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Contact Details

| ADDRESS       | 212 Boronia Road  
|               | Boronia VIC 3155 |
| PRINCIPAL     | Mr Peter Vanstan |
| PARISH PRIEST | Fr Mirek Knap    |
| SCHOOL BOARD CHAIR | Mrs Tanya Cross |
| TELEPHONE     | (03) 9762 3275   |
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Minimum Standards Attestation

I, Peter Vanstan, attest that St Joseph's School, BORONIA is compliant with:

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

20 May 2016
Our School Vision

Together We Grow In

Faith Love & Knowledge

Faith - that celebrates God’s unconditional love and sustains us through life’s challenges.

Love - that liberates us to be compassionate, just and committed to the service of others.

Knowledge - that opens our minds to rich understandings and leads us to hold a deep respect for our environment and all within it.
School Overview

Located in the outer eastern suburbs of Melbourne, St Joseph’s Primary School belongs to the Boronia Parish of St Joseph’s and St Bernadette’s. From its inception in 1964, and until 1987, the school was administered by the Presentation Sisters.

Our school is situated on a 4 hectare site at 212 Boronia Road, Boronia. The spacious grounds include an oval, a netball / basketball court, a tennis court, which also incorporates line markings for volley ball and netball, forest area, passive play area, an environmental trail, large open areas, an adventure playground, attractive gardens, a landscaped rotunda area and courtyard area. The site also provides safe off street parking for the school and parish community.

Our school comprises of three wings and a Contemporary Learning Centre which fans from our central Gallery Walkway and new Administration precinct completed in April 2015. Covered walkways connect all areas of the school. We have eight classrooms, an Information Technology Lab, an Open Learning Space and an Art / Specialist Room. Our Contemporary Learning Centre comprises of an Information Communication Technology Centre; a state of the art, domestic science facility which can successfully double as a cinema; an internal courtyard for small group or whole class tuition; an additional staff work area and teachers’ resource centre; a Conference room for conducting PSG’s and related parent interactions; a musical tuition room and counselling room; a vibrant community lounge that can be converted to two rooms; and toilet and bathroom facilities. The Centre is surrounded with attractive landscaped gardens. The school also shares with the Parish, the facilities of the John Cross Centre which functions as the daily OSHC and Vacation Care venue during the holidays. The Parish Hall is utilised by all sectors of the Parish and is at our disposal for School incursions, PMP, gymnastics and other school initiatives. Opportunities for the school to join with parish groups i.e. the school choir singing for the Golden Club are highly valued.

St Joseph’s is pleased that it shares its site with the Parish Church and Presbytery. The children see themselves and their school as integral to the parish faith community. We are fortunate to have a supportive, pastoral and visionary Parish Priest and Pastoral Associate who work across our school and parish communities.

At the August census the school had an enrolment of 154 students from Prep to Year 6. This included 21 Preps beginning their primary school life. Our seven classes are all multi age in arrangement and students are drawn essentially from Boronia, Ferntree Gully, Bayswater and The Basin. In 2015 our seven classes were made up of the following multi-age combinations: 1 x Prep class, 2 x 1/2 classes, 2 x 3/4 classes and 2 x 5/6 classes.

Being situated in the outer east, St Joseph’s falls in the Federal Electorates of Aston and the State Electorate of Bayswater. Our Socio Economic Band is 97 and the majority of our wage earners are blue collar workers.
Principal’s Report

The following Annual Report to the School Community is based on data and evidence from the 2015 school year. The Australian Government has requested that schools publicly report on a number of areas to demonstrate school performance. These requirements are outlined in this report. We hope that you find this information valuable and a reflection of the substantial achievements of St Joseph’s School, Boronia, in 2015.

- In 2014 the school community participated in the School Review process. From this School Review the staff, with the support of the school community, formulated a School Improvement Plan for 2015 – 2018. In 2015 the staff commenced working towards achieving these goals.
- To assist in leading change to reach our goals set in the School Improvement Plan a number of staff were trained in Change2. Change2 is a model for implementing change in organisations. A Change2 team was formed and used this model with all staff to improve teamwork and clarity within the school, as identified through our 2014 School Improvement Surveys (SIS).
- From the first staff meeting in 2015 we worked on building stronger relationships within our school community – staff, students and families! Our throughput line for 2015 was “Everybody Matters!” This underpinned all of the forays in teaching and learning, perfectly complementing our school’s culture and further fostering the spiritual, social and emotional wellbeing of our children. The studies cleverly and necessarily embraced all areas of the curriculum. Teachers continued to learn a wide range of contemporary practices and use/implement tools to assist them in providing an engaging, stimulating and challenging learning environment.
- To build these stronger relationships our staff used the principles developed by the Pike Fish Market in Seattle. Simply stated this is to “get out from behind the counter and throw fish!“; in our words, get out from behind our desks and our classrooms, be approachable, be seen, be involved with families and work as a team. This simple idea as part of a multi-faceted approach had a much desired effect with enormous improvement seen in our 2015 School Improvement Surveys (SIS).
- A new approach was also taken with our parent community. What was perceived as an outdated way of connecting with families, our Parents and Friends committee was replaced with a new structure referred to as commUNITY@StJoes. This approach saw all members of the school community commit to assisting one of the sub teams under this banner. The sub teams included- School Improvement Committee, Gardening Group, Catering – Working Bees and Other Events, Special Lunch Days, Mothers / Father’s Day Stalls, School Disco, Major Social Events, BBQs, Chocolate Drive, Fete Committee and Raffles. These groups worked independently to achieve their goals but were supported by our two commUNITY@StJoes leaders. In its infancy this model has been very successful as it allows greater community involvement and participation without numerous meetings and impact on people’s personal time.
- One highlight of our commUNITY@StJoes Team and “fish throwing” was our inaugural Family Week Breakfast. Over 200 people joined us for breakfast during CatholicCare Family Week sharing bacon and egg rolls, cereal, fruit, toast and beverages. The “buzz” in our school was amazing and highlighted the great community that was building at St Joseph’s, Boronia.
- All these strategies to build stronger relationships, build community and further strengthen teamwork implemented over the past years became evident in our 2015 School Improvement Surveys (SIS). Our results were overwhelming and demonstrated the growth that has taken place in the school over a number of years. We were very proud of our results and achievements and they were a credit to the great work put in by our staff, families and students over a number of years.
• After many years of hard work and planning the new Administration Precinct was finally completed in 2015. This project commenced in 2012 with the development of a Master Plan and the successful application for a Supplementary Capital Grant. Staff moved into this new precinct during Term 2 and it has been a welcome and much needed addition to the school community.

• One of the many highlights to the 2015 school year was the introduction of the School Performing Arts Program culminating with a School Production at the beginning of Term 4 at the Besen Centre. Students had weekly classes developing their drama skills during Term 2 and 3 while developing their character for the production “The Magic Faraway Tree.” The performance far exceeded our expectations and was extremely well received by all who attended the evening. Due to the success of the program we hope to do this again in 2017.

• The Assertive Discipline approach to support our Behaviour Management within the school was further enhanced by moving towards a Restorative Practice approach with our students. Restorative Practice is moving from a Behavioural Management approach towards a Relationship Management approach - Relationships are the key! The success is dependent on the school community’s capacity to build positive relationships, not just with the students, but with staff, parents, and school community. The relationships within the school community are a crucial to factor in positive school management.

• A recommendation from our School Review in 2014 was to reduce the number of job-shared positions on staff as this was having a negative impact on areas such as teamwork, communication and clarity. We were able to decrease this significantly in 2015 with a few staff changes which enabled us to appoint full time staff as replacements. By doing this it made a very positive change to our School Improvement Survey data. During 2015 we also reviewed the utilisation of Learning Support Officers (LSO). We moved away from a model where LSOs were appointed to one classroom and to an arrangement where they worked across classrooms and with groups and individuals to provide an even greater targeted level of support.

• The school community continued to build strong relationships with the Parish. Fortnightly meetings with Fr Mirek (Parish Priest), newly appointed Donna Bowker (Pastoral Associate) and the Principals of the two schools in the Parish were valuable to maintain this close working relationship. Regular meetings between the Principals, Religious Education Leaders of each parish school and the Parish Team ensured a congruent vision for the religious and spiritual health of our communities. The Principals of both parish schools also attended the Parish Pastoral Committee (PPC) and Parish Finance Meetings to further foster a cohesive school/parish partnership.

• After its introduction in 2012, Goal Setting continued as a major focus for 2015. Students were actively involved in setting and reviewing their own educational goals with the support of staff and parents. “Goal Setting Conversations” continued with students not only invited to participate in these meetings but actively involved in the process by sharing their goals and indicating what they could put in place to achieve these. Students built on their goal setting by asking “How will I achieve my goal” and “How I will know when I have achieved my goal”.

• Two Year Inquiry Planning - During our School Closure Day at the end of 2014 our Two Year Inquiry Plan (developed in late 2012) was reviewed and slight changes made. Staff use the following “Big Picture Ideas” (in bold in the shaded boxes in the grid) which link with the curriculum areas (listed under these in italics) to assist in their planning and focus. This two year approach assists in ensuring that the students are exposed to all curriculum areas and have a chance to explore the big picture ideas that are relevant to us in today’s society. In 2015 our throughline was “Everybody Matters”
The parent body within the school continued to be very active and reinforced our strong school community. Opportunities were made during the year in different forums to give parents a voice. Parents were represented through the following groups within the school: commUNITY@StJoes (School Improvement Committee-SIC, Gardening Group, Catering – Working Bees and Other Events, Special Lunch Days, Mothers / Father’s Day Stalls, School Disco, Major Social Events, BBQs, Chocolate Drive, Fete Committee, Raffles). commUNITY@StJoes team was also represented on our School Advisory Council which met twice a term. We are pleased to thank and to congratulate all members for their valued service to our community.
School Education Board Report

The aim of the School Advisory Council is to:

- Provide a forum for discussion on matters relating to education in the parish.
- Offer support to the school principal and teachers of St. Joseph's School
- Provide a communication link between parents, principal, teachers, Parish Priest and school sub committees.

The School Advisory Council comprises of the following members:

- Parish Priest
- Principal
- Staff representative
- Parent representatives
- Representative from each sub committee

Meetings were held twice a term. During the year a number of issues were presented and discussed. Some of these are listed below:

- 2015 Arrangements and Planning
- 2015 Specialist and Support Programs
- 2015 School Closure days
- Building Project
- commUNITY@St Joes
- 2015 School Performing Arts Program / School Production
- School Reports Feedback to CEM
- Change2
- 2014 Annual Report to School Community
- Restorative Practice
- Privacy Policy and Collection Notice
- Healthy Eating Policy
- Sports Uniform
- 2015 SIS (School Improvement Survey) data
- 2015 Year in Review
- 2016 Planning
Education in Faith

Goal
To strengthen and embed the Catholic identity of the school as a living faith community within a contemporary context

Intended Outcomes
- That all members of the St Joseph’s community will be able to articulate, model and live their understandings of being part of a Catholic community.
- That student learning in Religious Education is explicit, purposeful, relevant and engaging

Achievements
As it should, Education In Faith underpins all of the arrangements we make for teaching and learning here at St Joseph’s and is intrinsically supported by a range of Pastoral Programs initiated, fostered and promoted via Student Wellbeing, that enable our students to feel happy, successful and connected to our school and community.

- The redevelopment of practices built around the delivery of To Know, Worship & Love has made sound progress. The integration of RE into other curriculum areas, has had a significant impact on the engagement and authentic purpose of topics.
- In 2015, through consultation between our Parish Priest, Principal and Education in Faith Leader, Class Masses, Class Reconciliations and Family Masses have continued. The development of these has continued to strengthen the links between parish and school.
- Liturgical celebrations underpin the foundation of parish and school life. Such liturgical celebrations include: Opening of School Year Mass, Ash Wednesday, Mass for the Feast of St Joseph, Holy Week and Resurrection Liturgies, Family Masses and Feast of the Sacred Heart Mass.
- The Sacraments of Reconciliation, Eucharist and Confirmation were conducted in the parish with many students participating. Commitment Masses, parent information evenings, family workshop evenings, practice and reflection days were held to assist the candidates prepare for these sacraments. The attendance of these students has increased at weekend masses in the months leading up to the sacrament.
- Student Representatives from St Joseph’s School participated in the St Patricks Day Mass for Schools at St Patrick’s Cathedral as part of our wider Catholic Community.
- ANZAC Day Liturgy, Family Week, Mother’s and Father’s Day, National Sorry Day, Reconciliation Week and Remembrance Day were all very special events celebrated at school.
- Liturgical singing continues to add energy and fervour to our Liturgical celebrations. During 2015 there has been emphasis on our School Choir where children from Year 3 to 6 were encouraged to participate. Teachers engaged and empowered children in liturgical celebration through active participation in the selection of readings, artwork, writing Prayers of Petition, role-playing Scripture, preparing reflections and using the latest technology to showcase their creativity and understandings. This deepens and strengthens in the children’s minds and hearts the relevance to their lives.
- Professional Learning opportunities provided for staff has impacted on the planning and implementation of the curriculum e.g. an Inquiry Approach has made the children’s learning relevant to their daily lives. Use of Contemporary tools has improved the way we plan an Education in Faith unit and with two staff meetings set aside per term for planning, implementing and evaluating units of work related to Education in Faith and with further Professional Development this will ensure its ongoing success.
Staff meetings were allocated to explain Catholic Identity with a focus on Dialogue.
The Education in Faith tracking tool was used to plan and implement purposeful units of work.
Our foyer wall continued to display Gospel messages and reflect the Sacraments and Liturgical seasons throughout the year. They were a focal point and helped children take pride in the Catholicity of their school. These displays reflected the school's efforts to focus on iconography, drawing attention to significant sacred signs and symbols in the school and church environment.
Throughout 2015 the children, parents and staff demonstrated social justice through involvement in a range of fund raising events. The Fundraising Fair for our foster child Shantillil was entirely student driven and continues to be a highlight and an integral date on the St. Joseph's calendar. But it must be noted that this has been made very explicit to both staff and students that it is part of being a Catholic and is what Jesus has asked us to do. Families again were very generous in the donation of food and non-perishable products for the St Vinnies Winter Appeal, Catholic Care, Caritas, and many other selected charities.

VALUE ADDED

- In the 2015 School Improvement Surveys (SIS) every indicator on the 2015 Catholic Culture for staff, students and parents improved, many of these significantly.
- As part of the SIS the Catholic Culture Aggregates have improved with each stakeholder as highlighted below:
  - Staff increase of 16.2% from 2014 to 84.6%
  - Student increase of 13.1% from 2014 to 72.5%
  - Parent increase of 5.4% from 2014 to 85.2%
- After our work on Enhancing Catholic Identity it was pleasing to see “Importance” greatly improve in staff, student and parent indicators in 2015. Since 2014 staff showed an increase of 15.75%, students 14.46% and parents 7.37%.
- “Social Justice”, “Compassion” and “Opportunities” continue to be strengths in our Catholic Culture 2015 School Improvement Surveys (SIS) from Staff, student and Parents surveys. The results in all surveys in these areas has greatly improved.
- There has been a continued increase in the attendance at weekend Masses of students preparing for the Sacraments.
- There has been opportunities for staff and children to participate in Class Prayer Sessions in the Junior School and Class Masses in the Middle to Senior School.
- Delivery of the ECSI data from staff was explained at staff meetings.
- Whole School incursion: Michael Mangan performed liturgical songs that the students knew and were introduced to new ones.
- Principal and REL were asked to speak at REL Network meeting on Catholic Identity. Principal also spoke on Catholic Identity at the Outer Easter Conference, was part of the CEM Enhancing Catholic Identity Roadmap workshops and spoke at the Leuven Experience briefing.
- Restructured St. Joseph’s Day activities with class and whole school participation.
- Middle School Excursion to Janessen Centre where the focus was on Body, Mind and Spirit.
Learning & Teaching

Goal

To provide a rigorous contemporary learning environment that challenges and empowers students to grow as passionate and successful learners

Intended Outcomes

- That student outcomes in literacy, with a focus on writing, continue to improve
- That student outcomes in numeracy continue to improve
- That student engagement in their learning continues to improve

Achievements

- During 2015 at St Joseph’s school, we continued to focus on student engagement by planning and working collegially whilst striving for excellence. We further developed whole school and level planning based on the common throughline of “Everybody Matters” which provided a rich and engaging learning and teaching focus. This throughline was also a focus for developing our community at St. Joseph’s where all stakeholders have an integral part to play in student learning.
- Allocated level and whole school reflection and planning has been most successful with valuable input from curriculum leaders, specialists and classroom teachers collaborating and contributing to overall topic planning.
- Regular Teaching and Learning Meetings with a robust student focus were dedicated to Mathematics, Literacy, Wellbeing and Religious Education.
- The students in Years 1-6 attended Goal Setting Conversations with their parents. Parents were informed of the importance of students setting goals for their learning and then receiving teacher feedback on their performance in relation to these goals (Hattie, 2009). Similarly, Program Support Group meetings included students for the goal setting component. Parent and student feedback in regard to this initiative continues to be extremely positive.
- SMART Spelling (Michelle Hutchinson) was introduced from Prep – 6 in the latter part of the year to develop a consistent and efficient approach to Spelling.
- All staff were surveyed regarding their competence with Digital Technologies. In-house Professional Learning was provided fortnightly in Term 3 to meet the varied needs of staff. A variety of contemporary tools were available to staff to enhance student learning and engagement. A staff member was also employed to further assist teachers and their students in this area on a weekly basis.
- Our Student Environmental Action Committee (SEAC) continued to be active in our school environment. The planting, harvesting and cooking of produce from the Kitchen Garden continued to be a driving force in the curriculum, emphasising both healthy eating and positive environmental practices. Children worked together in “Buddy” groups taken from their You Can Do It (YCDI) groups for a series of five lessons which culminated in the sharing of a morning tea with parents or friends of children in the group. This is seen by the community as a rich learning experience and the feedback from the parent community is extremely positive.
- Year 3 and 5 students participated in the NAPLAN testing. When analysing our data, we continue to be mindful that approximately 18% of our student population receive special learning needs (SWD) funding.
- Data gathered from NAPLAN (Literacy and Numeracy), and school based assessments as well as anecdotal records, were used regularly at our Teaching and Learning Meetings as a positive move towards evidence based practice.
LSOs worked with small groups of children with similar learning needs in Literacy both within the classroom and in the Open Learning Space. Learning was targeted to the specific learning needs of the students.

In Mathematics we continued using the strategies learnt in the Strategic Improvement in Mathematics program (SIM) to improve mathematical outcomes for all students. Pretesting is seen as an important precursor to planning as lessons are targeted at specific needs. Improvements in teaching practice have included the development of key understandings to drive our teaching, the continued use of focus books, rich assessment tasks and collaborative planning. Classroom teachers, learning support staff and the Numeracy leader use Teaching and Learning Meetings, focus and communication books and testing to provide data to direct teaching, intervention and extension. Teachers now use our School Based Mental Computation Scope and Sequence document to ensure all elements of mental computation are taught sequentially throughout the school. This document is used in conjunction with our Term overviews and weekly planners.

In Mathematics LSOs work to support the children in activities at their Zone of Proximal development. Higher achieving students were also given opportunities to enhance their learning.

The School Numeracy Leader worked to plan for future directions in our School Mathematics program.

The school participated in a number of CEOM literacy initiatives including Reading Recovery, the ERIK study, the CPOL Project and the LAP (Literacy Assessment Project) was extended to Year Two students.

Participation in The F-8 Learning Literacies Program in 2015 to support writing skills and student engagement in writing was the Literacy focus for Teaching and Learning meetings. The Writing team shared the knowledge gained at the professional learning days and then whole school SMART goals were established to drive our teaching. Staff were given the opportunity to observe the teaching of a writing strategy and then were able to develop their own teaching using the Japanese model where a lesson is taught, student learning is observed, changes are made to the lesson to enhance learning and then the lesson is taught again.

During 2015 the school continued targeting oral language through participation in the CPOL Research Project. (Classroom Promotion of Oral Language). The Prep Classroom Teacher and Literacy Leader participated in further Professional Development where schools shared the strategies they had implemented to improve Oral Language. The Foundation students 2014 were tested at the commencement of the Program and retested in Year 1 (2015), with their progress being further monitored through NAPLAN testing in 2017.

An oral language focus undertaken in all classes involved an emphasis on developing meta-cognitive processes, Thinking, Questioning and Reflective talk.

Oral language skills were also supported through the school performance ‘The Magic Faraway Tree’. All students were given the opportunity to speak on stage and have input into their performance in the area of dance and movement. The process used to prepare for and produce this production was supported by all staff.

Book Week activities were undertaken throughout the school and students were immersed in notable literature. Grandparents and Special Friends day was a main event with rotational activities involving the school community. Students worked together in multi-aged family based groups. This event was well supported by community with most children having a special person with them to take part in the learning activities all throughout the day.

Literacy testing at the beginning and end of the school year ensured each child’s progress being tracked through both formal and informal data collection to ensure individualised programming to meet the needs of all children.

Twenty Seven students from St Joseph’s School were eligible for SWD (Students with Disabilities) funding. Our Student Services team coordinated the support for these students. Program Support Group (PSG) meetings were held each term where Personalised Learning Plans (PLPs) were developed and goals were set and reviewed.
• Year 6 boys were given the opportunity to participate in the Lighthouse program with the Year 10 boys from St. Joseph’s Regional College. This involved the Year 6 students either learning the skills needed to produce a digital story book or a web page from their Year 10 mentors. Students then presented their skills at a learning expo at St. Joseph’s Regional College.

• A number of school developed programs, specifically designed for personalised learning, have been implemented. Attention to goal setting when developing Personalised Learning Plans for all SWD students allowed the matching of students with appropriate programs and strategies i.e. Fine Motor, Social Skills, ERIK, Fitzroy Readers, CEM Speech Programs, SMART Spelling.

• Regular LSO meetings, Teaching and Learning meetings and Program Support Group meetings encouraged robust discussion of learning needs. The sharing of ideas and new learning have contributed to the whole school ownership of students with disabilities. Through the inclusion of all teaching staff, LSOs and Administration officers in Professional Learning experiences and Team meetings, greater clarity was evident and backed up through our School Improvement Data.

• Eight students in Year 1 commenced Reading Recovery in 2015. These students had the opportunity to participate in the program, which offers 30 minute one-on-one lessons with a trained Reading Recovery teacher 5 days per week. The program generally runs for a twenty-week period.

• As part of a joint initiative with the Catholic Education Melbourne and CatholicCare we were fortunate in obtaining the services of a counsellor to work two days a week at the school during 2015. This was a great support for the number of students requiring this service.

• With emphasis being placed on the provision of an inclusive curriculum, recognising individual needs and provision of a safe and dynamic learning environment, our priority has been to provide a broad curriculum that is relevant, challenges and encourages excellence.

• It is our desire to promote love of learning incorporating programs that cater for individual learning styles.

• Funding for our Aboriginal and Torres Strait Islander students was successfully sought and work to build understandings of culture and identity. A Cultural Infusion excursion, reading the Acknowledgement before assemblies and Bush Tucker garden were some of the activities to promote this.

In the area of Learning and Teaching the following occurred:

• Year 1-6 Start of the Year Testing
• Parent Teacher Chats (Term 1)
• Goal Setting Conversations (Term 3)
• The continuation of Indonesian in the curriculum
• Continuation of Physical Education and Art as specialist areas
• Performing Arts Program Term 2 and Term 3 culminating with School Production in Term 4
• NAPLAN Testing Year 3 and 5
• Participation in the Boys Education Lighthouse Strategy
• Choir singing at Stringy Bark Festival, Knox Festival and nursing home.
• P-2 excursion to Myuna Farm
• Year 3/4 excursion to China Town / China Museum / Immigration Museum
• Year 5/6 3 Day Camp at Sovereign Hill
Sporting Activities:

- PMP (Perceptual Motor Program) – Preps during Terms 2 and 3
- Winter Sports Round Robin – Year 5 & 6
- Tennis Clinic and visit to Boronia Tennis Club for session
- Football Clinic Year 3/4
- Cross Country – Year 3-6
- “Celebrate Sports” Day
- Morning Fitness
- Orienteering – Year 3-6
- Interschool Athletics – Year 3-6
- Prep – 6 Swimming Program
- Hockey Clinics – Prep – Yr6 (four lessons per class). This was funded through the Sporting Schools Grant.
- Soccer Clinic

Special Days and Events:

- Parish Fete
- “Walk to School” incursion
- Mario (from Mario Brothers) visit and Year level party.
- Book Week activities - Grandparents Day, Maths activities, and Tree Planting
- Indonesian Day
- Walk and Ride 2 School Day
- FUNdraising Fair
- Performance of “The Magic Faraway Tree” at the Besen Centre
- “Start Smart” Commonwealth Bank incursion
- Goldfields incursion – Year 5/6
- Armed Forces visit by school families uncle to recognise 100 years since Gallipoli landing
- Cyber Safety @ St Joseph's College – Year 5/6
- 100th year ANZAC remembrance ceremony at Arboretum – Year 5/6
- Indigenous cultural infusion incursion
- Lego incursion – P-Yr2
- St John’s First Aid – student training
- Prep and Year 6 Graduation
## STUDENT LEARNING OUTCOMES

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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<td>10.3</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

### Graphs

- [Graph 1: Student Learning Outcomes NAPLAN Year 3](#)
- [Graph 2: Student Learning Outcomes NAPLAN Year 5](#)
Three Year Trend Data

Literacy

Reading

Year 3

In 2015 100% of students are meeting the National Minimum Standards.

In Reading in Year 3 there was a steady upward trend from 2011-2013 in NAPLAN results against the state, however we saw a decline in 2014. In 2015 there was a steep upward movement and our highest score in at least 5 years as well as the first time in this period to be above the state mean.

Year 5

In 2015 95% of students are meeting the National Minimum Standards.

In Year 5 in Reading there had been a downward trend against the State mean since 2011, pleasingly in 2014 there was significant growth taking our results well above the state mean. However this dropped in 2015 to a similar score to 2013.

Writing

Year 3

In 2015 100% of students are meeting the National Minimum Standards.

In Writing in Year 3 there was a moderate decline in 2013 and 2014 results. Close analysis of the 2014 Naplan Data for writing reflected the need for a whole school focus on writing in 2015. A team of teachers were appointed to participate in the F-8 Learning Literacies Project through Catholic Education Melbourne during 2015. The benefits of this initial work was reflected in 2015 results with a solid upward movement.

Year 5

In 2015 95% of students are meeting the National Minimum Standards.

In Writing in Year 5 there has been little movement in the past 3 years with our scaled score being 460, 459 and 458. During this period it is evident the students relative growth (value added) performance has been positive. In 2010-2012 89% of students made medium to high growth and in 2011-2013 58% of students made medium to high growth, in 2012-2014 50% and in 2013-2015 63% made medium growth. Close analysis of the 2014 Naplan Data for writing reflected the need for a whole school focus on writing in 2015. Teachers further developed their teaching practice by engaging our writers through the use of mentor text to explicitly teach writing skills.

Spelling

Year 3

In 2015 95% of students are meeting the National Minimum Standards.

In Spelling in Year 3 there was a downward movement from 2013 to 2014 and then results maintained in 2015. In 2015 staff worked with Michelle Hutchinson for a day and adopted the Smart Spelling Program in their classrooms.
Year 5
In 2015 95% of students are meeting the National Minimum Standards.
In Spelling in Year 5 after a general downward trend for some years there was a significant improvement in 2014 to on par with the state mean. In 2015 there was a slight drop away from the state mean but still better results than years leading up to 2014.

Grammar and Punctuation
Year 3
In 2015 95% of students are meeting the National Minimum Standards.
After a significant improvement in Grammar and Punctuation in Year 3 against the state mean in 2013 there was a slight decline in 2014. In 2015 our score improved slightly against our 2014 mean.

Year 5
In 2015 95% of students are meeting the National Minimum Standards.
In Grammar and Punctuation in Year 5 there was improvement to be on par with the state mean in 2014 after a previous downward trend. In 2015 there was a very slight dip. The students relative growth (value added) performance was very positive. In 2012-2014 86% of students made medium to high growth. In 2013-2015 68% of students made medium to high growth.

Numeracy
Year 3
In 2015 95% of students are meeting the National Minimum Standards.
In Numeracy in Year 3 our results have shown improvement in 2015 with our mean being almost equal to the state. Although there has been a wider distribution of the scores than in the past four years our top performing students are above the state. Boy’s results have not shown movement in the past year but the girl’s results have shown great improvement with our girls’ mean being above the state. It is important for us to continue to personalising our students’ learning so they can attain their full potential.

Year 5
In 2015 100% of students are meeting the National Minimum Standards.
In Numeracy in Year 5 girls’ results show significant improvement with our mean being above the state mean in 2014 and 2015. Our overall results have shown a slight drop in the mean in 2015. The results show that 83% of our Year 5 students have shown medium to high growth in their mathematics learning since they were Year 3 students in 2013.
Student Wellbeing

Goal

To develop a culture where the social, emotional, spiritual and physical health of every student is nurtured in a positive and affirming environment

Intended Outcomes

- That students are empowered to be motivated, resilient and responsible learners

Achievements

- Wellbeing has again been an area of significant development at St Joseph’s. We continue to have a Student Wellbeing Leader supported by a core team, working collaboratively with Learning and Teaching, Education in Faith and School Community to lead the implementation of Student Wellbeing projects. During 2015 our curriculum focus ‘Everybody Matters’ was interwoven with SWB initiatives.

- The Kitchen Garden Program continued to provide students with a hands-on, purposeful opportunity to connect with the natural world and to build relationships with students from different levels of the school. All students were able to participate in a comprehensive program encompassing a variety of gardening and cooking activities.

- The introduction of Restorative Practices brought about a more consistent approach to teaching students about the restoration of relationships and working through wrongdoing. Circles were used in classrooms to assist with the building of relationships and trust. It is expected that as staff become more familiar with working in circles and practised at using the language of the restorative chat, the students will further develop their empathy and their understandings about the importance of developing and restoring relationships with their peers, staff and the community. Along with this, the school’s ‘Safe, Fair and Kind’ mantra and ‘Golden Time’ continued to be used to support student regulation on the playground and at courtyard assemblies. The success of these practices was reflected in our 2015 School Improvement Survey (SIS) data.

- Kidsmatter was implemented across the school to provide a framework for all Wellbeing programs and initiatives. A Kidsmatter team, comprising of staff and parents, met regularly to formulate goals and to become familiar with the resources and components of Kidsmatter. The team also attended Kidsmatter Network meetings in the community.

- Dedicated time within the curriculum was given to “You Can Do It” lessons and students were given buddies and placed in buddy groups to explore the ‘Habits of the Mind’ and the ‘You Can Do It Program’.

- The Lighthouse Program again saw Year 6 boys mentored by Year 10 boys from St Joseph’s Regional College in the area of digital literacies. It should be noted that past students of the school were keen to come back to their primary school and ‘give back’ what was afforded to them by this very same program 4 years earlier.

- Parents and the school community were kept informed about wellbeing programs in the school through weekly items in the newsletter.

- Time was allocated at Teaching/Learning meetings and all staff were involved in developing and delivering the school’s practices, including professional development in Component One and Two of Kidsmatter.
Student leadership teams continued to be a strong forum for student voice and all senior students were active members of a leadership team, which included; SEAC (student environment action committee), SCAT (student council action team), Cool Clubs, School Promotion, ICT, Kidsmatter and Sports Leaders. These groups undertook many successful initiatives. Among these were: SEAC - continuing the regeneration of the environmental trail, lunchtime Kitchen Garden sessions, lifting the profile of Rubbish Free Day and Walk & Ride to School. School Promotions - actively promoting the school through signage, newsletters and guiding tours. Cool Clubs - lunchtime program running cooking and sport activities to engage younger students. Sports captains - organising early morning fitness activities and Twilight Sports. Kidsmatter - conducting parent surveys, promoting Kidsmatter and facilitating games at the Big Breakfast community event.

As part of the Healthy Together Knox Achievement Program, St Joseph’s met the statewide benchmark for Sun Protection. The Healthy Eating and Oral Health Coordinating Stage was also achieved.

Students were given the opportunity to participate in National and State health initiatives including National Walk to School Day, Ride to School and Premiers Active Challenge.

Meditation continued to be a daily practice, with all classes exploring Mindfulness practices to complement the meditation sessions.

Intensive Leadership training to all Grade 5 students over a week, developed leadership skills and established leadership teams for 2015.

### AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>92.75</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.53</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.03</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.34</td>
</tr>
<tr>
<td>Year 5</td>
<td>95.20</td>
</tr>
<tr>
<td>Year 6</td>
<td>94.89</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>93.96</td>
</tr>
</tbody>
</table>

Student Punctuality and Attendance is reported on in the Semester One and Semester Two School Reports – highlighting that “Research and literature support that there is a correlation between student attendance and their academic achievement. Students who attend school regularly achieve greater success than those with high levels of absenteeism”

Regular articles are placed in the school newsletter highlighting the importance of good attendance and punctuality

Regular absentee and / or poor punctuality is followed up by class teachers or School Principal / Deputy Principal where necessary
VALUE ADDED

- Opportunities for student voice were enhanced through Parent/Teacher/Student Goal Setting conversations.
- Projects such as Rubbish-free lunch days, Walk and Ride to School days, ongoing meditation, Sip and Crunch, the Environmental Trail, morning physical activities along with many other initiatives reinforced the importance to the school community of taking care of the wellbeing of the whole person.
- Hosted Kidsmatter weekly regional cluster meeting.
- Mindfulness practices across the whole school, including parent information session.
- Families and members of the community actively participated in Grandparents day and Open Mornings including weekly Kitchen Garden morning teas.

STUDENT SATISFACTION

- The Student Wellbeing data as part of the School Improvement Survey (SIS) showed significant improvement in 2015. The actual score increased 14.15% to 78.42% and the percentile improved by a remarkable 39.68% on the previous year.
- The Student Behaviour data as part of the School Improvement Survey (SIS) also showed significant improvement in 2015. The actual score increased 8.33% for staff responses and 10.10% for student responses.
- In the Parent Opinion Survey as part of our SIS Data our highest scoring percentile with 90% (indicating we are performing better that 90% of school) was Student Safety. This improved nearly 40% from 2014 results.
Leadership & Management

Goal

To build a proud professional learning community which is working consistently, towards the implementation of a shared vision

Intended Outcomes

- That teamwork, at all levels, is collegial, dialogical and focussed on improving the outcomes of all students

Achievements

- The Leadership Team were challenged to present authentic opportunities to deliver the throughline, ‘Everybody Matters’ in 2015. Working groups were created to encompass 2015 initiatives – Change 2, Kidsmatter, Community and Writing. All staff (Admin, LSOs, School Counsellor, Maintenance Officer, Teachers) were then placed into three teams (Junior, Middle and Senior) with representation from all of the working groups. Most importantly time was prioritised for teams to meet each term for a coffee catch-up, soup luncheon, breakfast etc. A protocol was developed so that a ‘circle of sharing’ was expected and all members could hear and discuss the ‘work’ happening in each of the working groups. Significant improvement was evident in the School Improvement Data in the areas of Clarity, Empathy and Supportive Leadership.

- Work was completed on the new Administration Precinct and this space immediately attracted positive attention from the community, staff and students allowing all feel welcomed, valued and proud.

- In 2015 the school had the following Positions of Leadership: Education in Faith (Religious Education), Teaching and Learning (Numeracy) and Student Wellbeing. In 2015 our Deputy Principal focused on Student Diversity and Teaching and Learning (Literacy) in her role. With the Principal and Deputy Principal these people formed part of the School Leadership Team.

- The Leadership worked with CEM consultants to create SMART goals in the area of Writing for each term, with the aim to improve student outcomes. This learning was then transferred to teachers through Learning and Teaching meetings on a weekly basis.

- Support for teachers to work collegially to put new learning around writing (i.e. using mentor texts) into their daily practice was provided through the Japanese model where a lesson is taught, student learning is observed, changes are made to the lesson and then the lesson is taught again to new group of students.

- Changes were made to the way Learning Support Officers worked. Rather than being assigned to classrooms, LSOs worked with students according to their needs, across levels and were guided by the Personalised Learning Plans designed in Program Support Group (PSG) meetings. LSOs reported positively on this change citing improved job satisfaction and a move towards independence for many of the students they were working with.

- Change 2, a post review CEM initiative, was introduced to help schools manage future change. A team and a project was change and the principles of change management were delivered and worked through with facilitators from the CEM - Eastern.

- Teaching Staff used AITSL Standards to track progress to assist in their personal learning and progress along the continuum. All staff were involved in goal setting during their Annual Review Meetings.

- The following Specialists Programs were provided for students during 2015: Art, Physical Education, LOTE (Indonesian) and Performing Arts.
Student Action Leadership Teams continued in 2015. Students in Year 6 nominated themselves to be a leader in one of the various Leadership Teams. In 2015 the Student Action Leadership Teams were – Sports, School Promotion, ICT, Community Outreach, SEAC, Art & Design and Cool Clubs. These Leadership Teams continue to see our Senior Students taking on more active role in school life.

### TEACHING STAFF ATTENDANCE RATE

<table>
<thead>
<tr>
<th>Category</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff Attendance Rate</td>
<td>91.47%</td>
</tr>
<tr>
<td>Non-Teaching Staff Attendance Rate</td>
<td>97.88%</td>
</tr>
<tr>
<td>All Staff Attendance Rate</td>
<td>94.71%</td>
</tr>
</tbody>
</table>

### STAFF RETENTION RATE

<table>
<thead>
<tr>
<th>Category</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Retention Rate</td>
<td>66.67%</td>
</tr>
</tbody>
</table>

### 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>9.09%</td>
</tr>
<tr>
<td>Graduate</td>
<td>18.18%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>54.55%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>18.18%</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>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>22</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>14.18</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>16</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>7.53</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2015

- St Joseph’s has been committed to providing equitable Professional Learning opportunities for all staff including teaching and non-teaching staff and this has been accessed both internally and externally.
- All professional learning has been focused and aligned to the School Improvement Plan and our involvement in a number of initiatives provided a platform for whole school development.
- Staff meetings and Teaching & Learning Meetings (TLMs) continued to focus on student’s needs and to equip teachers with the necessary skills to address these needs.
- Staff used Australian Institute for Teaching and School Leadership (AITSL) Standards to map their progression and set future personalised goals.

Staff holding Positions of Leadership attended Network and Cluster Meetings to advance and inform their specific area of expertise. The following leadership areas are identified at our school – Education in Faith (Religious Education), Learning & Teaching (Literacy), Learning & Teaching (Mathematics), Student Wellbeing, and Student Services.

Our Deputy Principal continues to be a sitting member of the Victorian Institute of Teaching (VIT) council.

As well as network meetings for school leaders, staff were also involved in the following professional learning activities:

- GAFE bootcamps
- Spelling / Dyslexia
- Restorative Practice
- Writing
- Kidsmatter
- CPOL
- Change 2
- Mindfulness
- Teaching Cricket in Primary Schools
- Reading Recovery – Ongoing monitoring
- Graduate Conference
- Behaviour Management
- Mandatory Reporting – eLearning Module

Expenditure for Professional Development:
Network Fees - $3,450
Replacement Costs - $40,140
Professional Development Fees - $6,535
TOTAL = $50,125

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 26 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL | $1,928 |
**TEACHER SATISFACTION**

- The **Organisational Climate** data as part of the School Improvement Survey (SIS) showed significant improvement in 2015. The actual score increased 17.32% to 82.90% and the percentile improved by a remarkable 57.67% on the previous year.
- The **Teaching Climate** data as part of the School Improvement Survey (SIS) also showed significant improvement in 2015. The actual score increased 13.28% to 85.06% and the percentile improved by an incredible 51.53% on the previous year.
- The **Four pillars of Culture** (**Empathy** – 77.1%, **Clarity** – 78.2%, **Engagement** – 78.4% and **Learning** – 77.1%) developed from the SIS data demonstrated that we have made very pleasing gains and that these areas were well balance.
- Out of the 23 indicators in the Staff School Climate SIS data 22 improved, most of these significant improvement. 19 of these indicators registered in the top 25% of schools in Australia. In 2014 we had no indicators in the top 25%.
School Community

Goal
To build dynamic, interactive and authentic community partnerships that embrace the school’s cultural diversity

Intended Outcomes
• That student learning improves through active family engagement in their learning

Achievements
• As mentioned in the Principal’s Report a new approach was also taken with our parent community. Our Parents and Friends committee was replaced with a new structure referred to as commUNITY@StJoes. This approach saw all members of the school community commit to assisting one of the sub teams under this banner. The sub teams included- School Improvement Committee, Gardening Group, Catering – Working Bees and Other Events, Special Lunch Days, Mothers / Father’s Day Stalls, School Disco, Major Social Events, BBQs, Chocolate Drive, Fete Committee and Raffles. These groups worked independently to achieve their goals but were supported by our two commUNITY@StJoes leaders. In its infancy this model has been very successful as it allows greater community involvement and participation without numerous meetings and impact on people’s personal time.

• One highlight of our commUNITY@StJoes Team was our inaugural CatholicCare Family Week Breakfast. Over 200 people joined us for breakfast sharing bacon and egg rolls, cereal, fruit, toast and beverages. The “buzz” in our school was amazing and highlighted the great community that was building at St Joseph’s, Boronia.

• During 2015 we continued to build upon strengthening Parent Connectedness. A coffee van was organised on the first day of each term which further encouraged interaction between new families and established ones. Many took advantage of a ‘free cuppa’ and the audible ‘buzz’ ensured it’s continuation.

• One of our parents successful introduced morning fitness or boot camp for interested parents in our school community. This has become very popular and has a solid following.

• Grandparents Day (incorporating Maths, Book Week and Tree Planting), Indonesian Day, Twilight Sports, Family Week Breakfast, School Masses and our School Production were major community events during the year. Each of these was an opportunity for families within our school community and people within the wider community to come along and be involved. Many families attended each of these events highlighting that they are happy to belong to the St Joseph’s School Community.

• Local Catholic Secondary Colleges, St Joseph’s Regional College and Mater Christi, were involved in mentoring our senior students by way of our continued participation in the Lighthouse Project and the Year 5 Taster Day program.

• Students from the school continued to be actively involved in the Knox Primary Schools Sports Association. Students participated in a number of local and regional levels. Students competed in events including various sporting clinics, orienteering, cross country, athletics and winter sports. Students also participated in the annual swimming program.

• The school choir continued to play an active role within the local community singing at the Knox Festival, the Friendship Group Christmas Lunch, Stringy Bark Festival, Nursing Home, Parish Fete, Open Days and Grandparents Day.

• Weekly Kitchen Garden morning tea catered by students and supported with produce from our Kitchen Garden.
Our school was privileged to have the support of our parent community in a number of valuable ways. Volunteers assist in classrooms and on excursions, support a number of school liturgies, sporting activities, special days and activities.

Lead by our School Improvement Committee, the maintenance and upkeep of the school was greatly assisted by our working bees that were conducted each term. Through these working bees a number of projects have been completed and the general appearance of the school maintained and improved. The employment of a maintenance contractor for one day per week has continued and this also added to the beautification and maintenance of the school buildings and grounds.

A number of successful fundraising and social events were again conducted by the Parents and Friends. Fundraising activities included The Great Community Raffle and Entertainment Books. Social events and services to the school included Student Discos, Mother’s and Father’s Day stalls, Special lunches and Casual Clothes days.

The Parish Fete was once again a fantastic success providing a great social day but also raising much needed funds for the church and schools in the parish. The day was very well attended and we were lucky to have good weather. This is the favourite day on the school calendar for many of our students and families.

Principal and the Student Wellbeing Leader continued to be active members of the Outer Eastern SACSC Cluster, where the focus was to introduce Kidsmatter. In 2015 we also received a Family Schools Partnership grant to work with a cluster of local Catholic Schools to employ

**PARENT SATISFACTION**

- Our **Community Engagement Aggregate** as part of the School Improvement Surveys (SIS) continue to improve and have done so steadily over the past years as highlighted in the following data. 2012 – 69.8, 2013 – 73.3, 2014 – 73.1 and 2015 – 77.9.

- Positive partnership between the school and families was highlighted in the School Improvement Survey by parents. Under the area of “Community Engagement” all five indicators demonstrated improvement. These indicators were “Parent Partnerships”, “Approachability”, “Parent Input”, “Reporting” and “School Improvement.” These results were highly valued by the staff as a major focus has been placed on building community, developing strong parent and community partnerships have been a major focus over the past years.

- “Connectedness to School” from the “Student Engagement” also recorded improvement in the School Improvement Surveys from the parent community. This further supports the work done in the area of community building.
# Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>127,912</td>
</tr>
<tr>
<td>Other fee income</td>
<td>57,190</td>
</tr>
<tr>
<td>Private income</td>
<td>33,576</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>489,699</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,622,291</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td>2,330,668</td>
</tr>
<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,462,907</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>415,948</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>1,878,855</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td>460,194</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td>1,082,327</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td>1,614,998</td>
</tr>
</tbody>
</table>

The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools’ capital borrowings.

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.
Future Directions

Below are a number of goals identified in our Annual Action Plan for 2015. We believe that these are achievable goals as our school community works together towards positive results.

### EDUCATION in FAITH

**TO STRENGTHEN AND EMBED THE CATHOLIC IDENTITY OF THE SCHOOL AS A LIVING FAITH COMMUNITY WITHIN A CONTEMPORARY CONTEXT**

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Actions</th>
</tr>
</thead>
</table>
| That all members of the St Joseph’s community will be able to articulate, model and live their understandings of being part of a Catholic community. | • Explicitly link the Faith element of all social justice activities to our School Vision statement and have students articulate their learning around this.  
• Provide professional learning opportunities for staff to increase their understanding of the Catholic faith and traditions to enable a contemporary approach to learning and teaching in RE.  
• Utilise RE Pedagogical tool on CEVN to inform learning and teaching practices in RE and student engagement |
| That student learning in Religious Education is explicit, purposeful, relevant and engaging |                                                                                                                                                                                                                                                                         |

### LEARNING & TEACHING

**TO PROVIDE A RIGOROUS CONTEMPORARY LEARNING ENVIRONMENT THAT CHALLENGES AND EMPOWERS STUDENTS TO GROW AS PASSIONATE AND SUCCESSFUL LEARNERS**

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Actions</th>
</tr>
</thead>
</table>
| That student outcomes in literacy, with a focus on writing, continue to improve | • Work collegially to implement a contemporary and challenging curriculum within the Catholic context that ensures entitlement  
• Use Smart Goals each term to improve student outcomes in all areas of literacy and numeracy.  
• Ensure that all teachers are able to use student data to inform our planning and teaching to cater for and respond to the diverse learning needs of our students  
• Skill all staff and students in the use of effective goal setting and feedback to improve performance and outcomes |
| That student outcomes in numeracy continue to improve                            |                                                                                                                                                                                                                                                                         |
| That student engagement in their learning continues to improve                  |                                                                                                                                                                                                                                                                         |
### STUDENT WELLBEING

**TO DEVELOP A CULTURE WHERE THE SOCIAL, EMOTIONAL, SPIRITUAL AND PHYSICAL HEALTH OF EVERY STUDENT IS NURTURED IN A POSITIVE AND AFFIRMING ENVIRONMENT**

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>That students are empowered to be motivated, resilient and responsible learners</td>
<td>• Ensure that all Wellbeing initiatives are grounded within a Catholic faith context</td>
</tr>
<tr>
<td></td>
<td>• Continue to implement a whole school consistent approach / philosophy (e.g. KidsMatter) as an umbrella for student wellbeing and ensure all staff have a shared understanding</td>
</tr>
<tr>
<td></td>
<td>• Empower students to use the tools provided (eg Circle Time, Restorative Practices and Mindfulness) to develop their social and emotional capabilities</td>
</tr>
<tr>
<td></td>
<td>• Continue to provide authentic student leadership experiences</td>
</tr>
<tr>
<td></td>
<td>• Ensure annual tracking and evaluation of student safety data.</td>
</tr>
</tbody>
</table>

### LEADERSHIP AND MANAGEMENT

**TO BUILD A PROUD PROFESSIONAL LEARNING COMMUNITY WHICH IS WORKING CONSISTENTLY, TOWARDS THE IMPLEMENTATION OF A SHARED VISION**

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>That teamwork, at all levels, is collegial, dialogical and focussed on improving the outcomes of all students</td>
<td>• Build staff Wellbeing.</td>
</tr>
<tr>
<td></td>
<td>• Ensure the meeting schedule allows for greater clarity and communication, as well as providing opportunities for professional learning in each sphere.</td>
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<td></td>
<td>• Utilise AITSL standards to develop whole school understanding of professional expectations</td>
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<td>• Empower all staff to develop their own learning pathway, set goals, improve practice and build their expertise.</td>
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<td></td>
<td>• Ensure the smooth transition into ICON and supporting technologies.</td>
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</tbody>
</table>

### SCHOOL COMMUNITY

**TO BUILD DYNAMIC, INTERACTIVE AND AUTHENTIC COMMUNITY PARTNERSHIPS THAT EMBRACE THE SCHOOL’S CULTURAL DIVERSITY**

<table>
<thead>
<tr>
<th>Intended Outcomes</th>
<th>Actions</th>
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<tbody>
<tr>
<td>That student learning improves through active family engagement in their learning</td>
<td>• Work with Family School Partnership (FSP) leader to develop a plan to connect families to student learning.</td>
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<td>• Ensure inquiry units incorporate authentic community-linked learning and opportunities to take action.</td>
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<td>• Ensure opportunities for ‘voice’ of all members of the school community using surveys and other forums.</td>
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