



ST JOSEPH'S SCHOOL COLERAINE

2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY



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Contact Details

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GOVERNING AUTHORITY	Fr Patrick Mugavin
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Minimum Standards Attestation

I, Joshua McElgunn attest that St Joseph's School, Coleraine 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

"I have come so that they may have life and have it to the full."

John (10:10)

Vision Statement

At St Joseph's school we are committed to the teachings of Jesus and our Christian beliefs. The gospel values of Harmony, Care, Cooperation, Inclusiveness, Respect and Community are the essence of our relationship with God, each other and the earth.

Mission Statement

At St Joseph's school we will:-

- Work in partnership with the parents, the parish and the wider community to provide Religious Education that is meaningful, challenging and supportive of parents who provide the foundation of their child's faith education.
- Work together to challenge each child to achieve their potential and fulfil their personal goals.
- Provide a learning environment that is welcoming, safe, supportive, and that celebrates success.
- Be vibrant members of our caring, friendly and cohesive community.

Ratified: Term 3, 2011

Review: Term 2, 2016

School Overview

St Joseph's Primary School is located in Read St, Coleraine, on the same site as the St Joseph's Parish Church. It was established by Fr. O'Connell and Miss Phelan as the teacher, but owing to a shortage of students and sometimes teachers the school closed and reopened many times through the years.

In 1924 the Sisters of St Joseph were approached to take over the school at Coleraine, and that year saw 2 sisters arrive and they began with 99 pupils. In June 1934, two classrooms were opened on the present site. 1975 saw a complex of 2 classrooms, a staffroom and an admin office erected, with another classroom added in 1978. The governance of the Sisters of St Joseph ended in 1984 and was taken over by the Sisters of Mercy, who taught at St Joseph's for 3 years.

The first Lay Principal was appointed in 1987. Despite refurbishments in 2003, ongoing structural concerns resulted in a complete demolition of the school in late 2014. In early 2015, a new, modular school building was erected and formally blessed and opened by Bishop Paul Bird CSSR in October of 2015 where it proudly stands as a showpiece 'boutique' school in the diocese of today.

Class groupings at St Joseph's are determined on an annual basis. In 2015 there were two **Learning Groups – A** (Foundation/1/2) and **B** (3/4/5/6). There is a comprehensive curriculum provided, aligned to the Victorian Curriculum for all students. St Joseph's is recognised in the local community as a school striving for excellence and is well supported by an enthusiastic School Advisory Council and hard-working Parent Association.

This year, as outlined in our Annual Action Plan, we again targeted improvement in literacy with a focus on grammar and punctuation set to feature heavily in the 2016 curriculum. Our Oral Language Supporting Early Learning will continue in its consolidation period next year and will be supported by our commitment to becoming a 'Professional Learning Community' in 2016.

Next year, we will continue to build upon our growing relationship with two of our local, Catholic network schools in Edenhope and Casterton and work closely with a host of educationalists outside of our immediate school community to bring about widespread learning achievement at St Joseph's School.

Principal's Report

To all in our St Joseph's Parish School Community,

It is with great sincerity that I thank you for your participation and assistance throughout the 2015 School Year. At the beginning of the year we received confirmation from the Catholic Education Office in Ballarat, that in agreement with our School Advisory Council, the structural integrity of our school building was beyond repair and in need of immediate attention.

Through the assistance of the Supplementary Capital Fund and our school community's own capacity to contribute, we were able to demolish and deliver a beautifully constructed and fully fitted, new modular school building. The project took six months to complete and is now a wonderful example of a modern, educational environment that promotes and supports 21st century learning.

We commenced the 2015 school year with 27 students, including new families and the appointment of new teaching staff, including Mrs Karen Hausler in Learning Group B. As part of our ongoing journey towards school improvement, St Joseph's participated in an intensive key learning strategy designed to improve literacy outcomes across the school. The 'Oral Language Supporting Early Learning' (OLSEL) strategy aimed to improve literacy standards by focusing on the development of oral language, particularly focusing on building stronger student vocabulary.

The School Advisory Council, chaired again by Mr Terry Gleeson, met regularly throughout the year and helped to oversee the major capital works that were undertaken to construct the new school building. Their generous support, diligence and foresight throughout this time was greatly appreciated by the leadership and staff members of the school.

2015 was a landmark year in St Joseph's School history and we were humbled to have the Most Reverend Bishop Paul Bird CSSR, Bishop of Ballarat, bless and open our new building in late October. Many past and present staff and students returned for the festivities, which made the occasion all the more special.

We have celebrated an extremely productive year and we look forward to continued success and good fortune in 2016.

Yours in Faith,



Joshua McElgunn
Principal

Catholic School Culture

Goals

- To strengthen Catholic Identity within our school
- To be active in Social Justice projects

Intended Outcomes

- Creation of information pamphlets/brochures to promote the Sacramental Program
- Staff undertakes professional development around the Enhancing Catholic School Identity project
- Student leadership fundraising and working towards supporting social justice projects



Achievements

In 2015 we set ourselves a target of paying greater attention to our Catholic Identity and what that looks like in our community. The students participated in numerous masses and liturgies at class, school and network level, including the Feast of St Joseph the Worker, Ash Wednesday and Mission Day.

The Awakenings Curriculum was the foundation for our Religious Education Program and lessons were delivered daily with an emphasis on the Gospel Values and the teachings of Jesus Christ. The students also took part in daily prayer in the classrooms.

Our Social Justice inquiry unit was an amazing experience with students designing, costing and preparing 'pitches' to a community panel that ultimately funded a project to get up and running. The students chose worldwide and local issues and addressed key concerns such as poverty, homelessness, famine and medical aid.

VALUE ADDED

St Joseph's undertook the following activities to enhance Catholic School Culture:

- Social Justice Projects (Inquiry Unit)
- School Opening & Blessing
- Catholic Education Week Network Day
- Daily Class Prayer
- Feast or Famine Lunch (Mission Day)
- Project Compassion
- St Joseph the Worker Feast Day
- Grandparents Mass
- Way of the Cross (Easter Walk)
- Delivering the 'Awakenings' Curriculum

Community Engagement

Goals

- To strengthen community involvement in the life and learning of the school

Intended Outcomes

- Families taking on more of the maintenance and fundraising tasks at school
- Environmental program, 'Resource Smart', embedded in the curriculum
- Community Farm and Orchard utilised by community

Achievements

This year we made a concerted effort to bring the community into a learning relationship with the school. We launched new programs and initiatives including our 'Resource Smart' and 'Kids Teaching Kids' initiatives in the hope that sustainability and the environment would become topics of conversation at home as well as at school.

A maintenance roster was created to help share the load of work between our families and pleasingly, every family committed to undertaking maintenance, once a year, in 2016.

We again worked with the Lions Club for the annual Young Youth of the Year competition and Peace Poster Project this year.

We also purchased and were trained as a staff in how to utilise social media such as 'Facebook', 'Google Communities' and the 'Skoolbag' App. These platforms, along with new tablet and laptop resources will help us to develop more avenues for dialogue between home and school next year.



PARENT SATISFACTION

In 2015, we undertook the following activities and initiatives to further embed and engage families and community partners into our inclusive school environment:

- Mother's Day Fete and High Tea
- Father's Day Breakfast
- Kinder/School (Primary/Secondary) Transition Program
- Chinese Banquet Parent Dinner
- Family Information Nights (OLSEL)
- Open Day & Welcome BBQ– New Families
- Grandparents and Special Friends Day
- Resource Smart initiatives (Garden, farm, orchard, etc)
- Graduation and Commissioning Masses
- Book Week Festivities

Our parent community strongly support the following initiatives:

- School Advisory Council
- Parent Association
- Fete & Cake Stalls
- Town Market Stalls
- Parent Forums
- Weekly Assemblies
- Classroom Helpers

In the InsightSRC School Improvement Framework Parent Survey, completed in 2015, data indicated that the majority of our parents are very satisfied with the school.

The parent opinion percentile data shows that parents deeply value teacher morale, student connectedness and building lasting partnerships with the school.



Leadership & Stewardship

Goals

- To improve teacher professional capacity to deliver contemporary learning.
- To deliver a new and contemporary learning space that would engage students in 21st century learning



Intended Outcomes

- Building professional capacity of our teachers and encouraging personal study
- Efficiently using technology to communicate better with part time staff
- Invitation extended to network Catholic schools to join our staff for leadership, planning and spiritual gatherings and meetings
- Staff attendance at weekly Professional Learning Team (PLT) meetings as a staff
- Move into and set up our new school building

Achievements

Our school enrolment reached a high at 27 students this year, an increase of 4 students including 5 new families. Our school Leadership team was comprised of coordinators in each of the five areas of the School Improvement Framework. Josh McElgunn was the Leadership & Stewardship Coordinator, Catherine Egan was the Wellbeing Coordinator, Kate Plush was the Learning & Teaching Coordinator, Chris Cooney was the Community Engagement Coordinator and Karen Hausler was the Catholic School Culture Coordinator.

The School Advisory Council, led by Terry Gleeson once again as chairperson, was a huge support and source of advice throughout the major capital works that took place at St Joseph's this year. 2015 was a big year for our school as we underwent a complete demolition and construction project in ten months. While the site was being cleared in late December of 2014 and early January of 2015, 11 modular buildings were being constructed in King Lake in the Yarra Valley, ready to transport and assemble on-site in the middle of July. After many months of planning and preparation our dream took shape and our new school was signed and delivered in time for an official opening and blessing in October of 2015.

Our cohesive staff, committed families and enthusiastic students all made 2015 a memorable and successful year in the school's history. We extend our thanks also to the volunteer committees and groups that we involved at St Joseph's this year from those involved with the Parents Association, including Catherine Egan (chairperson) and her executive, down to the school garden, farm and orchard volunteers. We could not have had the year we did without your ongoing support.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2015**

In 2015, teachers took part in professional learning activities related to:

- Religious Education
- Literacy (OLSEL)
- Numeracy
- Student Wellbeing
- Environment & Sustainability
- Student Wellbeing
- Languages
- Leadership and Management

NUMBER OF TEACHERS WHO PARTICIPATED IN PL**4****AVERAGE EXPENDITURE PER TEACHER FOR PL****\$ 1416****TEACHER SATISFACTION**

Data from the 2015 InsightSRC School Improvement Framework Staff Survey, indicated that staff are very satisfied with the school and how it operates.

The staff climate percentile data showed that the staff have high levels of morale, believe they are supported by the school leadership, feel empowered in their work and are engaged in quality professional learning and development.



Learning & Teaching

Goals

- To improve standards of oral language across the school
- To improve the standard of writing across the school
- To introduce Science classes as a specialist subject

Intended Outcomes

- 'Oral Language to Support Early Learning' (OLSEL) strategies implemented from F-6
- Observe growth in NAPLAN and PAT data
- Utilise support from CEO advisors and consultants (OLSEL)
- Formal assessment and reporting of Science outcomes



Achievements

With a focus on literacy improvement this year, we successfully implemented a whole school approach to OLSEL with a highlight being a positive turnout to a parent information session so that parents could see their children in 'action' in the classroom using OLSEL strategies.

The development of schemas for each of the writing genres assisted us in developing a whole school approach to teaching writing and saw a dramatic improvement in student outcomes.

In planning a comprehensive curriculum we used our AusVELS based scope and sequence documents to plan for comprehensive learning. Planning days at the end of each term were scheduled this year to assist teachers in preparing thoroughly for the term ahead and planning sessions with teachers from neighbouring Catholic schools gave the staff the opportunity to work as a team.

Offering specialist subjects such as Physical Education, Language (Indonesian), Art and Environmental Studies, we embarked on a new direction by introducing a specialist Science program based on material sourced from the Primary Connections resources available through Catholic Network Australia.

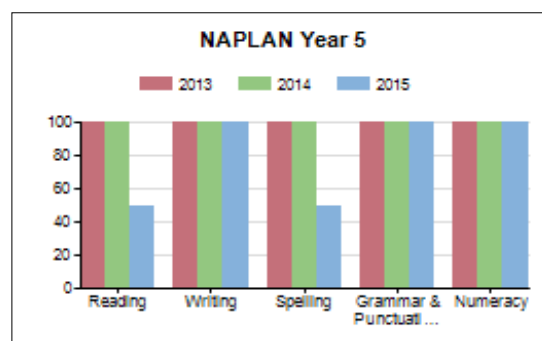
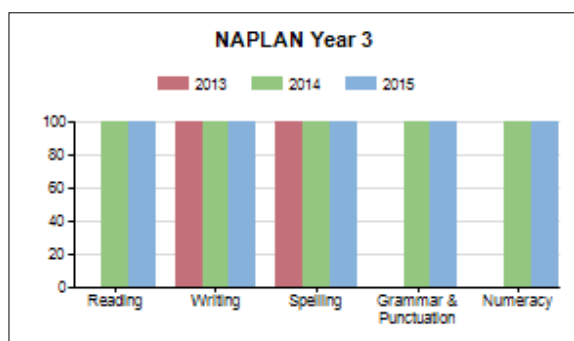
All students were immersed in the development of learning goals through the use of learning intentions and success criteria to encourage students to be engaged in gathering evidence of their learning. Individual portfolios were developed to highlight growth and celebrations of student learning.

Ongoing collection of student data enhanced teacher capacity to provide explicit differentiated teaching and improved learning outcomes. The use of data tracking tools such as ClearTrack became valuable resources in following the academic progress of each student. The learning data collected was also essential to developing quality 'Personal Learning Plans' for students with specific learning needs.

NAPLAN DATA

ST JOSEPH'S SCHOOL, COLERAINE - E2031

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS						
NAPLAN TESTS	2013	2014	2013-2014	2015	2014-2015	
	%	%	Changes	%	Changes	
	%	%	%	%	%	
YEAR 3						
YR 03 Reading	0.0	100.0	100.0	100.0	0.0	
YR 03 Writing	100.0	100.0	0.0	100.0	0.0	
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0	
YR 03 Grammar & Punctuation	0.0	100.0	100.0	100.0	0.0	
YR 03 Numeracy	0.0	100.0	100.0	100.0	0.0	
YEAR 5						
YR 05 Reading	100.0	100.0	0.0	50.0	-50.0	
YR 05 Writing	100.0	100.0	0.0	100.0	0.0	
YR 05 Spelling	100.0	100.0	0.0	50.0	-50.0	
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0	
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0	



STUDENT LEARNING OUTCOMES

All Year 3 students achieved at or above the national minimum standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy in our 2015 NAPLAN tests.

All but one of our Year 5 students were at or above the national minimum standards in Reading, Writing, Spelling, Grammar & Punctuation and Numeracy. Areas of improvement for this Year 5 cohort will focus on Reading and Spelling next year.

The last three years (2013-2015) has seen Year 3 students make significant learning gains in Reading, Grammar & Punctuation and Numeracy, while in Year 5 there has been a slight decrease in Reading and Spelling.

The pleasing aspect of the Year 5 trend data however, is that this cohort has been showing positive learning growth between 2013 and 2015, demonstrating that they are edging closer to reaching the national minimum standards in years to come.



Wellbeing

Goals

- To support students to become resilient, engaged and connected to school and community
- To encourage and foster leadership skills in our students

Intended Outcomes

- Wellbeing surveys completed by all students
- A chaplain (pastoral carer) to be employed to work with students, families and the wellbeing team to create positive learning opportunities
- Parents to attend PSG meetings to learn more about their children's learning needs

Achievements

In order to assist in building teacher capacity to support wellbeing in our school we purchased the Bounce Back program resources to begin unpacking the resilience and self confidence material in the classrooms. A new staff leadership model was implemented with the role of a wellbeing leader being created.

We reviewed our pastoral care provision in 2015 and through government assistance we were able to fund a school chaplain (pastoral care leader) to work within our school one day a week. We reinstated a student leadership model in the form of an SRC that gave the students a voice in decision-making and assisted the students in their general leadership skills.



Handling Non-Attendance

Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.

The Principal will, after consulting with the class teacher, attendance records and the student, decide upon a strategy to be employed. Truancy can be indicative of other problems including engagement and family issues; therefore, the support strategies employed by the Principal will be determined on a case-by-case basis. These may include:

- Initial telephone/email contact with parents
- Counselling sessions for parents and/or students
- Home visits
- Formation of a support group
- School attendance as a prerequisite to extra-curricular activities

Ongoing issues surrounding absences will be reported by the Principal to the appropriate welfare and government agencies.

VALUE ADDED

To cater for the wellbeing of all students, we aimed to provide a range of extra-curricular activities for our students including:

- SRC - student leadership
- Australian Pedal Car Grand Prix team
- Transition Days
- Excursions/Incursions
- Sports - cross country, swimming, athletics, lightning premierships
- Catholic Education Week celebrations
- Mission Week Fundraising
- Lions Club – Young Youth of the Year (Public Speaking)
- Pastoral Care Worker (National Schools Chaplaincy Funding)
- Camps – Ballarat (Year 3/4) and Grampians (Year 5/6)

STUDENT SATISFACTION

In the InsightSRC School Improvement Framework Student Survey, completed in 2015, data indicated that the majority of students (97%) feel connected to their school. The student attitudes percentile data indicated that most students have a high level of empathy towards their teachers, feel connected to their peers and find their learning to be stimulating.

Financial Performance

REPORTING FRAMEWORK	MODIFIED \$	CASH
Recurrent income	Tuition	
School fees		
Other fee income	4,626	
Private income	8,985	
State government recurrent grants	103,906	
Australian government recurrent grants	577,435	
Total recurrent income	694,952	
Recurrent Expenditure	Tuition	
Salaries; allowances and related expenses	353,025	
Non salary expenses	140,055	
Total recurrent expenditure	493,080	
Capital income and expenditure	Tuition	
Government capital grants		
Capital fees and levies	14,254	
Other capital income	5,000	
Total capital income	19,254	
Total capital expenditure	666,569	
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance		
Total closing balance	560,000	

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.

VRQA Compliance Data

Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	88.27
Y02	0.00
Y03	86.48
Y04	90.25
Y05	90.00
Y06	93.57
Overall average attendance	74.76

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	99.74%

STAFF RETENTION RATE	
Staff Retention Rate	80.00%

VRQA Compliance Data

Staff

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	0.00%
Graduate	0.00%
Certificate Graduate	0.00%
Degree Bachelor	100.00%
Diploma Advanced	0.00%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	1
Teaching Staff (Head Count)	5
FTE Teaching Staff	1.640
Non-Teaching Staff (Head Count)	3
FTE Non-Teaching Staff	1.051
Indigenous Non-Teaching Staff	1