ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Joachim’s Catholic Primary School
Carrum Downs

2015

REGISTERED SCHOOL NUMBER: 1909
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ADDRESS | 25 Broderick Road Carrum Downs VIC 3201
PRINCIPAL | Mr. Paul Dwyer
PARISH PRIEST | Rev. Fr. John Madden
SCHOOL BOARD CHAIR | Mrs. Shane Reeve
TELEPHONE | (03) 9785 2633
EMAIL | principal@sjcarrumdowns.catholic.edu.au
WEBSITE | www.sjcarrumdowns.catholic.edu.au

Minimum Standards Attestation

I, Paul Dwyer, Principal, attest that St. Joachim’s School, Carrum Downs 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

*We at St Joachim’s Catholic Primary School recognise that we are living witnesses of God’s love. As a vital part of St. Anne’s Parish we strive to make Jesus’ vision and mission central in our lives and encourage all within our school and parish community to live a spirit-filled life.*

*With this understanding:* -

- We celebrate our Catholic Faith by immersing students in rich liturgical experiences within the school and parish community.
- We offer experiences which encourage all in our community to develop their spirituality.
- We acknowledge the family as the first and constant influence in Faith Education and we welcome the partnership of parents and the school in all aspects of learning.
- We foster inquiring minds and strive for excellence in order that students achieve their full potential.
- We encourage a creative approach to learning through individual programs and a curriculum which encompasses local and global understandings.
- We create a safe and inclusive community where students, staff and families feel connected.
School Overview

St Joachim's Primary School, Carrum Downs opened in 1987, and is one of two primary schools in the parish community of St. Anne's, Seaford. A close relationship exists with St Anne's School, our sister parish primary school.

Our school enrolment is highly multicultural with families of many ethnic origins represented including; Indian, Sri Lankan, Sudanese, Nigerian, Italian, Chinese, Vietnamese, Mauritian, New Zealand and Filipino, in addition to Australian.

Our student enrolment in 2015 was 336 children and our LBOTE (Language Background Other Than English) for students is 25.1% of our school population. St. Joachim’s socio economic status (SES) is 93, which is below average.

Our current class structure is 14 classes (two streams of straight classes from Prep to Grade 4 inclusive) and four Grade 5 and 6 composite classes. In addition to our class programs we offer four specialist programs; Performing Arts, Visual Arts, Physical Education and our Language Other Than English is Italian.

St Joachim's School is committed to providing a comprehensive and relevant curriculum in all areas, based on the belief that every student is known, valued and supported to achieve their full potential.
The goals and intended outcomes in our 2015 Annual Action Plan that St. Joachim’s School worked towards were as follows:

**Education in Faith**
- To deepen the prayer life of the school community
- To improve Importance and Opportunity for Parents and Students
- Improve teacher capacity in planning for and teaching RE in a contemporary framework

**Learning and Teaching**
- To develop a whole school approach to contemporary learning that ensures best practice in learning and teaching.
- That literacy and numeracy outcomes be improved across the school
- That student engagement in learning is strengthened

**Student Wellbeing**
- To enhance opportunities for student voice to be heard and honoured
- To build a whole school approach to student social and emotional wellbeing
- That student connectedness, engagement and self-responsibility will be improved
- That student' voice will be strengthened
- That a whole school approach to student wellbeing is developed
- That the school facilitates the development of teaching and learning environments that are student-centred, flexible and responsive

**Leadership and Management**
- To strengthen teamwork and relationships for all staff
- To strengthen and implement the school's vision for contemporary learning
- That staff have increased opportunities for professional learning aligned with both individual and school needs
- That teacher efficacy is further developed

**School Community**
- To value and involve parent partnerships with all staff in the everyday life of the school
- To improve parent satisfaction with the school climate
St. Joachim’s School had an exciting year in 2015. We began the year with Mr. Patrick Berlinger as our Acting Principal, following the departure of our previous principal, Mr. Des Noack.

In Term 4 I commenced duty as the new principal of St. Joachim’s. I received a warm welcome from both the school and parish communities and spent much time in getting to know students, staff and families. Term 4 also saw a great deal of preparation for the forthcoming school review held in the first week of Term 2, 2016. Some of the key achievements of the 2015 school year include the dedication and teamwork exhibited by staff, the energy and commitment of parents to contribute to the school via activities organised by the Parents Association, and in a variety of other ways, and improvements in online communications between school and home. Relationship building between staff, students, families and the parish was, and continues to be, a very strong focus of the practice of our school. The strong relationships we have developed allow us to work in partnership with parents to deliver the best possible outcomes for student learning, wellbeing and faith education.

There were many highlights of the year with staff, students and families joining together as a strong and vibrant learning and faith community to celebrate both learning and liturgies. One of the strengths of our parish school is the support and interaction we have with our Parish Priest, Father John Madden, who works with our staff to build their capacity to prepare meaningful liturgies and who celebrates liturgies each Thursday morning at school. In addition Fr. John visits classrooms to speak with each class. This is a great way to enhance our Religious Education program and for the children to get to know Fr. John.

Our parish based preparation and celebration of the sacraments of Reconciliation, Eucharist and Confirmation, strongly supported by the school, are strengthened by the adult education sessions run by the parish. This sacramental preparation is critical in ensuring that our students are well prepared and strongly supported by their parents and the school in taking these important sacramental steps on their faith journey.
Some other notable highlights last year include:

- March 13: Beginning of the year family picnic
- May 7: Annual Mother’s Day Morning Tea
- May 18 – 20: Senior Camp: Rumbug
- June 12: Grandparents morning P-2
- June 24: Annual Talent Show
- July 17: Whole school Market Fresh Day
- July 24: Parish Feast Day Celebration @ St Anne’s
- July 24: Disco Night
- August 7: 100 days of Prep
- August 13: Annual Italian Poetry Competition
- August 26: Pyjama Night
- September 16 / 17: Senior School Production “Cinderella”
- September 18: Footy Day / Parade
- October 16: Middle School Sleepover
- November 13: La Festa Artistica
- November 25: Whole school sports carnival
- Dec 3: Christmas Concert
- Dec 15: Grade 6 Graduation

Paul Dwyer
Principal
School Education Board Report

2015 saw the formation of the School Advisory Board (SAB) from what was the School Advisory Committee (SAC). It was one of the major achievements for 2015. The 2015 Board comprised of ex-officio positions including; Fr. John Madden, Parish Priest, Mr. Patrick Berlingeri, Acting School Principal, and from Term 4 Mr. Paul Dwyer, School Principal, and Mrs. Irene Stewart, Teacher Representative. Our 2015 Chair Person was Shane Reeve, Secretary Jacqui Gabriel, Treasurer Caitlin Ramsay and Melinda Livera was our Parents and Friends Representative. Our General members were Christine Ramsay, Maria Jaskula, David Silverman, Veronica Wheeler, Barbie McCarthy, Sarah McCoy, who have been long serving members of the committee as well as Stephania Bolt, and Anita Klarica. Their strong commitment and efforts in various roles over the years are greatly appreciated..

Other achievements for 2015 include the fitting of blinds in the Junior Block and replacing a BBQ with funds raised by the Parents and Friends Association. We also developed a list of current projects and future projects (such as a school canteen, review of uniforms, reintroduce parent helper program) as part of the school's continual improvement opportunities with the vision to engage with the wider school community.

Work started in 2015, to be carried out in 2016, includes the making of a school banner to be used for school participation at external venues, parent survey of canteen options, and a Uniform Review Survey to parents.

A huge thank you to all members of the 2015 St. Joachim’s School Advisory Board for their hard work and dedication to our children and our school.

Shane Reeve

(Chair Person 2013-2015)
Education in Faith

Goals & Intended Outcomes

- To deepen the prayer life of the school community
- To improve Importance and Opportunity for Parents and Students
- Improve teacher capacity in planning for and teaching RE in a contemporary framework

Achievements

The overall goal for this sphere ‘to deepen the prayer life of the school community’ was successful. The program of class masses and the visibility of Fr John in supporting teachers in planning these, certainly leaves no doubt that the school has made serious efforts to ensure every member of the community has the opportunity to engage in a rich prayer life. Father John’s attendance at non Eucharistic liturgies further supports this goal. Both students and parents comment on the quality of these and the importance they play in building the faith identity of the school. Engaging in other prayer forms, such as the Rosary, daily prayer (for specific intentions) and grace before and after meals adds to the perception of prayer as a natural part of our daily lives.

In order to further strengthen connections between parish and school, and to further increase opportunities for parents and students, we have introduced a ‘Church Choir’ for students in Years 1 to 4 students. Our choir sings at Sunday Mass twice a term. Fr John is very evident in the school community highlighting the Catholic identity of our school and emphasising the importance of our connection to the parish and the faith tradition. Fr John consistently invites and encourages parents and students to participate in the liturgical and sacramental life of our faith community. This is further enhanced by regular
class visits by Fr John to support the teaching program. This has had a positive impact on student’s faith development.

Our vision challenges us to provide a rich liturgical life where our school community can celebrate their faith together. This is achieved through school organised parish and class masses where the students take an active role in the planning. Added to this, the classroom teachers invite parents to participate in student involved prayer liturgies. Under Fr John’s guidance these liturgies ensure that the community strongly identifies with the Catholic faith. Our classroom prayer spaces and practices by staff and students demonstrate an understanding of, and deep respect, for the symbols of our faith tradition. This is exemplified by the manner in which our classroom sacred spaces are maintained. Through our rich parish based Sacramental programs, adult faith development is offered to parents. In addition to this, Fr John engages the staff in scripture discussion groups which supports our efforts to be “living witnesses” of God’s Love.

Units of work in Religious Education were planned based on weekly Gospel and Church liturgical seasons. The positive outcomes of having Fr John as a spiritual director for the staff were many. His guidance in planning for liturgies enabled staff to gain a much deeper understanding of scripture and how to interpret it for ourselves and students. Our knowledge and understanding of the structure of the Mass, and its embedded signs and symbols, further enhanced staff capability in delivering these aspects of the religious education curriculum.

The RE curriculum exemplifies Jesus’ vision and mission through its strong emphasis on the scripture of the liturgical seasons being the main focus in the classroom. Every effort is made to support students in connecting the scripture to their daily lives. The vision and mission of Jesus is brought to life in our community through social justice action, which is informed and inspired by these scripture teachings. This explicit connection between our faith and our actions is evident in the student support for the many charitable initiatives in which the school involves itself.

St Joachim’s community is a joyful one, where the message of hope in Jesus is explored in classroom teaching, which is strategically centred on the Gospels.
VALUE ADDED

- Celebration of the Sacraments of Reconciliation, Eucharist and Confirmation
- Church choir singing at Masses through the year
- Staff professional learning provided by Fr. John on Scripture and Liturgical seasons
- St. Joachim’s and St. Anne’s joint Feast day celebrations
- Weekly staff liturgy planning with Fr. John
- Weekly Liturgies involving all classes
- Weekly classroom visits from Fr. John
Learning & Teaching

Goals & Intended Outcomes

- To develop a whole school approach to contemporary learning that ensures best practice in learning and teaching
- That literacy and numeracy outcomes be improved across the school
- That student engagement in learning is strengthened

Achievements

Our goal in Learning and Teaching was to develop a whole school approach to contemporary learning that ensures best practice in learning and teaching. While an explicit target to measure this specific goal was not clearly established in our School Improvement Plan, there are some pleasing indicators of our success in this area. For example our NAPLAN trend data shows that we have had particular success in Literacy and Numeracy over the four year school improvement period.

Some of our notable NAPLAN achievements are: Reading in Year 3 has been above state mean in 2014 and 2015. Writing, both Year 3 and Year 5, have been consistently above or well above the state mean.

PAT Maths has been introduced into the school (in addition to Mathletics which we’ve had since 2012). The format of these programs has supported students in approaching the NAPLAN assessments with greater confidence. The practice of working with multiple choice questions means that the test format of NAPLAN is not new to the students. The streaming of students in 2012 – 2014 in levels Grades 3 – 6 seemed to lift the performance of the struggling students. The data indicates that this was initially successful and the 2014 results would support this, but the 2015 results do not show this. Therefore, the streaming was not continued in 2015.
Last year the school went through a period of transition re: Literacy, Numeracy and Principal Leadership, which may have contributed, to some extent, to a lack of a whole school approach to design and delivery of the curriculum and consistent building of teacher capacity. However, teachers continued to plan in teams with guidance and support from each other which enabled continued student growth.

In 2014 Daily 5/Café was introduced to further support reading from Foundation – Year 6 as well as Professional Learning Team meetings (PLT’s) with a focus on the explicit teaching of reading. In 2014 whole staff PD’s professional learning was also focused on reading, which had strong positive impacted on reading results in the school. We worked on the analysis of data to plan instruction and focus groups in reading comprehension e.g. effectively using running records and PAT-R. In 2015 this approach was further embedded in our Junior school, and we are working towards a consistent whole school approach.

In 2014/2015 we also began to develop a shared approach to teaching writing, with a focus on the planning of, and explicit teaching of, writing genres. An opportunity for Moderated writing from F – Year 6 was also introduced, building teacher competence in pedagogy for assessment and reporting. This may have contributed to our, at or above state mean results in NAPLAN, although a more consistent approach in shared PLT’S has also promoted stronger growth in student outcomes.
STUDENT LEARNING OUTCOMES

- In Year 5 last year, whilst we did not achieve 45% of students in Band 7 & 8 the NAPLAN data reflects strong growth over the three years.

- In Year 3 for each year of the last three years, we have achieved the target of 100% of students at or above the state mean. However the NAPLAN data indicates that we have dropped slightly in 2015.

- The NAPLAN data also indicates that we are achieving good growth in the lower cohort of students but our higher achieving students need to continue to be extended in their learning.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>473</td>
<td>452</td>
<td>447</td>
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<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
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<td>502</td>
<td>499</td>
<td>496</td>
<td>516</td>
<td>501</td>
</tr>
</tbody>
</table>

It is pleasing to note that our 2015 My School results show Year 3 NAPLAN results as above, or substantially above, all schools and similar schools in the areas of Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Our Year 5 NAPLAN results show that we are above all schools and similar schools in Writing.
Student Wellbeing

Goals & Intended Outcomes

- To enhance opportunities for student voice to be heard and honoured
- To build a whole school approach to student social and emotional wellbeing
- That student connectedness, engagement and self-responsibility will be improved
- That student’ voice will be strengthened
- That a whole school approach to student wellbeing is developed
- That the school facilitates the development of teaching and learning environments that are student-centred, flexible and responsive

Achievements

Our achievements in Student Wellbeing, in 2015, have been due to a variety of factors including a focused and pro-active approach to building student wellbeing throughout the school. This is evidenced by our student wellbeing leader and student services leader having a higher profile, linking with targeted support from CEM and outside agencies, and a team approach to developing individual learning plans to support students’ academic, behavioural and social needs.

Many strategies were used throughout 2015 to work towards achieving the goal of improving connectedness, engagement and self-responsibility. The ‘Start Up’ Program conducted at the beginning of the school year in every year level, focuses on developing positive attitudes in all aspects of school. It provides opportunities for the students to get to know each other, their teachers and the routines of their new classroom. Expectations are explicitly outlined for both the classroom and playground through various activities and discussions, along with revisiting the five school rules. By using common language
and giving behaviour specific feedback to students, staff consolidated values and rules throughout the year.

Social & emotional learning skills were explicitly taught in each classroom through role play and engaging activities from the ‘You Can Do It’ program. ‘Bucket filling’ became a familiar phrase in the junior school where positive behaviour was rewarded by filling someone’s bucket and negative behaviour was discouraged and described as behaviour that empties someone’s bucket. This concept was explained through picture story books and interactive learning materials. There has also been a greater focus on social-emotional learning strategies such as circle time. This is resulting in building students’ capacity in communication, problem solving and relationship skills.

Kids Matter was also explored as a framework to further develop our goal to build a whole school approach to social and emotional wellbeing.

As a school we provided structured activities such as supervised team games, and lunch time clubs as we took a pro-active approach to building student social links and skills. This is building social connections for all students outside, and is translating to improved student relationships in the classroom.

In 2015, St Joachim’s continued to build on the successful class buddy program. Children of different ages come together to participate in a range of fun and interesting activities. This is a special time when our older children can look after, help and spend time with their younger ‘buddies’. Some of the great activities we help each other with are: reading, writing, computers, maths games, art, sports and attending liturgies together. This allowed for the older students to develop skills for role modelling positive behaviour and further develop their leadership skills and self-confidence. For the younger students it is also very supportive to have someone in the school to go to for support and to continue to build on their social skills and confidence at school.
Student voice was strengthened and expressed through regular SRC meetings and the senior leadership positions allowed students to further develop social skills and promote good peer relationships. Students enjoyed and built skills in leading both whole school and level assemblies.

Our Staff and parents have been involved in working together to support our students in various student wellbeing and program support group meetings. This includes the preparation of submissions for funding for students with disabilities.

As all staff see themselves as responsible for student welling, there is a growing consistency in how academic, social, behavioural and emotional wellbeing is implemented for our students. Our focus on being pro-active rather than reactive is showing good results.

Daily school attendance is recorded and monitored electronically. In addition, a note of explanation from a parent is required when a child has not attended school or is taken out of the school for any reason. Parents may inform the school via the school "Tiqbiz" app (printed by office staff), email or written note. These notifications once initialled and dated by the teacher, must be filed by classroom teachers in the “Parent Notes” display folder along with any other notes, late, early dismissal and uniform passes. Ongoing absences without explanation are promptly followed up with parents.
VALUE ADDED

St Joachim’s Primary School provides a number of school activities and programs that have a positive effect on the students’ Wellbeing and the School Community.

Below is a list of Curricular and Extra-Curricular activities that have been successful at our school:

- Social Skills Programs
- Student Leadership Roles – seniors
- Student Representative Council
- Student Wellbeing Program
- Buddy Program
- Camps
- Excursions
- Buddy Stop
- Grandparent’s morning
- Feast of St Anne & St Joachim.
- St Joachim’s family picnic
- Connection with Lyrebird Community Centre
- School Choir – out of school performances
- Church Choir
- Walk to School Day
- Family Schools Partnership
- Mentor program with John Paul College
- Monash University – Sustainability sessions with Middle school students.
- Sustainability Fair – Monash University
- Masters Sustainability Program
- Lunchtime clubs
- Rewards handed out at Assembly / newsletter clips to acknowledge student achievements

STUDENT SATISFACTION

2015 Student survey data shows that students have a relatively strong connectedness to school and feel that teachers are empathetic to their needs. Students also felt that their classroom behaviour had improved. However, the data also indicates that students’ perceptions of their engagement in learning has decreased slightly.
Leadership & Management

Goals & Intended Outcomes

- To strengthen teamwork and relationships for all staff
- To strengthen and implement the school’s vision for contemporary learning
- That staff have increased opportunities for professional learning aligned with both individual and school needs
- That teacher efficacy is further developed

Achievements

Our leadership structure varied last year with a change in principal leadership, but this was ably supported by all staff, particularly our Deputy Principal, Mrs. Irene Stewart. Along with each principal, Mrs. Stewart worked hard in leading staff and ensuring that student learning and student wellbeing continued to be delivered in a consistent and effective manner.

Our leaders, and all staff last year, made proactive and deliberate efforts to strengthen relationships with families, and this has been effective in building strong partnerships for the benefits of students. This is evidenced by our invitational approach to parents to be involved in the school in a wide variety of ways, as we believe strong parent partnerships enhance student learning and student wellbeing.

Early in the year all staff were grouped into teams to focus on a variety of areas – ie: Faith, Social Justice, Wellbeing, ICT, Curriculum etc. This provided a focused opportunity for staff to use their initiative, build their leadership capacity and work with other staff across level groups. An outcome of this was that staff were encouraged to share strengths and build teamwork, while driving improvements in these areas.

Last year the staff met with our Acting Principal, Mr. Patrick Berlinger, for their Annual Review Meetings. These meetings focused on goal setting with the staff, so they could identify an area of their teaching to further develop, ensuring that it led to improved student learning outcomes. This was further followed up by all staff meeting again with myself in early Term 4. The focus of these meetings was for me to get to know staff and for staff to reflect on strengths and areas for their ongoing professional development.

Other 2015 foci included whole school Professional learning on a variety of areas including Religious Education, Inquiry learning and Numeracy. This was further supported by our regular attendance at Catholic Education Office network meetings.

These professional learning opportunities enhanced whole school teacher efficacy and teacher professional growth, which is critical to ongoing school improvement efforts to improve student learning.
**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2015**

**All teaching staff:**

- Emergency Management Training – Dynamic
- First Aid – Level 2
- Circle Time P.D – Sue Carr
- Cyber Safety P.D – St Francis Xavier, Frankston
- Fr John PD – Easter Tide / Confirmation
- GAFE P.D
- Inquiry Learning: Andrea Kershaw / Marg Waldeck (Staff meetings x2)
- Maths: Developing a yearly overview: Jan Walker (CEO)

**Individuals / teams:**

- Deputy Principals Network- Southern Region
- Student Services Network – Southern Region
- Teaching & Learning Network – Southern Region
- Southern Digital Network Meetings
- Reading Recovery Cluster Meetings
- Administration Network Meetings
- Principal Network Meetings
- ELearning cluster meetings
- Graduates Network Meetings
- Kidsmatter P.D
- Maths: Expert Teaching P.D
- Curriculum by Design P.D – Reena

| NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 20 |
| AVERAGE EXPENDITURE PER TEACHER FOR PL    | $350 |
TEACHER SATISFACTION

Staff data demonstrates that teachers believe that student classroom behaviour has improved and that student motivation has increased slightly. However, the data shows staff perceptions of student behaviour in the school have decreased slightly. Most other measures of staff satisfaction showed a slight decrease compared to 2014 school improvement survey data. This is something we as a staff have noted and have committed to work on.
School Community

Goals & Intended Outcomes

- To value and involve parent partnerships with all staff in the everyday life of the school
- To improve parent satisfaction with the school climate

Achievements

Over the past year the teachers at St Joachim’s have worked hard in partnership with parents to build rich working relationships and to build an approachable and welcoming community. Our School Advisory Board has been working tirelessly for the school community and has provided insights into parent’s voice about our educational programs. They have been instrumental in our successful Mother’s and Father’s Day stalls, Mother’s Day morning tea, Father’s Day breakfast and, in particular, the La Festa celebration at our school.

The La Festa celebration in 2015 built a sense of community and we felt this program was especially successful because it was honoured with time, given support with funds and high expectations were set. Parent involvement was targeted at the outset as well as seeking support from the wider community. Parents, the community and students were involved in the planning and considered equal partners with
the staff. La Festa also provided an opportunity for members of the local community to showcase their small business and raise funds for our school.

Some other school community celebrations included grandparents day, Grade 6 graduation, beginning of the year Mass, Good Friday Stations of the Cross, Twilight Sport Carnival, daily morning coffee van, end of year morning tea to thank parents/carers, lightning premiership and interschool sports competition each term.

Our 2015 senior school production, “Cinderella”, was a wonderful showcase of student talents as well as encouraging enthusiastic co-operation between parents, students and staff. Our parents actively supported our student choir in their performances at both Church and local shopping centre events. We have continued to foster a unique relationship with St. Paul Apostle South, Endeavour Hills, in that our school choirs perform at each school yearly.

Our onsite chapel has continued to be a focal point for parents to be actively involved as part of our faith community. On a weekly basis parents are invited to attend masses and liturgies prepared by the students and their teachers. Our student-led whole school and level assemblies draw a big crowd of parents, as the leadership and acknowledgement of children, is the priority.

In order to involve families as part of our ‘Transition to School’ program, we successfully implemented a Friday afternoon story time session for preschoolers and toddlers. This has enabled them to become familiar with our school and some of the staff prior to commencing in Foundation.

At St Joachim’s we have introduced new technologies to improve communication between home and school. Our parents have indicated that the TIQBIZ App has really honoured the very busy lives they have, in the reminders that are sent about school events and priorities. CareMonkey has continued to streamline parent access and ease in completing excursion forms, school surveys and in viewing school notices. Newsletters (accessed online and via email) to all families every Friday have proven highly successful in enabling immediate access to current and past information.
PARENT SATISFACTION SURVEYS

Parent satisfaction with the school has generally improved over the last year, particularly in regards to partnerships, parents’ perceptions of teacher approachability, parent input, reporting, and their awareness of the school improvement focus, and the school’s learning focus. Most other areas on the parent survey remained stable compared with last year’s data. These specific increases in major areas of parent satisfaction are indicative of a strong sense of general parent satisfaction with the school.
## Financial Performance

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
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<tr>
<td>School fees</td>
<td>$194,657</td>
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<tr>
<td>Other fee income</td>
<td>$163,509</td>
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<tr>
<td>Private income</td>
<td>$30,809</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>$694,685</td>
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<tr>
<td>Australian government recurrent grants</td>
<td>$2,283,731</td>
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<tr>
<td><strong>Total recurrent income</strong></td>
<td>$3,367,392</td>
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<tr>
<td><strong>Recurrent Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>$2,303,119</td>
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<tr>
<td>Non salary expenses</td>
<td>$586,776</td>
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<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td>$2,889,895</td>
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<tr>
<td><strong>Capital income and expenditure</strong></td>
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</tr>
<tr>
<td>Government capital grants</td>
<td>-$</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>$85,833</td>
</tr>
<tr>
<td>Other capital income</td>
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<tr>
<td><strong>Total capital income</strong></td>
<td>$96,433</td>
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<tr>
<td><strong>Total capital expenditure</strong></td>
<td>$27,237</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>
<td>$495,283</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

This year we have successfully participated in the 4 yearly school review process which took place in the first week of Term 2. Our preparation as a staff involved analysing and interpreting a number of data sets including our school improvement survey data (focusing on staff, student and parent survey results, as well as Catholic culture) NAPLAN data for reading, writing, numeracy, grammar and punctuation and spelling for our Grade 3 and Grade 5 students, and our ECSI (Enhancing Catholic School Identity) data. We also used school based student performance data. As a result of this we wrote a self-reflection report, reflecting on the performance of St. Joachim’s School against the targets set in our school improvement plan over the last 4 years. As part of our school review we also prepared for our 4 yearly audit of our compliance with the VRQA (Victorian Registration Qualifications Authority) requirements across 11 areas to ensure we maintained our registration as a school.

With a new leadership structure across the school, in the future we will be focussing on driving school improvement through a distributed leadership model. I am particularly looking forward to working with our new Religious Education Leader to develop our capacity as a staff to continue to deliver an effective Religious Education program and to provide many opportunities for our students to be an active part of our faith community in St. Anne’s parish.

So far this year we have worked on reviewing our behaviour management policy to ensure the consistent application of behaviour management strategies for all students, and we will work with our parents ratifying our school advisory board constitution and implementing a parent code of conduct. Staff continue to work with our students on building their wellbeing and engagement in learning. In addition I would like to begin to update our Information Technology infrastructure. This is timely as we need to upgrade our capacity to further engage students in their learning through IT.

As a school we need to revisit the topic of personalised learning so that teaching and learning can be differentiated to cater for individual student needs. We also need to restart the conversation about how we as teachers improve our performance. I am keen to explore this further from a feedback perspective, where staff are setting goals, reflecting on their own performance and receiving and acting on feedback to improve their own performance and student learning outcomes.

When our school review report is received we will also be working with personnel from Catholic Education Melbourne to set goals, intended outcomes, targets and key strategies as part of the planning of our new 4 year school improvement plan, which will commence next year. The new school improvement plan, when crafted, will be our guiding document, which will allow us to plan for and measure our ongoing school improvement in the spheres of Education in Faith, Learning and Teaching, Student Wellbeing, Leadership and Management and School Community.
# VRQA Compliance Data

**E1345**  
St Joachim’s School, Carrum Downs

## PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

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AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

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<td>Y03</td>
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<td>Y05</td>
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<td>Y06</td>
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<td>Overall</td>
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TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate: 85.03%

STAFF RETENTION RATE

Staff Retention Rate: 91.30%
### TEACHER QUALIFICATIONS

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<td>Graduate</td>
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<td>Degree Bachelor</td>
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### STAFF COMPOSITION

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<td>Indigenous Teaching Staff</td>
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