2011 Annual Report to the School Community

St Joseph’s Primary School Orbost

Registered School Number: 1177
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Contact Details

<table>
<thead>
<tr>
<th>Address:</th>
<th>Raymond Street Orbost 3888</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Mrs. Roslyn Joyner</td>
</tr>
<tr>
<td>Parish Priest:</td>
<td>Father Bernard Buckley</td>
</tr>
<tr>
<td>Telephone:</td>
<td>03 51541289</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:principal@stjorbost.catholic.edu.au">principal@stjorbost.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.stjorbost.catholic.edu.au">www.stjorbost.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
Our School Vision

VISION STATEMENT

Giving witness to the charism of Saint Mary of the Cross MacKillop, St Joseph’s Catholic School is a welcoming, supportive community, respectful of the dignity of every person.

We strive to build a learning community where all experience a sense of belonging so that each person can work towards developing their potential with confidence.

We believe St Joseph’s to be a place where:

- Jesus Christ and his teaching is central to all that we do, leading everyone in our community to know and experience the love of God

- Education is valued by all members of our community, bringing about an enthusiasm for on-going learning and a sense of pride

- There is an active partnership between school, families, Parish and wider community, and everyone is encouraged to reach out to others both locally and globally.
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 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 outdoor area where the students can appreciate and enjoy outdoor learning and recreation. Having modern facilities and technologically well-resourced, St. Joseph's has the tools to assist in creating innovative teaching. ICT and Physical Education are taught as specialist subjects. Our LOTE language is Japanese and we currently have an instrumental music program.

Intervention programs including Reading Recovery and Enhanced Mathematical Understanding (EMU) further assist students at risk in Literacy and Mathematics. We also cater for those who need extension.

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 an effective pastoral care system. The National Partnerships Initiative has provided the school with a family school convenor, employed part time to support the school in developing family school community partnerships.

We provide an educational environment that enables each child 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.
2011 has been an exciting year in terms of building projects, teaching and learning and in building community. The refurbishment projects were completed giving us a modern well-equipped library and technology centre. The upgrade to ICT infrastructure was completed and the students were delighted with the new multi sports court. New interactive whiteboards, storage and internal windows allowing more light completed an exciting project for our school.

The new Saint Mary MacKillop Hall was officially opened and blessed by our new Parish Priest Father Bernard Buckley. We warmly welcome Father Bernard to our school and community.

Teaching and learning has continued to be our main focus. We have a dedicated enthusiastic staff, both teaching and support staff. Professional learning is highly valued by all staff and the school supports this as much as possible. Although we are a small rural school we believe strongly in access and equity both for students and staff.

In the area of building community we were fortunate to be able to continue to be part of the family, school, community partnership program again, through the Smarter Schools National Partnerships Initiative. The employment of a family-school-community convener has continued to provide the opportunity to further strengthen partnerships which are vital for the wellbeing and improved learning outcomes of our students and their families.

Roslyn Joyner  
Principal
**Education in Faith**

**Goals and Intended Outcomes**

The goal and intended outcomes were to increase the Catholicity of St Joseph’s by:

- improving the prayer life of the school
- gaining a deeper understanding of liturgy

**Achievements & Value Added**

All staff attended a spirituality day with Jim Quillinan held at Cape Conran. Staff were able to develop an appreciation of personal prayer. Through professional development with the religious education consultant, staff further developed their knowledge about different ways of praying. These were then modelled to students during class prayer time and at school assemblies. The students wrote their own prayers which were included in the newsletter fortnightly and parent feedback was positive.

Fr. Elio Capra facilitated a regional professional development day about liturgy. All staff attended deepening their understanding of liturgy, in particular, Eucharist.

The sacramental program continued to be family centred, Parish based and school supported. The sacraments of Reconciliation, First Eucharist and Confirmation were all celebrated and two students were also baptised.

All classes prepared two Masses each term, while there was a whole school Mass at least once a term. Special occasion Masses with the Parish included, Ash Wednesday, All Souls Day, Feast of the Assumption, and Graduation Mass. Other prayer liturgies included the feast of St Mary of the Cross MacKillop, Anzac Day, Remembrance Day, Easter Liturgy, beginning of the school year and Christmas.

Senior students attended Mass at the cathedral in Sale to celebrate Mass of the Holy Spirit.

Religious Education (REC) Units of Work were well developed with the assistance of the REC and Religious Education Consultant while samples of students work was displayed in the foyer of the school throughout the year.

Family attendance at the beginning of the year school liturgy, Easter and Christmas liturgies was close to one hundred per cent and some parents took the opportunity to attend the evening workshops on Liturgy with Elio Capra.

Parent feedback regarding the students’ prayers in the newsletter was positive.

Grade six students enjoyed making soup and serving it to local service clubs including the men’s shed, the gardening club and the elderly citizens. This was their way of providing service to others.
Learning and Teaching

Goals and Intended Outcomes

The goals and intended outcomes were to improve literacy and numeracy learning across the school whilst providing a curriculum that engaged students in their learning.

Engagement in learning was a key focus for the year.

The focus for literacy was in developing oral language and transferring this knowledge to reading and writing.

In numeracy the emphases were on strengthening Addition/Subtraction and Multiplication/Division EMU strategies.

Achievements & Value Added

Over the year students at St Joseph’s were immersed in a rich and varied curriculum. Our specialist subjects were Art, Music, Japanese (LOTE), and Physical Education.

Our LOTE teacher and grade 5/6 teacher took part in a “Study buddy” project which involved learning to teach Japanese through the Actlan technique. The LOTE teacher then taught the partner teacher Japanese language through this method. On-line learning was also a component of this professional learning. The teaching of Japanese across the school changed as a result of this project. All classes were taught using this method. The students enjoyed this approach and there was a greater amount of vocabulary being used as well as a greater understanding and interest in Japanese culture.

Throughout term 3 students of Colman class (Grades 3/4) and Xavier class (5/6) worked together with the Japanese teacher, to create two short Japanese films for the film competition - “Framing Asia - a Student Film Festival”. Both classes entered into the re-enactment/adaption of a text category with Colman class recreating Michael Rosen’s “We’re Going on a Bear Hunt” into “We’re Going on an Ogre Hunt” and Xavier class recreating the traditional Japanese folk tale “Momotaro” into “Momoko”. Students put a lot of hard work into not just the filming and acting out of the films, but also into learning their lines, creating and making costumes and also making the great props required in the films. St Joseph’s was successful in receiving an excellence award in this competition.

All students participated in the indoor swimming program at Lakes Entrance for a term and joined with the other schools in the cluster for interschool events in athletics, swimming, cross country, winter and summer sports.

The music program has continued in 2011 thanks to the assistance of the Country Area Program (CAP). All students from Grades 3-6 received tuition in either guitar or drums while P-2 students were given a percussion lesson every week.
During the year the staff engaged in professional learning around developing oral language. Through a professional learning team culture the whole staff researched different ways of bringing explicit teaching concerning oral language into the classroom.

In term four and through the assistance of National Partnerships we engaged the services of language consultant, Hugh McCusker, to assist us in developing an action research project which will carry forward into 2012.

EMU strategies continued to be the focus for mathematics during 2011. A whole school EMU program was implemented while the grade one teacher undertook training as a specialist EMU teacher.

Reading Recovery was implemented during the year.

**ANALYSIS OF NAPLAN DATA**

The number of students sitting for the NAPLAN assessments was five or less in both grades 3 and 5. Consequently the exact data is not provided for privacy reasons. However trends can be noted. All students in year 3 and most students in year 5 were above the national benchmarks in reading, writing, spelling, grammar and numeracy.

Reading and numeracy results show the most improvements over the past four years while writing and spelling continue to be areas that need a focus for improvement.
School Community and Student Wellbeing

Goals and Intended Outcomes

To strengthen the community nature of St Joseph’s school by being a welcoming, outreaching community.

Achievements & Value Added

| STUDENT ATTENDANCE RATE | 90.44 % |

Our Maths information night was well attended with parents and students playing maths games together while learning about the curriculum.

The clubs program was well supported by volunteers from parents and parishioners. Tennis, scrapbooking, science, photography, sewing and cooking were all enjoyed and some great life and leisure skills were learnt.

The breakfast program was once again very popular and well supported by parent volunteers.

Xavier class (5/6) excelled in their junior master chef classes, learning to cook with one of our parishioners.

To support the unit of work on community helpers MacKillop classroom had visits from the local ambulance crew, nurse Lisa Hodge, and the local DSE. They visited the Orbost Bakery to make gingerbread men and walked to the fire station to look at the fire trucks. During the visit from the local police, the children dressed up in the uniforms and experimented with the sirens in the various types of police vehicles. A local football coach also came to talk to them about how football coaches help people.
Our Father’s Day Breakfast was also a huge success with many delighted fathers, grandfathers, step fathers, uncles and friends attending. The delicious breakfast was prepared by the staff while some of the children helped serve their guests. It was great to see so many happy faces.

Xavier class took part in the community NAIDOC celebrations, an important event on our school calendar.

2011 was the inaugural St Joseph’s School Band Tour. The whole school loaded up the bus, travelled to St Brendan’s Lakes Entrance and performed for several classes. We then travelled on to St Mary’s Bairnsdale and did a second performance. Every child participated and enjoyed the experience of performing in front of a live audience. The experience of transporting all the gear, setting up and packing up for each performance was valuable learning as well.

All students attended the Sale Art Gallery and participated in workshops on sculpture. Students also entered their art in two local art exhibitions, the East Gippsland Schools Art Exhibition at Lakes Entrance and the Exhibition Centre at Orbost. Students also had many entries in the local Orbost Show. Through the Art program the students learnt many different skills and techniques whilst also learning about different artists.

A community playgroup was established in the school hall.

The pastoral care policy was reviewed and updated.

**STUDENT SATISFACTION**

During the review of the Pastoral care policy students were surveyed, age appropriately, about the playground and activities provided at school. They all feel safe and especially enjoy “house” activities where the whole school joins together.

**PARENT SATISFACTION**

The role of the family school convenor has been significant in promoting family involvement in the school. Every family has been involved in the school in some way during the year. Parents have indicated that they feel welcome and confident to come into the school. There has been an increase in the number of parents volunteering to help at breakfast club and an increase in the amount of families attending the parent information nights.
Leadership and Stewardship

Goals and Intended Outcomes

- To enhance and maintain the physical aspect of St Joseph’s School by providing a stimulating, safe and secure learning environment for all.
- To develop leadership in the school.

Achievements

During 2011 we saw the completion of the project form the Victorian Government Needs Based Assistance grant:

- Refurbishments included: the library and archive room, a multi-purpose room, minor refurbishments to classrooms including new internal windows, installation of interactive whiteboards and new storage.
- ICT infrastructure, hardware and resources were upgraded.
- A new multi-sports court and up-grade of playground was completed.

This year we also officially opened and blessed the new St Mary MacKillop Hall built under the Government Building the Education Revolution (BER) project.

Student leadership has continued to grow with the initiation of the house system. There were eight leadership positions ranging from school captains to environmental and library captains as well as house captains. All students were eager to have a go at these positions.

Students led assemblies and represented the school at ANZAC Day celebrations and Remembrance Day.

Teachers at St Joseph’s share leadership by each taking responsibility for a particular area of the curriculum, encouraging others and assisting where possible. This includes ordering and maintaining resources and sourcing good quality professional development.
### TEACHING STAFF ATTENDANCE RATE
- **98.74%**

### STAFF RETENTION RATE
- **100%**

#### TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>14%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>50%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>35%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>0%</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2011

CEO in-service days for Extending Mathematical Understanding (EMU), Reading Recovery and Learning Leaders.
Spirituality Day
Study Buddy-LOTE
Teamboards
Kathy Walker-Engagement Matters
First Aid
Hugh McCusker-Oral Language

NUMBER OF TEACHERS WHO PARTICIPATED IN PL  4
AVERAGE EXPENDITURE PER TEACHER FOR PL  912.00

TEACHER SATISFACTION

Teachers at St Joseph’s are enthusiastic and happy to be here. They are proud of the whole school’s achievements and each success is valued as their own. They are keen to access professional development and have developed rigorous but respectful professional learning teams. They are supportive of each other.
## Smarter Schools National Partnerships

### Improvement Targets/Milestones

*Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.*

To improve student outcomes in literacy and numeracy and to improve student attendance by forming sustainable family links with the school.

### Improvement Strategies

*Improvement strategies the school developed in 2011 to meet the improvement targets.*

<table>
<thead>
<tr>
<th>2011 Outcomes</th>
<th>The achievements in 2011 in relation to these improvement strategies.</th>
</tr>
</thead>
</table>
| The school actively participated in CEO, Sale Professional Learning to support improvement in Numeracy in the Smarter Schools National Partnerships reform agenda. | The school:  
- Has demonstrably improved in numeracy as a result of staff engagement in Professional Learning  
- Exhibits a team approach to Professional Learning.  
Key school staff have:  
- Engaged in a coaching relationship with CEO staff to build and deepen professional practice  
- Analysed student learning data and applied the analysis to teaching and learning. |
| The school has implemented strategic approaches to family/school/community partnerships to enhance learning. | The school:  
- In partnership with the Catholic Education Office – Sale, has continued with the appointment, of a Family School Partnership Convenor to the School Community.  
- Engaged in the CECV Research Project to support the study of identifying effective and productive practice within the initiative  
- Has improved staff understanding of issues associated with low SES communities that impact on student learning through Professional Development. |
| The school has extended its intervention delivery in Literacy and Numeracy | The school:  
- Increased the access of Reading Recovery and EMU to ensure that vulnerable students were supported  
- Trained a further teacher in EMU. |
| The school actively engaged in Professional Learning to support improvement in Oral language and has implemented an action research project to measure success over a year | The school:  
- Shows improvement in written language as a result of staff engagement in professional learning in oral language  
- Analysed student learning data and applied the analysis to teaching and learning  
- Engaged in a coaching relationship with CEO staff to build and deepen professional practice. |

### 2012 Planned Progress

Staff will engage with a CEO external coach to build teacher capacity and improve student outcomes. The school will continue to extend the Reading Recovery program to meet the needs of more students who have been identified as vulnerable in reading and will train a further reading recovery teacher.  
The school will continue to extend the Extending Mathematical Understanding (EMU) program to meet the needs of more students who have been identified as vulnerable in Mathematics.  
The school will develop a strategic approach to Family-School Partnerships to enhance learning. It will further develop the Family action team; the identification of issues that impact on family involvement in learning; planning and engagement with the Family-School Partnership Convenor and the implementation of strategic activities to strengthen school-family-community partnerships.
### Smarter Schools National Partnership Funding

<table>
<thead>
<tr>
<th>The National Partnership (NP) your school is participating in</th>
<th>Low SES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 Direct SSNP funding</td>
<td>$127,791</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td>$40,539</td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
<td></td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$53,704</td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$14,157</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td></td>
</tr>
</tbody>
</table>

- **2011 Direct Commonwealth funding** distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).

- **2011 Indirect Commonwealth funding** refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).

- **2011 State National Partnership (NP) actual allocation** refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.

- **2011 School Co-investment** refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.

- **2012 Notional State National Partnership (NP) budget allocation** refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

*Please note expenditure at the school level may not have been spent in the year the direct support was received.*
### Financial Performance

#### Financial Performance for the year ended 31 December 2011

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>5,127</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>23,337</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>132,148</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
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<td>742,159</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>902,770</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td></td>
<td>458,060</td>
</tr>
<tr>
<td>Non salary expenses</td>
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<td>99,943</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>558,003</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>12,200</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>4,165</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>16,365</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>14,085</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Non DEEWR FQ reported items</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>System levies (payments)</td>
<td></td>
<td>(200,078)</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td></td>
<td>2,737</td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td></td>
<td>(2,280)</td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VROA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.*
Future Directions

In 2012 we will continue with our action research project in Oral language and look forward to analysing the results in November.

Late in 2011 we were successful in receiving a “Becoming Asia Literate Grant for Schools.” The Federal Government will provide us with $20,000 for this initiative which we named “Exploring Japanese language and culture through our senses.” We are very excited about this achievement. We will develop a Japanese contemplative garden, learn Japanese musical instruments, learn Japanese cooking from a chef, hold workshops for the community and bring Japanese cultural experiences to Orbost.

This initiative will enable us to further explore the cross curricular priority of raising Asian awareness in schools.

We also hope to further develop ICT in the school with the appointment of a specialist ICT teacher in 2012.