2014 Annual Report to the School Community

St. Joseph’s Catholic Parish Primary, Springvale

Seat designed by St. Joseph’s students Installed in Burden Park, Springvale by the City of Greater Dandenong

REGISTERED SCHOOL NUMBER: 1429
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Contact Details

| ADDRESS     | 33 St. John’s Avenue  
|             | Springvale, VIC. 3171 |
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|             | Springvale, VIC. 3171 |

Minimum Standards Attestation

I, Richard Hodgson, attest that St. Joseph’s Catholic Parish Primary School is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision
St. Joseph's School is a multicultural community sharing a common belief in a Catholic ideal of life centred on Jesus Christ. We offer students a learning program pervaded with the spirit and values of the Gospel. We are committed to an understanding that education aims to achieve 'wholeness' for all its members. The key features of our school are:

Welcoming
Our school has a special welcome for all – children, parents, staff, the newcomer, the outsider and the disadvantaged. As a school we strive to create a sense of home, a place of warmth, friendliness and openness; a place where it is possible to feel safe and at ease with others, where the Parish Clergy, parents, children and staff feel that they and their contributions are important and valuable.

Supporting
The Pastoral Policy of our school is to encourage, accept, affirm and support all the members of our school and parish community. Through our policies and programs, we assist our students to become active and responsible Australian citizens.

Educating
Our school aims to provide a stimulating and challenging environment within which we promote lifelong learning, striving for excellence in all our endeavours. As a school we recognise that students learn in different ways and that understanding occurs when new learning is connected to previous knowledge. Staff demonstrate a passion and dedication for teaching. Our school fosters a strong partnership based on mutual trust and respect between students, parents, teachers and the wider community.

Empowering
Our school seeks to promote learning as a partnership between the family and the school involving parents, students, staff and other community members. All participate in the decision making processes based on the model of service that Jesus himself practised.

Serving
Our school provides the specialisation, the facilities and the resources for the benefit of the whole Parish community. We cater especially for those who are in need within the school community.

Celebrating
As a Catholic school community we celebrate together because of our common belief in Jesus Christ expressed through the Eucharist, liturgies, sacraments and prayer. Our celebrations bring the school community closer together and to one other.

Reconciling
Our school is sensitive to the feelings of those who are struggling to succeed and live with dignity in the face of adversity. We look to the Gospel values of compassion, empathy, tolerance and reconciliation to help us overcome barriers and find new directions to enable us to move forward and grow.

Evangelising
Evangelisation is part of the missionary role of the Order of Franciscans Minor Conventuals (Grey Friars) which in turn is reinforced within the school. We welcome each and every child and encourage understanding and appreciation of different creeds and cultures, whilst fostering a knowledge of the Catholic Faith. This Vision Statement is the cornerstone of our school policy. Consequently, St Joseph's is committed to WELCOMING, SUPPORTING, EDUCATING, EMPOWERING, SERVING, CELEBRATING, RECONCILING and EVANGELISING in order to enable all members of our community to grow in body, mind and spirit.
School Overview

St. Joseph’s Catholic Parish Primary School is located in Springvale in the south eastern suburbs of Melbourne. The school was officially opened in 1938 and for the past seventy-six years it has served the surrounding community. The school, together with the Church, Parish Centre and Friary are located together in the heart of the local shopping precinct.

In 2014, we had 673 students enrolled in our school from 505 families. While the majority of our students were born in Australia, 98.1% come from families where English is a second language. The main ethnic background is Vietnamese.

Specialist teachers conduct lessons in Physical Education, Music, Library, LOTE Italian and we employ a full time Information and Technology (ICT) Co-ordinator. We have an Enrichment Program facilitated by a .4 teacher to cater for the needs of able students from Years 3-6. 78 students were engaged in the program in 2014. With the high EAL component, significant focus is placed on literacy. We have three Reading Recovery teachers, .5 Literacy Co-ordinator and .5 EAL teacher, .2 Speech Pathologist and a full time Special Education and Wellbeing Co-ordinator. There are currently 41 students who receive LNSLN funding for disabilities. There is a total staff of 71 (5 staff on maternity leave) comprised of teachers, learning support officers (LSOs), a speech pathologist, administration and canteen staff.

To support and enhance the curriculum the following additional programs are provided: Swimming Years 3-6, Camp Years 5-6, interschool sports and athletics Years 5-6, Active After School programs, Perceptual Motor Program (PMP), house system with school and sports captains and the buddy program across school levels. The school hosts a Before and After School program from 6.45am to 8.45am and 3.15pm to 6.15pm operated by Youth Leadership Victoria which also runs the holiday program.

St. Joseph’s enjoys a good reputation in the community. Parents are very supportive of the school and assist in various activities such as excursions and swimming and happily attend school performances. St. Joseph’s has strong links to various community agencies and successfully connects families to these services.

The following goals were identified in the 2013 School Review and formed the basis of the 2014 Annual Action Plan and our ongoing improvement for the next four years (2014-2017).

- Enriching and deepening our engagement in faith
- Building a shared vision of contemporary learning where every student is encouraged to be his/her best
- Maximising students’ wellbeing and engagement
- Strengthening our connection with the school community
- Embedding a collaborative model of working in all areas of the school
Principal’s Report

2014 saw a paradigm shift in the way we will use technology in our school. There has been a move by primary schools towards one-to-one technological devices so a group of staff investigated the possibilities for our school. After reflection, it was decided that a Chromebook appeared to be the most appropriate device. A proposal was put to the Year 4 & 5 parents outlining the philosophy behind the choice as well as the practicalities and cost. Parents were then asked to vote on the proposal. It was unanimous. Consequently the decision was made to introduce Chromebooks into the Year 5/6 classes in 2015.

The school prepared for this eventuality by replacing the school wireless network and providing professional learning to staff on Google docs. The decision to introduce the Google based Chromebooks also neatly dovetails with the CECV rollout of the Catholic Education Office rollout of its new interactive technology management network (ICON) which has a Google platform. We believe that this Chromebook initiative will place both our students and staff in a very positive position.

St. Joseph’s ongoing commitment to the development and use of technology in our school has provided staff with professional learning and practical experience with Google docs, creating class blogs, building Wikispaces and using iPad apps. Staff will continue to integrate the use of technology into their teaching and provide students with worthwhile ICT experiences and skills.

This year there was a strong emphasis on Wellbeing. Staff received instruction on Restorative Practices and the Student Management Policy was rewritten using a restorative practices basis. Staff also implemented a number of initiatives in response to some previously identified student needs. These included a Healthy Choices Week where the emphasis was on diet and physical exercise, the Power of One Anti-bullying program and a program on body confidence targeted at the senior area of the school. We engaged a drama artist, Diana Nguyen, to work with students and staff on this important aspect of body confidence and self-esteem. Diana conducted drama workshops with all the Year 5/6 students and then took a focus group. This group prepared a presentation that was incorporated into a parent information evening on body confidence and mental health. This program was very successful and parents were provided with information and contact details for various support services in the community. Another initiative that started was lunchtime clubs. Staff ran lunchtime sessions for students in areas of interest such as cooking, chess, drama, music and photography. These clubs proved very popular and hopefully will continue into 2015.

2014 saw students involved in a number of performances. The students performed Junior and Senior Music Concerts for their parents. They showcased their musical skills and the various instruments that they had learnt to play. We also held our second theatrical performance in Term 3. This play was written, choreographed and produced by one of our Year 3/4 teachers, Michelle Murphy. The play was a fractured fairytale “Pinocchia”. The students rehearsed and performed the play at a local high school theatre. It was a resounding success. At the end of the year all the students participated in a Bush Dance where they demonstrated different dances and invited their parents to join them. It was a great community event and a fitting way to end the school year with our community.
During 2014, St. Joseph’s was involved in a number of educational programs. These included a pilot Sleep Study program that was managed by the Royal Children’s Hospital and the Murdoch Foundation and implemented by the School Nursing Service. Another was the Oral Language Project co-ordinated by Melbourne University, the Department of Education and Catholic Education Office. This is a longitudinal study and some of our 2014 Prep students are part of the control group for the project.

One of our Year 4 classes was also part of the worldwide TIMSS testing program that examines the level of Maths and Science knowledge of various cohorts of students around the world. Finally our school was part of the Oral Health initiative by Southern Health Victoria. This involved dental staff examining all the students’ teeth then providing Oral Health presentations to students, staff and parents. Southern Health also outlined the services they provide and how families can access these in our community.

The 2014 year was an exciting one. We were involved in a number of new initiatives and consolidated some started previously. It also saw a landmark decision by our community to embrace one-to-one devices that will help prepare our students for the future. We look forward to this new challenge.

Richard Hodgson
Principal
Education in Faith

Goals
To enrich and deepen personal and communal engagement in faith across the whole school community.

Intended Outcomes
- That students are more engaged in Religious Education that reflects contemporary approaches to learning and teaching
- That the links between home and parish are enriched
- That components of Catholic Identity are strengthened.

Achievements
Data from the School Improvement Survey 2014 conducted by students, staff and parents, indicate that all groups value the importance and opportunity of the faith experience offered at St. Joseph’s. Each group closely relates the value of Education in Faith to the behaviour exhibited by students and staff. All these scores sit within the top 25% of all Victorian Schools with the exception of parent opportunity and staff behaviour to staff.

<table>
<thead>
<tr>
<th>Education in Faith</th>
<th>Importance</th>
<th>Opportunity</th>
<th>Behaviour – Students</th>
<th>Behaviour – Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>92</td>
<td>95</td>
<td>87</td>
<td>93</td>
</tr>
<tr>
<td>Staff</td>
<td>85</td>
<td>88</td>
<td>88</td>
<td>57</td>
</tr>
<tr>
<td>Parents</td>
<td>85</td>
<td>55</td>
<td>98</td>
<td>91</td>
</tr>
</tbody>
</table>

(Scores out of 100)

VALUE ADDED

- Strong links exist between the parish and school and continue to be nurtured and supported by Fr. Benedict La Volpe and the other Conventual Franciscan Friars resident at St. Joseph’s. The regular class visits, attendance at parish morning Mass by various classes, class and level Masses, paraliturgies and whole school Masses reinforced the close links that exist. During the year, the Year 3 & 4 and Year 5 & 6 students attended some Sunday Masses that they helped plan and organise.

- Our Sacramental Program for Confirmation combined both the school and parish catechetical programs. These programs consisted of:
  - Parent Information Nights for Confirmation
  - Parish Commitment Mass where candidates expressed their willingness to participate in the Sacramental Program and ask the parish community for their prayer and support
  - Reception of the Sacrament of Confirmation
• The whole school celebrated the Feast of St. Joseph, the Feast of St. Francis of Assisi, the Feast of the Sacred Heart and the Assumption

• Easter prayer celebrations highlighted the main events of the Easter triduum, Holy Thursday, Good Friday and Easter Sunday

• Our school student leaders participated in the annual St. Patrick’s Day Mass at the Cathedral

• The Opening of the School Year Mass and the Mass of Thanksgiving at the end of the school year were attended by the whole school

• Prayers were shared at assemblies on Monday and Friday and at weekly staff meetings

• At the start of the year all school staff attended a Commissioning Mass where years of service were publicly acknowledged

• Year 6 Graduation Paraliturgy and farewell was held in December

• Contributions were made by families to parish fundraising for Project Compassion, the parish raffle, the St. Vincent de Paul Christmas appeal for needy families in the area and Joey’s Van

• Our sister school in Oetapo, East Timor was supported by student fundraising that provided a teacher’s salary, books, medicine, food and clothing for the students

• The Melbourne Archdiocese texts “Coming to Know, Worship and Love” formed the basis of the Religious Education program

• The prescribed report format from the Catholic Education Office (CEO) for Religious Education was included in the students’ reports

• Weekly meditation sessions were held for the whole school and teachers undertook individual meditation sessions with their classes.
Learning & Teaching

Goals

- To build a shared vision of contemporary pedagogy where every student is empowered, challenged and supported to achieve continuous improvement and success.

Intended Outcomes

- That students are more engaged in all areas of their learning
- That a higher percentage of students will be operating at or above the expected level in both Literacy and Numeracy.

Achievements

During 2014 the following activities and achievements contributed to the improvement of teaching and learning at St. Joseph’s:

- The Australian Curriculum (AusVELS) was used for planning and assessment
- Level teams met weekly to discuss and plan the curriculum and student progress
- Individual Learning Plans continued to be implemented for students with special needs
- Prep - Year 2 staff continued to implement the Oral Language Supporting Early Literacy Program (OLSEL)
- Many opportunities were provided for students to be involved in extra-curricular activities, including excursions, in-school activities, camp at Sovereign Hill, Ballarat (Years 5 & 6), swimming (Years 3 to 6), interschool sport (Years 5 & 6) and Active After School Sport (Years 2 to 6), Music concerts and drama production
- Students had access to an extensive range of technology and other equipment
- Staff undertook professional development in their own areas of interest and participated in whole school based professional learning including the Literacy Assessment Project (LAP) with Melbourne University, Epi-Pen and Anaphylaxis training
- New staff were provided with a mentor teacher and participated in the school’s induction program. One graduate teacher gained full registration with the VIT
- Parents were provided with an Observation Report in Term 1 and formal Mid-Year and End of Year reports
- Mid-Year and End of Year reports met all government and system requirements
- An Enrichment Program was offered to students from Years 3 – 6
- Specialist Physical Education, Italian, Music and Library classes were offered to all students
- The school continued to develop and implement Social Emotional Learning (SEL) across the school and parents were informed about SEL
- The Maths program enVision was introduced
- Personalised Learning was consolidated together with learning intentions and success criteria for inquiry units
STUDENT LEARNING OUTCOMES

Early Literacy Results

In Prep – Year 2 students are required to reach a minimum reading standard with the expectation that they reach a specific reading standard target. The results of the 2014 Prep – Year 2 literacy post-test indicates the percentage of St. Joseph’s students who met these targets.

<table>
<thead>
<tr>
<th>Literacy Text Levels 2014</th>
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<tbody>
<tr>
<td>Prep Minimum Standard (Level 1) 93.75%</td>
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<tr>
<td>Year 1 Minimum Standard (Level 15) 69.89%</td>
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<tr>
<td>Year 2 Minimum Standard (Level 26) 90.0%</td>
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</tbody>
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Students Meeting National Benchmarks

The national testing program NAPLAN was introduced in 2008. All Year 3 and Year 5 students at St. Joseph’s participated in the NAPLAN tests in May 2014.

The Literacy and Numeracy results for 2012 to 2014 are as follows:

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</tr>
</thead>
<tbody>
<tr>
<td>YR 03 Reading</td>
<td>98.2</td>
<td>99.0</td>
<td>0.8</td>
<td>95.5</td>
<td>-3.5</td>
</tr>
<tr>
<td>YR 03 Writing</td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>98.9</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>99.0</td>
<td>-1.0</td>
<td>98.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>98.2</td>
<td>98.0</td>
<td>-0.2</td>
<td>96.6</td>
<td>-1.4</td>
</tr>
<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>99.0</td>
<td>-1.0</td>
<td>97.7</td>
<td>-1.3</td>
</tr>
<tr>
<td>YR 05 Reading</td>
<td>96.9</td>
<td>98.9</td>
<td>2.0</td>
<td>99.1</td>
<td>0.2</td>
</tr>
<tr>
<td>YR 05 Writing</td>
<td>98.0</td>
<td>100.0</td>
<td>2.0</td>
<td>97.2</td>
<td>-2.8</td>
</tr>
<tr>
<td>YR 05 Spelling</td>
<td>98.0</td>
<td>100.0</td>
<td>2.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>93.9</td>
<td>98.9</td>
<td>5.0</td>
<td>97.2</td>
<td>-1.7</td>
</tr>
<tr>
<td>YR 05 Numeracy</td>
<td>95.9</td>
<td>96.8</td>
<td>0.9</td>
<td>99.1</td>
<td>2.3</td>
</tr>
</tbody>
</table>
The three year trend shows a decline in the Year 3 scores across all areas. However, the rate of students reaching the minimum standard in each area is still high, ranging from 96.6% to 98.9%. The Year 5 students have maintained or improved in the number of students reaching the minimum standard in most areas, particularly Numeracy which has made a steady improvement over three years from 95.9% (2012) to 99.1% (2014). The Grammar and Punctuation scores improved from 2012 (93.9%) to 2013 (98.9%). However, there was a slight dip in 2014 (97.2%).

St. Joseph’s offers a variety of programs to support students, especially those with special learning needs. These programs are funded through Federal Government grants for students with disabilities. Under the direction of the Special Education Co-ordinator, Individual Learning Plans are developed for students. Parents attend meetings with staff to discuss their child’s progress and set future learning goals. The Individual Learning Plans are implemented by the class teacher together with support from specialist staff and the integration aides.

Staff continue to place emphasis on literacy development through CLaSS in Prep – Year 2 and the Literacy Assessment Project (LAP) in Years 3-6. These together with specialised programs, such as Reading Recovery, Corrective Reading and STARS Reading Comprehension continue to provide support for students. These programs in conjunction with the extra assistance provided through Individual Learning Plans prepared for special needs students, continue to be an integral part of our curriculum planning and delivery. Staff continue to address our students’ learning needs in weekly professional learning team meetings.

Value Added

St. Joseph’s provides a number of school activities and programs that have a positive effect on the wellbeing and achievement of the students. During 2014 the school provided the following successful activities:

**Education Programs**
- Corrective Reading (Years 3 & 4)
- Reading Recovery (Year 1)
- Early Reading Intervention program (Year 2)
- Colourful Semantics
- Cued Articulation
- CARS & STARS Comprehension program (Years 3 – 6)
- Alpha to Omega Spelling program (Years 3 – 6)
- GRIN Maths Intervention program (Years 3 – 6)
• LOTE Italian program Prep to Year 6
• Library program Prep to Year 6
• Lexile Reading program (Years 5 and 6)
• Occupational Therapy (Prep to Year 6)
• Speech Therapy (Prep to Year 6)
• Literacy Group Support (Years 3 – 6)
• Enrichment program for more able students (Years 3 – 6)
• OnPsych counselling

Information and Communication Technology (ICT)
• Computers in classrooms
• Laptops shared in the Junior, Middle and Senior areas
• iPads for Juniors
• Interactive whiteboards in all classrooms
• Cameras and flips for student and staff use
• Computer laboratory
• ICT Co-ordinator
• Student access to restricted email and internet use
• Development of class blogs in the senior and middle school
• Students prepared short movies for the electronic notice board

Excursions and Camp
• Year 5 and 6 Camp to Sovereign Hill Ballarat
• In-School activities for various levels and whole school activities to link with inquiry topics
• Book Week celebrations
• Italian Day

Sport, Music and Arts
• Prep to Year 6 Music program
• Junior and Senior Music Concerts
• Interschool Sports, Athletics, Cross Country, Swimming and Tennis
• Bush Dance
• Senior Disco
• Drama Club
• School production “Pinocchia”
• Lunchtime Club program
• Swimming program (Years 3 – 6)
Student Wellbeing

Goals
- To maximize students’ wellbeing, empowerment and engagement with the school and their learning and the community.

Intended Outcomes
- That student connectedness to teachers, peers and learning continues to be strengthened
- That students will demonstrate greater resilience
- That students will develop an enhanced sense of responsibility for their own learning and behaviour.

Achievements
During 2014, the following achievements and activities contributed and added value to developing our students’ sense of wellbeing:

- The Student Representative Council (SRC) organised a number of activities for the students.
- Leadership training was provided for all Year 5 students
- The SRC organised the distribution of individual certificates for the Social Emotional Competencies at Friday assemblies
- The Student Wellbeing Co-ordinator provided a vital link between teachers, parents, students and external agencies, such as, Catholic Care, Springvale Community Health Services, Catholic Education Office
- Individual Program Support Group Meetings (PSGs) were held regularly to discuss the progress of individual children, ascertain needs and set learning goals
- External therapists assessed students with special needs and provided programs for them. These programs were conducted regularly either by the therapists themselves or by aides under their direction
- The school’s speech therapist assessed selected Prep – Year 6 students and provided recommendations and/or therapy
- A visiting teacher from the Catholic Education Office assisted students with physical and health needs
- The school nurse visited the school and assessed Prep students and any referrals from Years 1 – 6, as well as following up previous referrals
- Paper recycling continued with Visy
- Pre-School to Prep and Year 6 to Year 7 Transition Programs were conducted in 2014
- All staff received training updates on Asthma, Anaphylaxis, Diabetes and Level 2 First Aid
- A Homework Club operated for Year 3 & 4 students assisted by Year 10 students from Killester College
- Pilot Sleep Study program for Prep students operated by the Royal Children’s Hospital and the School Nursing Service
- Offered International Internet Safety Day and Power of One Anti-Bullying program
- Body Image program offered to senior student and their parents
- A Healthy Choices Week was offered across the school
- Lunchtime Clubs were introduced
- Introduced Student Principal For A Day program
Student Attendance

Under the Victorian Education and Training Reform Act 2006 all schools are required to maintain attendance rolls for all students enrolled at each year level. All class teachers record student attendance twice daily on an electronic roll. Absences are recorded and the reason for absence noted. A tally of absences is entered on students' Mid and End of Year Reports.

Once a certain number of days absent is reached the Student Wellbeing Co-ordinator is notified and investigates the reasons for the absence. If needed, the Co-ordinator and/or Deputy Principal will arrange a meeting to discuss the matter with the student's parents. Any further absences are closely monitored and further negotiations may occur with the school leadership.

VALUE ADDED

Social Skills Program
- The Social Emotional Learning Program (SEL) continued to recognise and celebrate the students' demonstration of values
- The Buddy Program across the school enhanced connectedness and communication
- Fundraising activities were organised for St. Vincent de Paul's Feast of the Sacred Heart, Joey's Van, Christmas appeals and for our sister school in East Timor
- Circle Time in classrooms provided a structured framework for group interaction
- A Social Skills Program was conducted for "at risk" students.

Health and Fitness
The following activities and programs enhanced students' wellbeing:
- Drug Education Program
- Interschool sport
- Year 3 – 6 Swimming program
- The AFL Multicultural Football program
- Rugby League program
- Active After School Program – each term for Years 2, 3/4 & 5/6
- Junior Tabloid Sports Day
- Senior Athletics Sports
- Interschool Cross Country
- Cross Country training before school
- Sport training after school
- Physical Education program Prep to Year 6
- PMP for Prep and selected Year 1 and 2 students
- Whole school meditation

STUDENT SATISFACTION

In 2014, 200 students from Years 5 & 6 completed the Insight SRC Survey for Student Attitudes to School. The student responses were very positive. The average score for Student Wellbeing was 84.4%. This presents a very positive picture of the way the students relate to school and their learning.
Leadership & Management

Goals
- To develop and embed a contemporary professional learning model so that staff are collaboratively sharing planning, pedagogy and curriculum.

Intended Outcomes
- That leadership team capacity be further developed
- That staff professional learning be strategically implemented and sustainable
- That staff efficacy be further developed.

Achievements
During 2014, a significant number of Leadership and Management achievements were made:
- Staff were grouped into various subject area committees. These committees were responsible for the budgets and expenditure for each subject’s resources
- Professional learning teams for literacy met to discuss program initiatives and analyse data and trends across the various levels of the school
- The Language Support Group comprising the Deputy Principal (Wellbeing), Literacy Co-ordinator, Reading Recovery teachers, Speech Pathologist, Aides and Enrichment teacher met weekly to discuss the needs and progress of students
- The Leadership Committee comprising all positions of leadership met regularly to discuss future directions of the school and evaluate progress
- The Consultative Committee advised on school structure and other facets of school organisation
- School newsletters were distributed regularly to inform parents of school events. These were produced in English and Vietnamese
- In Term One, Parent Information Nights were conducted for each level outlining the expectations for the year, The new Maths program was outlined and the Social Emotional Learning (SEL) Framework reinforced
- Weekly staff meetings and a weekly staff bulletin ensured there was clear and accurate communication across the school
- Interpreters were employed for various meetings including parent / teacher interviews, program support group meetings and other individual meetings with parents
- A multilingual feature operates on the school website to enable the text to be translated into different languages
- The Staff Induction Manual was used to assist new staff to the school or staff changing levels
- Cyclic maintenance contracts ensured the correct working and maintenance of electrical and gas equipment, air-conditioners, drains, plumbing and playground equipment. This guaranteed that the school met all its Essential Service requirements
- A new wireless system with increased bandwidth and capacity was installed in 2014.
- Introduction of Gmail and google docs for administration and planning
- Development of a standard Inquiry Unit Planner incorporating AusVELS and Social Emotional Learning
- Development of learning sequences for all AusVELS areas from Prep to Year 6
- Introduction of planning days for each level each term
- Introduction of learning walks for Maths
## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2014

<table>
<thead>
<tr>
<th>Analysis of Naplan and School Data</th>
<th>Restorative Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetes</td>
<td>Literacy</td>
</tr>
<tr>
<td>Asthma</td>
<td>Change²</td>
</tr>
<tr>
<td>Level 2 First Aid, Anaphylaxis &amp; CPR</td>
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</tr>
<tr>
<td>Wiki spaces</td>
<td>Globalisation &amp; Technology in Education</td>
</tr>
</tbody>
</table>

### NUMBER OF TEACHERS WHO PARTICIPATED IN PL

58

### AVERAGE EXPENDITURE PER TEACHER FOR PL

$1,689

## TEACHER SATISFACTION

During 2014 the students, parents and staff completed the Insight SRC Surveys. This is an integral part of the annual school review process. All staff including teaching, specialists, aides and administration staff were surveyed. A total of 56 staff completed the Insight SRC Staff Survey. The results were very positive with staff scoring 82.9% in the Teaching Climate Index.
School Community

Goals
• To strengthen the connection with the school community.

Intended Outcomes
• That the connection between home and school is strengthened
• That communication processes within the school community and wider community are improved.

Achievements
Activities that assisted and promoted school community links:
• Parents were involved in the Change² process and were interviewed by the Change² team
• A group of parents organised and ran a Mother’s Day and Father’s Day stall for the students
• All classes were rostered to organise weekly assemblies and parents were invited to attend
• The St. Joseph’s Playgroup continued throughout 2014
• Parents were invited and welcomed to the presentation of badges and the installation of school and sports captains and SRC leaders
• The school newsletter was distributed in English and Vietnamese outlining current and future events, pictorial presentations of special school events and general community information of interest to parents
• The electronic noticeboard was updated regularly
• Parent helpers assisted with excursions, swimming programs, Sports Day and in the classrooms
• A Parent education and information evening for the Sacramental Program was organised for the school families together with the families enrolled in the parish catechist program
• St Joseph’s students and catechist children publicly committed themselves to the Sacramental Preparation Program at a Sunday Mass
• Parents attended an information evening at the beginning of the year to meet the teachers and be informed of the year’s curriculum and the general routine of the classrooms. Parents were provided with a written handout outlining the expectations and developments for 2014
• The collection of money and food for the St Vincent de Paul Society’s winter appeal was strongly supported by the school community
• Through the school’s Social Justice program, students and staff supported our sister school in East Timor and Joey’s Van
• Vietnamese, Cantonese, Mandarin and Cambodian interpreters were provided for parent / teacher interviews
• Whole school Masses were celebrated for significant feast days
• Anaphylaxis and EpiPen training sessions were provided for all school staff
• All staff attended a Diabetes awareness session
• Parents were invited to an Oral Health presentation by Southern Health, outlining how they could access dental programs in the Springvale - Dandenong area.
• Home visits for new Prep students by their teacher
• Prep Parent Book Reading program each month with distribution of selected picture books
• Parents attended a combined student / staff presentation on body image and mental health
• The Active After School program introduced students to various sporting activities and encouraged their participation in sporting activities outside of school hours
• The 2014 annual presentation to the school community was a students' bush dance which was extremely well attended
• Child minding facilities were organised for most of the parent information evenings held throughout the year
• Our school captains were presented with ‘Young Community Leadership’ Awards by our federal member Ms Clare O’Neil
• Year 5/6 Parent Information sessions were held to outline the Sovereign Hill Ballarat Camp expectations
• The parent conversation technique was used for Parent Information Nights by the Senior classes

PARENT SATISFACTION

Insight SRC surveys conducted each year provide a clear indication of the parents' satisfaction with the school. In 2014, one hundred parent surveys were distributed across the school from Prep to Year 6 and 92 were returned.

The parent responses to almost all items in the survey were in excess of 80%. The highest parent scores were for Parent Partnerships which was 86.57% and reporting which was 89.49%. Student motivation 87.50% and School Improvement 87.77%. This was a strong endorsement by the parents for St. Joseph’s School.
### Financial Performance

#### REPORTING FRAMEWORK

<table>
<thead>
<tr>
<th></th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>92,828</td>
</tr>
<tr>
<td>Other fee income</td>
<td>223,245</td>
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<tr>
<td>Private income</td>
<td>179,557</td>
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<tr>
<td>State government recurrent grants</td>
<td>1,048,825</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>5,051,663</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>6,596,118</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th><strong>Tuition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>4,685,871</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>616,840</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>5,302,711</strong></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Capital income and expenditure</strong></th>
<th><strong>Tuition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>298,726</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>298,726</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>160,246</strong></td>
</tr>
</tbody>
</table>

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
|**Total opening balance** | **280,000** |
|**Total closing balance** | **200,000** |

*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

With the increasing use of technology in all areas of life, St. Joseph’s is striving to provide our students with the knowledge and skills necessary to learn and work in this ever changing technological environment. The introduction of a one-to-one device program is a significant move towards achieving this goal. It will be interesting, exciting and challenging to see the rollout of the Chromebooks and their impact on learning and teaching in 2015. This will coincide with the Catholic system’s heralded rollout of the new ICON management system for Victoria. Hopefully staff, students and parents will be in a position to take advantage of this change through the school’s ongoing commitment to the implementation of our technology plan.

The other main focus for St. Joseph’s is to ensure the ongoing wellbeing and mental health of our students. Our continued provision of Social Emotional Learning coupled with our restorative approach to discipline and self-management will provide the basis to achieve our goal.

The development of student leadership through the Student Representative Council also provides skills and strategies that students can use both in their future schooling and later life.

We look forward to the future in the knowledge that St. Joseph’s is addressing the challenging needs of our students and preparing them for the future.
VRQA Compliance Data

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<tbody>
<tr>
<td><strong>NAPLAN TESTS</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YR 03 Reading</td>
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<td>99.0</td>
<td>0.8</td>
<td>95.5</td>
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<tr>
<td>YR 03 Writing</td>
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<td>98.9</td>
<td>-1.1</td>
</tr>
<tr>
<td>YR 03 Spelling</td>
<td>100.0</td>
<td>99.0</td>
<td>-1.0</td>
<td>98.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>YR 03 Grammar &amp; Punctuation</td>
<td>98.2</td>
<td>98.0</td>
<td>-0.2</td>
<td>96.6</td>
<td>-1.4</td>
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<tr>
<td>YR 03 Numeracy</td>
<td>100.0</td>
<td>99.0</td>
<td>-1.0</td>
<td>97.7</td>
<td>-1.3</td>
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<tr>
<td>YR 05 Reading</td>
<td>96.9</td>
<td>98.9</td>
<td>2.0</td>
<td>99.1</td>
<td>0.2</td>
</tr>
<tr>
<td>YR 05 Writing</td>
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<td>100.0</td>
<td>2.0</td>
<td>97.2</td>
<td>-2.8</td>
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<tr>
<td>YR 05 Spelling</td>
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</tr>
<tr>
<td>YR 05 Grammar &amp; Punctuation</td>
<td>93.9</td>
<td>98.9</td>
<td>5.0</td>
<td>97.2</td>
<td>-1.7</td>
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<tr>
<td>YR 05 Numeracy</td>
<td>95.9</td>
<td>96.8</td>
<td>0.9</td>
<td>99.1</td>
<td>2.3</td>
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</table>
### 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>95.04</td>
</tr>
<tr>
<td>Year 2</td>
<td>95.14</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.17</td>
</tr>
<tr>
<td>Year 4</td>
<td>96.26</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.54</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.57</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>95.62</td>
</tr>
</tbody>
</table>

### TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 85.34% |

### STAFF RETENTION RATE

| Staff Retention Rate | 95.65% |

### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>13.16%</td>
</tr>
<tr>
<td>Graduate</td>
<td>31.58%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>18.42%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>81.58%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>63.16%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>48</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>40.700</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>20</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>19.662</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
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</tbody>
</table>