2015
Annual Report to the Community

School Name: St Joseph's School, Hopetoun
Registered School Number: 1532
Principal: Miss Cynthia Maiden

I, Cynthia Maiden attest that St Joseph's School, is compliant with:

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

Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016
### School Contact Information

| Address:            | 33 Lascelles St  
<table>
<thead>
<tr>
<th></th>
<th>Hopetoun 3396</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>Miss Cynthia Maiden</td>
</tr>
<tr>
<td>Canonical Administrator/Parish Priest:</td>
<td>Fr Neville Stanislaus</td>
</tr>
<tr>
<td>School Board Chair:</td>
<td>Mr Robert Hallam</td>
</tr>
<tr>
<td>Telephone:</td>
<td>03 5083 3296</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:principal@sjhopetoun.catholic.edu.au">principal@sjhopetoun.catholic.edu.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.sjhopetoun.catholic.edu.au">www.sjhopetoun.catholic.edu.au</a></td>
</tr>
</tbody>
</table>
Vision Statement
St. Joseph’s School is a learning community with Christ at its centre. It will educate its students to be of service to society in the Catholic tradition of love, faith and hope.

Mission Statement
As a Christ centred school we celebrate our Catholic beliefs, values, practices and traditions.

As an educational institution we:
- Will support the development of the whole person.
- Will provide a comprehensive curriculum, which challenges all students in their pursuit of success.
- Will cater for the varied learning styles and needs of our students.
- Will provide an environment that is happy, safe and welcoming.
- Will respect the dignity of the individual and value the participation and contribution of all.
- Will work in partnership with parents, the parish and the wider community.
- Will encourage our students to make a difference in the local, national and global communities in which they live.

School overview
St. Joseph’s Primary School is a faith community, which is committed to Catholic Education. The school presents young people a way of understanding themselves and the world in which they live, which is founded on the teachings of Jesus Christ in the gospel.

St. Joseph’s School began in 1955 with two Josephite nuns and sixty-eight children. The school was officially blessed and opened on the 12th December 1954 by the Most Reverend J.P. O’Collins, D.D. Bishop of Ballarat. The school and area was indeed fortunate to obtain the services of the Sisters of St. Joseph an order founded by Saint Mary of the Cross McKillop, which was dedicated to the education and service of the poor and underprivileged and those in remote and isolated areas. The nuns remained teaching in the school in the role of Principal / teacher until 1988 when the first lay Principal was appointed. December 1988 marked the end of the untiring dedicated service of the Josephite nuns to St. Joseph’s School.

Under the spiritual leadership and guidance of our parish priest the school is serviced by a staff of dedicated lay teachers, office personnel, teacher aides, the School Council, and a supportive parent body. All involved with our school work to promote and implement the Vision and Mission of the school.
Education at St. Joseph's is a partnership which involves parents and families, staff, the local parish and town communities and government.

The basic philosophy at St. Joseph's is to develop the self esteem of all children and to provide for their individual needs. We offer a comprehensive education that will help children develop a consistent set of beliefs and values: an education that is committed to both spiritual and moral development and the provision of knowledge and skills for the future.

The nature of our school community is diverse, drawing from both the rural and town sectors of the Hopetoun district. The socio-economic makeup of the school community is likewise diverse and also fluctuating, representing a wide range of situations and circumstances. The school, in its work, strives to provide an appropriate education in faith and life for all who are entrusted to its care.

**Enrolments:**
The school year started with 27 students, which was our enrolment prediction for the year.

End of year Statistics:

- Boys: 9
- Girls: 20
- Total: 29
- No of Families: 18

We welcomed one grade 2 student and one grade 1 student during the year.
This year Foundation/Grade 1/ Grade 2 students were in the Room 1, Grades 3/4/5/6 students were in Room 2.

**STAFF ATTENDANCE**

- Teaching Staff: 89.7%
- Non-teaching staff: 98.8%
- All staff: 94.7%

**STAFF RETENTION**
The proportion of teaching staff retained in a program year from the previous year: 75%
Expenditure and Teacher Participation in Professional Learning

In 2015, 5 teachers took part in professional learning activities. An average of $1 259 was expended per teacher.

Teachers took part in professional learning activities related to:
- Oral Language Supporting Early Learning (OLSEL) -3 days
- Religious Education
- Integrated Curriculum
- Numeracy
- Literacy –OLSEL, Writing & Reading Comprehension
- First Aid, CPR & Defibrillation
- eSmart
- KidsMatter
- Autism
- Growth Mindset
- Looking Beyond Behaviour –Guiding Children’s Behaviour
- O. H. & S
Student Attendance

Attendance records are kept for all students, with attendance being checked and marked twice daily. On average, students attended 78.64% of the days required for the year.

<table>
<thead>
<tr>
<th>AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>Year 1</td>
<td>0.00</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.23</td>
</tr>
<tr>
<td>Year 3</td>
<td>97.96</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.73</td>
</tr>
<tr>
<td>Year 5</td>
<td>94.56</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.37</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>78.64</td>
</tr>
</tbody>
</table>

Non-Attendance

Parents are encouraged to notify schools in advance of any absence, where practicable. Where there is any doubt about the whereabouts of a student, prompt communication occurs with the parents/guardians.

Parents of absent students are required to provide a written note, detailing the reason/s for absence on their child’s return to school. If this does not occur an Absence note reminder is sent home from the principal, requesting a written explanation from parents.

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 and their parent/guardian, decide upon a strategy to be employed. As truancy is often indicative of other problems including engagement and family issues, the support strategies employed by the Principal will be determined on a case-by-case basis. However, they may include:

- Initial telephone 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
- Attendance rewards

Ongoing truancy issues will be reported by the Principal to the appropriate welfare and government agencies.
State and National Testing Results - Proportion of Students Meeting the National Minimum Standards

Students in Grades 3 & 5 completed NAPLAN tests during 2015.

As there were less than 10 students in Grades 3 & 5 in 2015, we are not able to share this data, as it would breach the privacy of their results.

Where there are small cohorts of students, the examination of percentages alone can lead to quite misleading interpretation as the performance of just one or two individuals can impact significantly on overall percentages. As a result, the teaching staff has engaged in analysis of individual student results to make better informed judgments of student capabilities and educational need.

Value Added

In 2015, the school undertook the following activities to bring about overall School Improvement

- operation of the School Advisory Council
- development and review of school policy documents
- staff participation in professional development programs and activities
- involvement in the local school cluster
- preparation and distribution of the student progress reports
- regular school newsletters
- school camps and excursions
- use of information and communications technology (ICT)
- music programs
- involvement with other Catholic Schools

School Improvement

The major focus of School Improvement in 2015 was:

- Maintaining emphasis on key areas of literacy and numeracy
- To build teacher capacity in the use of OLSEL strategies
- To strengthen the use of current and emerging technologies to support student learning
- To participate in School Review & develop a 4-year School Improvement Plan

Teaching staff and Learning Support Officers took part in 4 days of OLSEL training, as well as fortnightly Professional Learning Team meetings. The components of OLSEL are practised daily in both classrooms. Improvements in students’ vocabulary and spelling are evident.
St Joseph’s School, Hopetoun

The school has continued to use the Numeracy resource, Stepping Stones for classroom use in the teaching of mathematics.

Our whole school had an ICT focus on Robotics in Term 2. Students ICT skills were strengthened during this focus. Since our Robotics focus it has been interesting to note in a number of educational journals the arguments for the teaching of Computer Science in primary schools. It is seen as essential for keeping our students in Australia up with those from other developed countries and to encourage more girls in particular to take up careers in Computer Science.

Our school was reviewed by an external reviewer in August. As a result of our School Review our major priority for the next 4 years will be to strengthen student learning. This will include improving student outcomes; empowering students to take greater ownership of their learning; students tracking their learning more closely against learning intentions and success criteria and building parent capacity to support their child’s learning.

Parent, Teacher and Student Satisfaction

The following activities would strongly suggest there is a high level of satisfaction among staff, parents and students on the operation of the school:

- attendance at school Masses and Liturgies
- regular productive School Advisory Council meetings
- enthusiastic parental support for School Working Parties
- positive feedback regarding the student mid-year and annual reports
- excellent attendance and engagement in parent teacher meetings
- regular parent attendance at school special activities
- willingness of parents to openly discuss issues with the principal and staff
- well-ordered and co-operative school environment

In addition to this, the following results from our most recent Insight SRC School Improvement Surveys show satisfaction with school operations:

**Staff:**
Organisational Climate 93%
Teaching Climate 91%

**Parents**
Community Engagement Index 88%

**Students**
Student Wellbeing Index 76%

**N.B.** The percentile rankings shown above are our school’s ranking against all Victorian Schools.

**The 4 Cultural Pillars**
Clarity 94%
Engagement 94%

Learning 96%
Empathy 97%
# St Joseph’s School, Hopetoun

## Financial Performance for the year ended 31 December 2015

<table>
<thead>
<tr>
<th>Recurrent Income</th>
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<tbody>
<tr>
<td>School fees</td>
<td>-</td>
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<tr>
<td>Other fee income</td>
<td>8,541</td>
</tr>
<tr>
<td>Private income</td>
<td>4,095</td>
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<tr>
<td>State government recurrent grants</td>
<td>127,070</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>576,668</td>
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<tr>
<td><strong>Total Recurrent Income</strong></td>
<td><strong>716,374</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recurrent Expenditure</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>383,456</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>89,110</td>
</tr>
<tr>
<td><strong>Total Recurrent Expenditure</strong></td>
<td><strong>472,566</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Capital Income And Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>11,824</td>
</tr>
<tr>
<td>Other capital income</td>
<td>17,835</td>
</tr>
<tr>
<td><strong>Total Capital Income</strong></td>
<td><strong>29,659</strong></td>
</tr>
<tr>
<td><strong>Total Capital Expenditure</strong></td>
<td><strong>56,267</strong></td>
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<table>
<thead>
<tr>
<th>Loans</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Opening Balance</strong></td>
<td><strong>4,950</strong></td>
</tr>
<tr>
<td><strong>Total Closing Balance</strong></td>
<td><strong>2,970</strong></td>
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</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.