseph’s we believe that learning and teaching in Religious Education must respond to changing contexts and circumstances. We have endeavoured throughout 2014, to offer our community a structured approach that responds creatively to raising religious awareness, promoting ongoing conversion to Christ and encouraging faith in Christ’s basic teachings.

Kathy Williams - 2014 Religious Education Co-ordinator

VALUE ADDED

• A small group of senior students formed the Just Leadership team who helped raise funds and an awareness of the missions.

• Students from years five and six attended the Student Leadership conference in Echuca along with many other schools from the Northern Plains cluster.

• Our year 4-6 children participated in the ‘Festival of the Sacred’ in Shepparton.

• Staff participation in Parish activities including Eucharistic Adoration.

• The Vision and Mission of the school was clearly identified in the review of policies throughout the year.

• Each classroom clearly displays a current prayer space.

• The staff and students celebrated, acknowledged and deepened their knowledge of the indigenous culture during Reconciliation Week and on Sorry Day.
Learning & Teaching

Goals & Intended Outcomes

- To build a culture of school improvement and performance focused on evidence-based decision making.
- To develop & promote a Community of Professional learners committed to the development of the whole child.

Achievements

The educational program is based on AusVELS (Victorian Education Curriculum Authority) covering the eight domains and consists of integrating all learning areas through an Inquiry Based Learning approach. The school’s curriculum also encompasses Religious Education with faith development, social justice and developing knowledge. The literacy and mathematic programs emphasise explicit teaching and focused group activities planned from data gained from ongoing assessment. Students explore science, performing arts (drama and music).

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## STUDENT LEARNING OUTCOMES

Student outcomes are a driving force at St Joseph's as we strive to provide the best possible learning opportunities and experiences. Assessment is used extensively across the school to gather data to inform learning and teaching.

The school performance data show that year three is consistently trending upwards in all areas of Literacy & Numeracy with most students meeting the national minimum standards.

The change in proportion of students meeting national minimum standards has increased significantly from 2012-13. Writing and Spelling have moved 11% each to have all students reaching benchmark.
Student Wellbeing

Goals & Intended Outcomes

• To develop pastoral wellbeing skills and practices, which ensure success and inclusion for all.

• The explicit teaching of social and emotional skills in the context of Catholic education.

Achievements

The pursuit of quality education is based upon the human dignity of each person. The effective implementation of behavioural management practices at St Joseph’s should occur as a consequence of its Catholic Ethos and be in line with our School-wide positive behaviour framework. We acknowledge the necessity of creating an environment that is conducive to promoting the social and emotional wellbeing of the whole school community.

As members of St Joseph’s school community, we believe student wellbeing to be integral to the daily life of the school, acknowledging the dignity of all and nurturing the growth of each individual, within a well community where members display more effective habits of supporting, encouraging, listening, accepting, trusting, respecting and negotiating.

Student wellbeing opportunities for members of the St. Joseph’s school community include;

• Regular visits from CEO Speech Pathologist, working with individual students, parents, teachers and teacher assistants.

• Regular contact with Catholic Education Office Support Staff.

• Literacy and Numeracy Intervention Programs.

• Regular Program Support meetings with parent, child and specialist staff.

• Individual Learning Plans for children.

• Attendance at both Well-being and Special-education co-ordinator meetings.

• Anaphylactic training.

• Asthma awareness training.

• Awareness and fundraising participation in ‘Sunnies for Sight’ day.

• Celebration of ‘Children’s Week’ – Parents and Friends Association provided the students with a BBQ lunch.
• Affirmation of our students has continued to be a positive means of instilling values and respect – Principal’s Award, Aussie of the Month, Star of the Week and class awards presented at school assemblies.

• Alternative activities for students at recess and lunch (e.g. inside programs)

• Extensive involvement in the Social Skills Program - Bounce Back across the school with specialist staff member.

• PBIS (Positive Behaviours Intervention Support) implementation

• Restorative Practices

• Participation in Festival Of the Arts Program

• Yr 3/4 & 5/6 Camps

• Use of information and communication technology (ICT)

• The Arts – rotations twice weekly

We believe that it is essential for children to be in school for the majority of the school year. We also require students to be ‘on time’ in the mornings and remain at school for the whole day.

If a child is absent from school we require parents to complete and return an absence slip that we use for our records and then archive. If a child misses excessive days of school, the family is contacted immediately and a meeting is set up with the Principal to ascertain how to assist the family and child.

All unexplained absences are followed up by administrative staff. Children who arrive late for school consistently are monitored and families are contacted.
### VALUE ADDED

- Professional Learning Programs
- Involvement in Environmental Programs; vegetable garden, chicken shed, solar program.
- School Camp for year 3/4 (Echuca) & 5/6 (Harrietville)
- Year 2 Sleepover
- Year P-2 out of school hours activity
- Participation in the 1:1 Laptop program - all children in year 4-6 have their own MacBook computer. Yr P-3 1:2 Macbook.
- The children prepare/train for and compete in a whole school athletics day
- Children in years 4-6 compete against other schools in various sports.
- Year 4-6 Lightning premierships.
- Music program
- System program
- Little Joey's Pathways / Transition Program
- Year 6 transition programs in conjunction with secondary colleges.
STUDENT SATISFACTION

The 2014 Insight SRC surveys results show that student satisfaction is high and comparable with other primary schools in the state. The Student Wellbeing aggregate indicator has risen to 81.7% (75.7% in 2013) to be well above the Victorian Schools Mean.

Children’s connectedness to school has risen to the top 25% of Victorian Schools (90th percentile) as has their connectedness to peers (90th percentile). Purposeful teaching has risen to the 85th percentile, which could account for an increase in student motivation (90th percentile).

Student distress remains in the 50% of Victorian schools but has shifted to the 80th percentile, however student morale has dropped slightly to the 70th percentile.
Leadership & Management

Goals & Intended Outcomes

- To build the capacity of leaders throughout the school community.
- To empower parents as genuine partners in learning.

Achievements
We are into our second year of a new Strategic Plan developed by all stakeholders in our school community: staff, board, children & families. The Strategic Plan provides direction and guides all decisions made.

In 2014 the Leadership Team included the Principal, Deputy Principal, Religious Education Leader and the Curriculum leader. The Leadership Team met on a regular basis to discuss School Improvement. The leadership team, in consultation with the whole school community, are responsible for the implementation of the School Strategic Plan. We also formulated the 2014 Annual Action Plan ready for the new school year. The formation of Leadership continued into the 2014 year.

The St Joseph’s School Board played a large part in school improvement. The School Board has ratified school policy, revised the School Board Constitution and advised on matters pertaining to finance and governance.

Student Leadership has been enhanced with the inclusion of the Bluearth Leadership Program for all students in years 5&6. Our year four students participated in the Just Leadership Program,

We sought to strengthen the idea of reconciliation through awareness of Indigenous culture and provided many opportunities for the development of leadership skills for all.

Staffing levels and structures were implemented to best meet the needs of the students. Our numbers of children determine our staffing numbers therefore we need to be creative to maximise potential and output.

Staff participated in meaningful professional development to enhance their teaching and leadership skills. It is expected that every teacher is a leader as they influence the lives of those they are in contact with.
### EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

#### DESCRIPTION OF PL UNDERTAKEN IN 2013

- 1:1 ICT Network Meetings
- PBIS Network Days
- STILT Network Days
- Coaching for School Leaders
- Coaching Academic Pathway – Specialist in Leadership of Professional Practice
- Perth Leadership Immersion
- Fire Carriers Network Days
- Well-being Coordinators/Chaplaincy network days
- Deputy Principals Network
- Religious Education Network Days
- Principal Network Meetings
- Leading Learners Network

#### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

<table>
<thead>
<tr>
<th>Count</th>
<th>16</th>
</tr>
</thead>
</table>

#### AVERAGE EXPENDITURE PER TEACHER FOR PL

| Amount | $1780 |
TEACHER SATISFACTION

The 2014 Organisational Climate Aggregate Indicator has risen considerably to 75.5 (2013 – 69).

Role clarity has risen sharply from 2013 to place in the 80th percentile, as has empathy now in the 85th percentile. Overall, teacher engagement has improved with empowerment moving into the 80th percentile and both teamwork and ownership increasing from 2013.

Staff believe the behaviour of students at school is excellent (95% percentile) yet classroom behaviour has dropped to the 85th percentile. Morale has increased from 2013 (85th percentile) as has school distress (80th percentile).

Team based practices have increased slightly with curriculum processes rating in the 85th percentile.
School Community

Goals & Intended Outcomes

• To intensify the capacity of our school community to respond to and enact the gospel values.

• To encourage and actively engage parents in partnerships about student learning.

Achievements
St Joseph’s has an incredibly strong school community. St Joseph’s is committed to ensuring every family an affordable and quality education. When we budget each year we ensure that fees are set at a manageable rate and the school is well resourced.

The following achievements were evident at St Joseph’s in 2014;

• The school continues to be extremely well resourced across all areas of the curriculum providing resources to cater for the individual needs and learning styles of each student.

• Fee setting for 2014 began with discussion at the November Board meeting and the fee levels for the following year are communicated to families as early as possible, fees were streamlined to include all ‘out-of-pocket’ expenses.

• The school has included environmentally sustainable features in present and future planning.

• The ongoing efforts of the school community in attending to cyclical maintenance tasks through regular working bees, is a valuable asset to the school.

• The quality of teaching and learning facilities are suitable for the teaching of a 21st century curriculum.

• The principal and administrative officer consistently sought advice from Catholic Education Office personnel and peers to develop their knowledge and understanding in the area of finance and administration.

• Parental Education Opportunities were offered throughout the year; Parents as learners and teachers, Oral Language at home, Reading successfully with your child, Understanding Reporting and Numeracy in the home.
## Parent Satisfaction

Our 2014 Insight SRC results indicate parents have a high level of satisfaction with the school. The Community Engagement Aggregator has risen again to 82.8 (up from 77.3 in 2013) to put St Joseph’s considerably higher than the Victorian Schools Mean.

Parent rate Staff and Student Engagement in the top 25% of Victorian Schools. Teacher Morale and Stimulating Learning were both rated in the 90th percentile.

Community engagement has been a major focus at St Joseph’s this year. Approachability (90th percentile), parent input (85th percentile) and school improvement (90th percentile) have all increased from 2013 to have us again in the top 25% of Victorian Schools.

In 2014 we worked with parents to improve the way we report to parents. The level of parental satisfaction for reporting has increased to the 75th percentile, up from 70 in 2013.

Parents believe their peer relations at St Joseph’s are strong with both attitude to student’s social skills and connectedness to peers rating in the 85th percentile.
## Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td>Recurrent income</td>
<td>$</td>
</tr>
<tr>
<td>School fees</td>
<td>12,036</td>
</tr>
<tr>
<td>Other fee income</td>
<td>46,503</td>
</tr>
<tr>
<td>Private income</td>
<td>7,360</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>258,388</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,082,388</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1,406,674</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Recurrent Expenditure</td>
<td>$</td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>902,261</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>234,628</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1,136,888</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital income and expenditure</td>
<td>$</td>
</tr>
<tr>
<td>Government capital grants</td>
<td>-</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>50,249</td>
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<tr>
<td>Other capital income</td>
<td>17,059</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td><strong>67,308</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>48,789</strong></td>
</tr>
<tr>
<td></td>
<td></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><strong>50,217</strong></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td><strong>39,043</strong></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

In 2015 we hope to strengthen the ties with our Parish and Community. St Joseph’s is committed to building a strong relationship with the Parish and joins in the celebrations of the Church regularly.

The St Joseph’s School Board is an integral part of the life of the school. We aim to look at Board formation - governance & finance - in 2015 to ensure the Board continues to function effectively. We also aim to finalise the new School Master Plan in consultation with the wider school.

The staff of St Joseph’s has made a commitment to professional development and in particular, developing a ‘Professional Learning Community’ or culture on staff. In 2015 we will continue to enact the commitments made to intervention through our learning from RTI (Response to Intervention). Staff are trained to analyse data and use this information to inform their teaching and learning and student needs. A ‘PLC’ will ensure that staff has the opportunity to discuss children’s progress, teaching strengths and weaknesses and growth in achievement.

At St Joseph’s we are committed to building the capacity of staff to enhance learning and teaching. In 2015 we look towards building the leadership capacity of staff members through explicit professional development and targeted priorities on staff.

Our Learning and Teaching Policy states that we believe ‘Engaged, self-motivated and independent learners take ownership and responsibility for their learning and can work with others in collaboration.’ With this in mind we look towards the future and plan to provide every possible chance for students to learn best.

Parental engagement remains a large focus for 2015. Strategies will be put in place to include parents and community in the children’s learning. Possibilities for inclusion will be explored to reach many members of the community as possible. The potential for a Parental Engagement Group (PEG) will be explored in an effort to include stakeholders from the school community.

In 2015 students, years 4/5&6 will continue the 1:1 Laptop journey which has developed strongly since its introduction early in 2011. This enables our children the latest technology to gather information and to use as a learning ‘tool’ both in the classroom at home. We are committed to extensive training and support for our teaching and support staff to enable the best possible results. We aim to increase student motivation and capacity.

Staff trained in PBIS (Positive Behaviours Intervention and Support) and implemented this initiative at St Joseph’s throughout 2012. In 2015 we will continue to gather the necessary data through our PBIS tracking system to ensure we put the correct measures in place to enhance our children’s overall wellbeing. Student wellbeing remains our major focus, therefore PBIS, together with the ‘Bounce Back’ social skills program will be the tools used to improve student behaviour and motivation.

In 2015 we will continue our commitment to the Reading Recovery Intervention Initiative for
students in year one who have not reached the Reading benchmark. This initiative will support our commitment to Early Years Literacy and this will further enable students the best possible start to their learning journey.

Staff who undertook study and professional development in Coaching in 2014 will continue to develop their leadership by working with staff to improve student learning outcomes, through formal and regular coaching sessions.

Our 'Little Joey's' preschool pathway program has grown in statue and popularity. This is targeted as a transitional program supported by the school to provide pre-schoolers an insight into primary school life. In 2015 we are committed to further development. Staff will continue to develop the program to support children's learning and transition - with emphasis on the child as a learner. We plan to provide education opportunities for parents e.g. Oral Language in Early Years, Parents as classroom helpers, Numeracy at home and in the classroom etc. in an effort to strengthen the link between what we are doing at school and home.

Finally, in 2014 we have developed a strong sense of school community. In 2015 we will continue to develop this relationship through social events, the Arts, open days, family days, parent education and family interaction opportunities.
<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>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>93.3</td>
<td>-6.7</td>
</tr>
<tr>
<td>YR 03 Writing</td>
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<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
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<td>0.0</td>
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<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td>YR 03 Numeracy</td>
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<td>0.0</td>
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<tr>
<td>YR 05 Reading</td>
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<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
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<tr>
<td>YR 05 Writing</td>
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<td>88.9</td>
<td>-3.4</td>
<td>100.0</td>
<td>11.1</td>
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<td>YR 05 Spelling</td>
<td>100.0</td>
<td>88.9</td>
<td>-11.1</td>
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<td>11.1</td>
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<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>92.3</td>
<td>88.9</td>
<td>-3.4</td>
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<td>94.7</td>
<td>-5.3</td>
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<td>5.3</td>
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### Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>94.30</td>
</tr>
<tr>
<td>Year 2</td>
<td>91.90</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.41</td>
</tr>
<tr>
<td>Year 4</td>
<td>91.07</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.48</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.69</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>92.81</td>
</tr>
</tbody>
</table>

### Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 97.49% |

### Staff Retention Rate

| Staff Retention Rate | 100.00% |
### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>16.67%</td>
</tr>
<tr>
<td>Graduate</td>
<td>16.67%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>16.67%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>66.67%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>50.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>12</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>12.680</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>6</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>2.503</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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</tbody>
</table>