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Contact Details

| ADDRESS         | 4-8 Raymond Street  
|                 | Orbost Vic 3909     |
| PRINCIPAL       | Matthew Hamer       |
| PARISH PRIEST   | Father Michael Willemsen |
| TELEPHONE       | (03) 5154 1289      |
| EMAIL           | principal@stjorbost.catholic.edu.au |
| WEBSITE         | www.stjorbost.catholic.edu.au |

Minimum Standards Attestation

I, Matthew Hamer, attest that St Joseph’s Catholic 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 Victorian Regulation and Qualifications Authority (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

Inspired by the life of Jesus, we strive to develop a relationship with God.

In partnership, we aim to promote curious and confident life-long learners.

At St Joseph’s we foster respect for all and work to build strong connections with the community.
School Overview

St Joseph’s Catholic School provides primary education for children from the communities in and around Orbost, drawing pupils from all outlying areas. Our school was founded by the Sisters of St Joseph in 1923 and has developed a strong tradition in the local community guided by the Gospel values of peace, justice, love and hope. We are a school for the whole community, warmly inviting enrolments from all families, including those with other faith traditions.

The multi-age grouping of children reflects life experience, provides for valuable social education and enables children to recognise their own responsibility in developing an atmosphere informed by the values of Jesus Christ.

The school gardens create a safe, stimulating environment where the students can appreciate and enjoy outdoor learning and recreation. Having modern facilities and being technologically well-resourced, St. Joseph's has the tools to support innovative teaching. In our Languages other than English (LOTE) program the students learn to speak Mandarin as well as finding out about Chinese culture. Music and Physical Education are taught as specialist subjects and provide opportunities for students to appreciate their own talents and those of their peers. Our thriving instrumental music program ensures continued support for our young musicians through explicit teaching and encouragement. Our Physical Education program promotes participation in physical activity for all students and provides opportunities for children to improve their skills. Students compete in their chosen sports within the local area and beyond.

Our registered play group is open to all families in the community and is facilitated weekly. Carers and children socialise, enjoy stories and activities through Puppets and Play and participate in the Beat Boppers music program.

The small number of staff and students creates a close knit school community, where staff, students and parents work together to create an excellent educational experience and provide effective pastoral care.

Our multi-faceted educational environment enables children to reach their full potential in a rapidly changing world. In this way the religious, spiritual, intellectual, emotional, social and physical development of each child is nurtured and developed.
Principal’s Report

St Joseph’s Primary School is fortunate to enjoy excellent working relationships with parents and the school community. Good communication is highly valued and providing the best possible education for our students is our top priority. Parents again demonstrated their support of our school by attending curriculum meetings and school functions, regularly helping out in a range of ways and coordinating fundraising events so that valuable resources could be purchased.

In 2015, St Joseph’s Primary School staff participated in the process of Catholic School Renewal. This provided a valuable opportunity to reflect on our school, consider our strengths and challenges, analyse data from the Insight SRC and Enhancing Catholic School Identity Project (ECSIP) surveys and set directions for the next four years. We also completed the requirements of the Victorian Registrations and Qualifications Authority (VRQA). After perusal of policies and other documentation, site inspection and discussions with staff, we were found to be compliant and so were successful in gaining continued registration for our school.

 Teachers implemented valuable contemporary teaching strategies. They continued to focus on improving their techniques for explicit teaching and delivery of a differentiated curriculum to meet the needs of all students. Students engaged in learning, experienced feedback as a strategy for improvement, participated in community events and embraced leadership opportunities. The appointment of a School Chaplain enhanced our capacity to support students and their families and to meet the social and emotional learning needs of our children.

At the end of 2015, we farewelled Father Prasanna, our Priest in Residence who, after celebrating Masses with our school community and enjoying many music lessons with Mr Peter May and students, was transferred to Traralgon. Father Peter Bickley, our Parish Priest, was also farewelled. He accepted the position of Parish Priest at St Mary’s Cathedral in Sale; where, as the Bishop’s representative, his new title is The Very Reverend Dean Peter Bickley. We look forward to welcoming Father Anthony Phillips, as Priest in Residence, and Father Michael Willemsen, as Parish Priest, in the new year. We remain very grateful for the continued support of Sister Madeleine White who enriches our community, supports our faith development and is a constant reminder of our history and the valuable contributions of the Sisters of Saint Joseph.

Mr Matthew Hamer, having been appointed to the Principal position at St Brendan’s Catholic Primary School, Lakes Entrance, was also farewelled. The school community thanked Mr Hamer for three years of dedication, during which time he led by example, building a positive educational community that focused on continually improving student learning.
Education in Faith

Goals & Intended Outcomes

- Create a learning environment that promotes the Catholic Faith.
- Develop relationships with God that reflect the Catholic faith in today's society.

Focus area: Strengthen teaching and learning in Religious Education.
Strengthen school, family, parish and community partnerships.

Achievements

At St Joseph’s Primary School, we take seriously our responsibility to develop young people who significantly care for their community through an education that promotes Christian service. Students participated in school Masses at St Colman’s Church, many of which were prepared by different classes and celebrated significant feasts of the Catholic Church. Students demonstrated respect and reverence during class and whole school prayer services. Staff members embraced opportunities to develop greater understanding of faith, prayer, scripture and Catholic doctrine. Insights into our community's perceptions of religion were gained by analysing survey data from the ECSIP survey.

Professional learning from Mrs Anne Taylor, Education Officer in Catholic Identity and Religious Education, supported teachers in the planning of Religious Education lessons. These built on the children's experiences, prepared them to hear the Word of God, and focussed on listening to, and reflecting on, Scripture before responding with action.

A highlight was supporting the students who received the Sacrament of Reconciliation for the first time, and celebrating the occasion with them as a school community.

VALUE ADDED

Students engaged with the broader community regularly by reading and praying as part of the Catholic community during school Masses, visiting the elderly residents at Lochiel House and Waratah Lodge aged care facilities and by cooking and donating food to the church operated soup kitchen. Issues of social justice were discussed and students contributed some of their pocket money, as well as funds raised through an Easter raffle, to the Caritas Project Compassion Appeal.

Class led prayers were a regular feature of our assemblies where students participated confidently, reading from Scripture, praising God by singing or offering prayers on behalf of the community, with reverence and respect. Students learnt and rehearsed new hymns as they extended their repertoire for inclusion in Masses and prayer services.

Parents, students and staff members completed the ECSIP surveys which looked at our Catholic identity. These were analysed and interpreted by experts who then explained the current understandings of our faith community. This information was considered when setting new directions for our school in the area of Religious Education.
Learning and Teaching

Goals & Intended Outcomes

- Develop a contemporary learning culture targeted to individual needs and based on a deep knowledge of our students.
- Use Information and Communications Technology (ICT) as an authentic context for independence in literacy and learning.

Focus areas:
- Develop rigorous and respectful learning teams.
- Implement a system for tracking student progress to share responsibility with the learner.
- Purchase and use appropriate technology to support learning.

Achievements

Teachers and students continued to focus on developing a range of strategies for comprehension in daily reading lessons. Student enjoyment of reading continued to flourish and regular assessments showed that students were developing comprehension strategies that they could use independently. Improvement in reading was evident for all students.

The ‘Speech Sound Pics’ spelling program proved to be very successful in Junior and Middle classes as it focussed the students’ attention on producing and recording different sounds and word construction. Improvement in spelling and reading resulted.

The use of open ended questions in Mathematics classes helped the students to broaden their understanding of concepts. Children and families enjoyed a morning of hands-on Maths activities that proved to be great fun. Two staff members participated in a professional learning session on Extending Mathematical Understanding (EMU).

Regular use of ICT as a learning tool led to a renewed zest for learning amongst the students and necessitated improved understanding and management of iPads and laptops as engaging tools for learners. Students were able to seek information from a variety of sources, work collaboratively and present their work in a range of ways.

Our music program continued to flourish with many students sharing their talents with the school community. Incursions and excursions expanded the students’ experience in the performing arts and so supported their school program. Our science program was supported by a visit to the Life Education Van where students were delighted to engage with Harold, the life education puppet.

Learning adjustments were made by teachers and Education Support Officers (ESO) to ensure purposeful teaching at the point of need for students. This enabled us to cater for individual differences and celebrate appropriate achievements.

Professional Learning Team meetings on ICT, English and Mathematics helped to deepen our understanding of curriculum requirements, assisted with personalising planning, improved our assessment techniques and ensured consistency in reporting across the school.
STUDENT LEARNING OUTCOMES

Ongoing teacher assessments indicate that student outcomes continue to improve in Literacy and Numeracy. Naplan data indicates that previous learning dips, particularly in the area of writing, have been addressed to enable all students to achieve minimum standards. School-based assessments indicated that further work needs to be done in the teaching and learning of place value, which will be a focus during 2016.
School Community and Student Wellbeing

Goals & Intended Outcomes

To develop and support resilience, confidence and acceptance of others.

Focus areas:
- Promote wellbeing through personalised learning.
- Engage in Professional Learning to support understanding and management of risk factors and to encourage protective behaviours.
- Include Social Emotional Learning in the school curriculum using the You Can Do It program.
- Foster strong school, family and community partnerships.

Achievements

St Joseph’s school community created warm, inclusive learning environments and staff planned and facilitated engaging programs for students. Integration of the ‘You Can Do It’ program across the school continued to support social emotional learning for our students as they deepened their understanding of positive social skills and celebrated good behaviour. Students experienced, and then confidently identified, named and explained the effects of positive social skills.

Strong partnerships with the community, supported by regular communication through formal and informal interactions with parents, newsletters, the school app and our website, continued to flourish. Classroom Parent Representatives performed their role within the school community effectively.

Mrs Marion Ward continued to foster a love of gardening and appreciation of the environment by sharing her knowledge and skills with the ‘Gardening Club’. The introduction of Passion Projects with Ms Kelly Hyslop, the newly appointed school chaplain, saw the creation of art works and garden projects that further enhanced the school environment while providing valuable opportunities for social and emotional support and personalised learning.

St Joseph’s Playgroup thrived with parents and toddlers embracing the opportunity to meet, socialise and enjoy each other’s company in an educational setting. This inclusive environment fosters the early development of positive social and emotional skills. The interactions with Puppets and Play, facilitated by Mel Findley from Orbost Regional Health, and the engaging Beat Boppers Music Program, led by Mr Peter May, were thoroughly enjoyed weekly highlights for children and adults alike.

The commitment of community members, staff and especially students ensured that our school, and in particular our playground, continued to be a vibrant, happy and safe environment.

Student non-attendance

If a child is absent from school, for any reason, an explanation, detailing the reason for the absence, needs to be provided to the school. This can be in the form of a written note or by contacting the office via phone on the day of the absence or on the next day. An absentee form is on the School app with information on how to use it. Blank copies of absence notes are also available on the school website or from the school office.
VALUE ADDED

Parent evenings, BBQs, working bees and special events like Grandparents’ Day, Fathers’ Day and Mothers’ Day, were well attended.

Collaborative conferences where students shared their personal learning journeys with staff and parents were completed. This involved students showing and discussing work samples, considering aspects of social and emotional learning and setting short and long term goals.

The school fete was a successful event for building community and for raising funds.

Breakfast Club, which supported both families and student learning, was again facilitated by parents.

Engagement with the community remained a focus with students visiting Lochiel House and the Waratah Aged Care facility to entertain and interact with residents. Staff and students were also committed to making a valuable contribution to the local community by caring for our environment, working collaboratively in multiple groups and participating in student led assemblies and events.

Difference was celebrated through engagement with Mr Paul Munday, CEO Sale, who supported teaching and learning in the area of Indigenous Education. Highlights included the celebration of Harmony Day where parents provided typical foods from their countries of origin for students to taste and the celebration of Naidoc Week with staff and students from Nowa Nowa Primary School.

STUDENT SATISFACTION

Students happily greet each other, and staff members, each morning. They readily engage in conversations that build respectful relationships as they enjoy their breakfast or play together. We often hear from members of the community that they noticed our students helping others or using good manners. School leaders initiated and facilitated, with help from staff members, a range of activities that were enjoyed during breaks. These included dance, sporting activities and chess games to name a few.

The 2015 Insight SRC data clearly indicated that the students were encouraged to learn in a stimulating learning environment. In addition the data indicated that the teachers provided purposeful lessons that assisted them with their learning. Students also indicated that classroom behaviour was generally good which allowed them to focus on their learning.
PARENT SATISFACTION

Parents from St Joseph’s positively promote our school in the local community which has led to increased enrolments. Attendance at Masses, meetings, special events and working bees was high. Many parents regularly assist the school by helping out in classrooms, on excursions and in the garden. Parent Class Representatives met with the principal each term to assist in organizing school events and then ensured that all families were well informed about upcoming events and opportunities for engagement.

Existing and new parents alike commented on our welcoming community and excellent communication. They expressed their appreciation of the work of Marion Ward in the garden, the commitment of the staff in personally supporting every student and the range of opportunities to engage with the school community, both in classrooms and beyond. The parents’ appreciation for the extra-curricular activities provided was evident in the Insight SRC data.

We very much value our strong relationships with our parents and continue to seek ways to improve our good standing in the local and educational communities. A typical comment by a parent was, ‘Your school is the reason that we have stayed here so long. It has been an amazing experience for our children who have come on so well...’
Leadership and Stewardship

Goals & Intended Outcomes

- Provide opportunities to develop leadership for students, staff and parents.
- Provide a pleasant, safe and secure environment for our school community.
- Provide quality resources for a vibrant learning community.

Achievements

The student leaders of 2015 consistently modelled appropriate behaviour through their interactions with peers, staff members and parents. They led assemblies and celebrations with clarity and confidence. They worked diligently with staff members to facilitate enjoyable activities for fellow students during recess and lunch breaks and were often heard offering individual support to others. Student leaders were fortunate to attend the Ordination of Bishop Patrick O'Regan at the St Mary's Cathedral in Sale, a rare and very significant event in the history of the Catholic Church in Victoria.

Staff members continued to share ideas, plan collaboratively and moderate student performance to ensure consistency in assessment and reporting of student achievements. Curriculum leaders met to consider the proposed learning and teaching opportunities for 2016. It was decided that St Joseph's Primary School would benefit from increasing teacher curriculum knowledge and expertise in the area of writing.

Students and staff members alike improved their leadership capacity through a range of experiences and challenges shared during school camps. Year 5 and 6 students spent a week in Canberra, meeting the challenges of being away from home for an extended period of time, coping with the cold and engaging in learning in many different environments. Staff commented that it was wonderful to witness the support that students afforded each other, their cooperation with adults and their resilience in managing their emotions and embracing challenges.

We continued to provide resources for students to engage in effective use of Information Communications Technology (ICT). Classes are able to integrate ICT use in their programs to enhance learning, create work samples and share their work creatively.
EXPERIENCE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING (PL)

DESCRIPTION OF PL UNDERTAKEN IN 2015

- Diocesan Religious Education Professional Development
- School Renewal
- Occupational Health and Safety
- Principal Conferences
- Literacy, Numeracy, RE and ICT professional learning
- Insight SRC data analysis
- ECSIP analysis and interpretation
- Extending Mathematical Understandings training
- Mandatory Reporting
- SPA Platform professional learning
- Special needs (autism, anxiety) workshop with Sue Larkey
- Compliance
- Disability Standards for Education
- Mental Health

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 10

AVERAGE EXPENDITURE PER TEACHER FOR PL | $1060

TEACHER SATISFACTION

Staff at St Joseph’s Primary School continued to support each other in working to achieve the best possible outcomes of our students. The Insight SRC data shows that teacher relationships remain positive. The Insight SRC data also indicated that staff were appreciative of the opportunities for professional learning and that appraisal and recognition of their work was high.

As a school team we use positive language and implement a range of strategies to help students to act responsibly and develop empathy. In 2015, these strategies included greater differentiation in curriculum to better meet the needs of individual students, employment of a school chaplain and ensuring that students were positively engaged in activities during breaks.

‘My students made connections with faith and social justice during our visits to Lochiel House. These experiences were positive and rewarding for the students and staff as well as for the elderly residents. A great way to share history and build empathy!’

‘A significantly positive outcome in 2015 came from the introduction of the Speech Sound Pick (SSP) program. It helped us to differentiate the curriculum and address the individual needs of the children. It was wonderful to see the students focussed on achieving their personal learning goals and improving their skills.’
## Financial Performance

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<th>REPORTING FRAMEWORK</th>
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<td>Tuition</td>
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<tr>
<td>School fees</td>
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<td>Private income</td>
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<tr>
<td>State Government recurrent grants</td>
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<tr>
<td>Australian Government recurrent grants</td>
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<td><strong>Total recurrent income</strong></td>
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<tr>
<td>Recurrent Expenditure</td>
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<td>Tuition</td>
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<td>Salaries; allowances and related expenses</td>
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<tr>
<td>Non-salary expenses</td>
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<tr>
<td>Capital income and expenditure</td>
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<td>Government capital grants</td>
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<td>Capital fees and levies</td>
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<td>Other capital income</td>
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<td><strong>Total capital income</strong></td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
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<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
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<tr>
<td><strong>Total opening balance</strong></td>
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<tr>
<td><strong>Total closing balance</strong></td>
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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 VROA 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

At St Joseph’s Primary School, we will continue to do the things we do well so that strong bonds with the community will continue to be fostered through community engagement and excellent communication. High expectations in building relationships with students, staff and families will be supported through inclusive practices, acknowledgement of effort, acceptance of challenge and celebration of difference and achievement.

We will continue to nurture our Catholic identity by involving the students and their families in Masses and prayer services, endeavouring to see Jesus in other people and investigating His relevance in our world today. Children of different faiths will continue to be welcomed and supported as we imitate Jesus’ modelling of Christian values like inclusion and understanding.

We will embrace the Catholic Education Office initiatives of the Learning and Teaching Network and Collectives by participating fully in the professional learning opportunities and diligently completing the required tasks. Knowledge gained will be shared to assist all of our teachers to improve their teaching practice and so improve outcomes for our students. Three staff members are committed to leading our school in facilitating this valuable work with the schools in The Far East Collective: St Brendan’s, Lakes Entrance; St Mary’s, Bairnsdale and St Patrick’s, Stratford.

Collaborative teaching and personalised learning will continue to be the mainstay of our teaching program as we all strive to achieve our potential. Exciting times are indeed ahead!
VRQA Compliance Data

NAPLAN Data Year 3 and Year 5

The NAPLAN results indicate that most students were at the expected levels in English and Numeracy. Improvement in the Year 5 data is clear indicating effective teaching in writing has supported students to achieve minimum standards. The school is focusing on personalising instruction to improve student outcomes in Mathematics at Year 3 and grammar and punctuation in Year 5.

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<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
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<tr>
<td>Y01</td>
<td>91.62</td>
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<tr>
<td>Y02</td>
<td>92.23</td>
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<tr>
<td>Y03</td>
<td>88.61</td>
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<tr>
<td>Y04</td>
<td>99.18</td>
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<tr>
<td>Y05</td>
<td>86.40</td>
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<tr>
<td>Y06</td>
<td>95.98</td>
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<tr>
<td>Overall average attendance</td>
<td>92.34</td>
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TEACHING STAFF ATTENDANCE RATE

| Teaching Staff Attendance Rate | 91.57% |
### STAFF RETENTION RATE

| Staff Retention Rate | 80.00% |

### TEACHER QUALIFICATIONS

<table>
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<tr>
<th>Qualification</th>
<th>Percentage</th>
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<tr>
<td>Masters</td>
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<tr>
<td>Graduate</td>
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<tr>
<td>Certificate Graduate</td>
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<td>Diploma Advanced</td>
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### STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
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<tbody>
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<tr>
<td>Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Teaching Staff</td>
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<tr>
<td>Non-Teaching Staff (Head Count)</td>
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<tr>
<td>FTE Non-Teaching Staff</td>
<td>6.501</td>
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<tr>
<td>Indigenous Teaching Staff</td>
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