2011 Annual Report to the School Community

St Joseph’s School
Korumburra

Registered School Number: 0999
Contact Details

Address: 1-3 Bridge Street Korumburra 3950

Principal: Mr Greg Synan

Parish Priest: Fr Peter Kooloos

School Board Chair: Judy Abbey

Telephone: 5655 2040

Email: principal@sjkorumburra.catholic.edu.au

Website: www.sjkorumburra.catholic.edu.au
Our School Vision

We envisage a welcoming, inclusive and safe school community where the experience of a loving God, the Catholic faith, and supportive relationships are at the heart of our identity; and where the environment is creative, relevant, engaging and challenging of individual potential and development.
St Joseph’s Catholic Primary School Korumburra is situated in the picturesque hills of South Gippsland, an hour and a half from Melbourne.

St Joseph’s is proud of its rich Catholic heritage, founded by the Good Samaritan Sisters in 1913. St Joseph's is a welcoming, inclusive and safe school community where the experience of a loving God and supportive relationships are at the heart of our identity. St Joseph’s maintains the qualities of a small, rural school.

Our current enrolment of 75 allows us to have small classes with quality teachers and specialist programs.

The school provides a comprehensive curriculum based on current educational practice, modern teaching and learning resources and a rich learning environment. Together we strive to develop active, enthusiastic and successful learners, who are resilient, self-confident and motivated life learners.

St Joseph’s offers specialist teachers for Physical Education, Italian and The Arts. We have a strong commitment to student wellbeing and work in partnership with families and support services to offer the best outcomes for our students. St Joseph’s students compete successfully in regional sporting, academic and community competitions.

Our major curriculum learning goal for 2011 was to improve literacy and numeracy outcomes for all students through engaging and effective teaching and learning practices.

St Joseph’s works in partnership with parents to ensure the best outcomes for the social and academic development of each student. We endeavour to cater for the success of each individual.
Principal's Report

2011 was both a successful and exciting year at St Joseph's Korumburra. The school took seriously its responsibility to be a place of faith development; where students were taught about the love of God as revealed through the life of Jesus Christ and mediated to us through the Catholic church. The school worked hard to ensure Gospel values permeated throughout all we did.

Throughout 2011 teaching and learning continued to be the school's major focus. The staff worked hard to further improving literacy and numeracy outcomes for students through creative, engaging and effective teaching and learning practices. The school, Victorian Curriculum Assessment Authority’s and NAPLAN results are a testament to the communities’ success in this area. Our school’s NAPLAN results have consistently shown for the last two years that 100% of students tested are at or above ‘national minimum standards’. Many factors contribute to this success including, individual learning plans for students at risk, intervention programs, home school liaison and the dedication and professionalism of the St Joseph’s staff just to name a few.

Throughout 2011 the school continued to collaboratively develop and provide a thriving school community not only for students but for all stakeholders. The strength of our school community was demonstrated through 2011 by the work of the Parent and Friends (P & F) committee. The P & F committee organise a family night out each term, a regular coffee morning for mums, a Wednesday walking group, a preschool play group, a spectacular fete, a uniform shop, working bees and the running of the school tuckshop among many other ventures.

2011 provided many opportunities for our students to grow and shine not only in the classroom but in many arenas: on the playground, the stage, the pool, the athletics track, in local writing and drawing competitions, on camps and excursions, at community events and much more.

The dedication and commitment of the staff, the genuine partnership between school and home, the learning, the smiles, the joy and fun, genuine concern and love shared all combined to make 2011 an exciting year at St Joseph’s.
Education in Faith

Goals and Intended Outcomes

Our Education in Faith goals for 2011 focused around building our Catholic community:

- For students to feel ownership in school & class masses and liturgies
- For parents to appreciate that liturgies and masses are an opportunity for all members of the school community to be included and welcomed
- That scripture was an intrinsic element in the Religious Education program

Achievements

Prayer and liturgy are an intrinsic part of our school life. We express our faith through liturgy, prayer, pastoral care, curriculum activities, special events and community involvement. Through 2011, there were regular opportunities to gather and celebrate liturgies and pray. Classes were given opportunities to prepare and lead liturgies and prayers for the whole school, to celebrate special events, such as Grandparent’s day, Anzac day and Lent/Easter. The children attended class and school masses throughout the year. Some of the classes send invitations to parents inviting them to our School and Class masses. The middle and senior students attended reconciliation once a term. We regularly learnt and practiced hymns which we used in Mass and class celebrations. Furthermore, staff were also supported in their understanding of liturgy through a Religious Education closure day, presented by Fr. Elio Capra.

We continued to explore the partnership with the families and parish, through our Twilight masses to celebrate the opening and closing of the school year. This allowed many parents who were otherwise unable to attend Masses and Liturgies during school hours, to gather and worship with the children and the wider parish community. In addition to this, we also prepared a liturgy for our Grandparent’s day, from which we had much positive feedback from grandparents and parents.

We have continued to explore the role of Scripture in developing our students’ understanding and staff were supported in this, through a series of afterschool discussions. The staff all use the Composite Model in their planning of Religious Education Units, and have commented on both the increased understanding and interest levels of students. Integrating the Composite Model into our teaching of Religious Education units has allowed children regular opportunities to explore the scripture and its relation to our lives.
**VALUE ADDED**

- Whole school and class masses where students had the opportunity to participate in a range of ways; reading scripture, prayer, response to scripture, altar serving, singing and answering questions in the homily.
- Student lead liturgies in the classroom and at special events
- Commemoration services for ANZAC and Remembrance Days
- Whole school singing which has created a sense of community and familiarity with hymns that raise and support Catholic identity
- Professional learning for staff with Fr Elio Capra on developing and supporting student lead quality liturgy
- Placing scripture at the heart of our Religious Education teaching, helping students to unpack and explore the message of Jesus that is still current today
- Grandparents Day to bring our wider family to join the school community
Learning and Teaching

Goals and Intended Outcomes

**Our Goals were:**
To improve literacy outcomes for all students through creative, engaging & effective teaching & learning practices.
- Students are encouraged to be independent & responsible learners in literacy.
- That the literacy learning needs of students (particularly those with learning difficulties) are met in an appropriate and timely manner.
- There will be clarity around the elements required in planning for effective literacy learning.
- Children’s thinking will be deepened through a developed oral language, which is evidenced by their writing.

In 2011 we met this goal by:
- Restructuring Professional Learning Team meetings
- Developing focused professional learning for best practice to address staff identified areas of need
- Staff participating in and setting school and individual action plans to explore new skills in the area of oral language
- Increasing staff knowledge, skills and confidence in the effective teaching of oral language
- Improving oral language skills across the school as measured by First Steps Oral Language continuum

To improve numeracy outcomes for all students through creative, engaging & effective teaching & learning practices.

- Children’s mathematical thinking will be deepened through strategic teaching.
- Students are encouraged to be independent & responsible learners in mathematics.
- That the mathematical learning needs of students (particularly those with learning difficulties) are met in an appropriate and timely manner.
- There will be clarity around the elements required in planning for effective mathematics learning.

In 2011 we met this goal by:
- Reviewing the Ymer scope and sequence and accepting it as the overview for mathematical planning in the school.
- Staff participating in auditing mathematical planners and developing a common unit planner
- Continuing the maths groups based on the Growth Points in mathematical understanding as a once a week streamed activity.
Achievements

Professional Learning Teams were reorganized in 2011 in order to address the perceived loss of momentum on school improvement goals that occurs with a small staff and part time sharing of classes. The part time structure works effectively for the students but the leadership team felt that the goals for school improvement were challenging to meet in 2010.

For this reason Professional Learning Team meetings were changed to a longer meeting held twice a term. All staff were required to attend these meetings. The benefit was twofold. The hoped for outcome was achieved; staff felt greater ownership of and participation in the school improvement goals.

An additional benefit was the professional discourse that eventuated at each of these meetings. The staff were able to meet together, discuss in a professional manner the challenges and successes of teaching in 2011 and form stronger relationships that build the performance development climate of the school.

Professional Learning Team meetings were shared between the major and minor curriculum goals for the year. The scheduling allowed for 4 meetings which were devoted to oral language and 2 were spent on mathematics. Term 4 meetings were set to unpack, explore and plan with the AusVELS curriculum standards selected for implementation in 2012. Specialist assistance in resourcing the PLTs was sourced through the Catholic Education Office in Warragul. In all cases this outsourcing was done to work in partnership with the staff in a professional learning model.

Our school focus on Oral Language was collaboratively decided by staff who recognized a connection between the language of thinking and the ability of students to make sense of the world around them. We invited CEO literacy staff to lead us in sessions with all staff unpacking the connections in Oral Language and how these elements can be measured and monitored through students’ reading comprehension. This work will continue into 2012 when we hope to implement elements of the Oral Language research into our school practice.

During 2011 we continued our successful ‘Growth Point’ groups. These groups meet once a week to target a particular element of numeracy. These short but highly specific sessions are demonstrating significant growth among our students in numeracy.

The classes continue to expand their usage and experiences of digital technologies. All classrooms now have a projection system allowing teachers and students to explore learning in a multi-modal manner. Teachers continue to experiment with different ways of collecting assessments using both traditional and digital methods.
Our NAPLAN results in 2011 continued to demonstrate improved basic skills in our students. We were pleased to note a second year of all students reaching the National Benchmark. As a small school we are very aware of the issues of small cohort, where one or two students can influence trends. For this reason we look very closely at our NAPLAN data alongside our other standardised tests conducted across the year for the best indication of the progress of our students towards meeting academic potential.

### PORTION OF STUDENTS MEETING THE MINIMUM STANDARDS IN YEARS 3 & 5

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>YEAR 3 READING</td>
<td>100%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 3 WRITING</td>
<td>100%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 3 SPELLING</td>
<td>100%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 3 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 3 NUMERACY</td>
<td>100%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 READING</td>
<td>86.7%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 WRITING</td>
<td>93.3%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 SPELLING</td>
<td>93.3%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 GRAMMAR &amp; PUNCTUATION</td>
<td>100%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
<tr>
<td>YEAR 5 NUMERACY</td>
<td>93.3%</td>
<td>100%</td>
<td>+/- %</td>
<td>100%</td>
<td>0 %</td>
</tr>
</tbody>
</table>
School Community and Student Wellbeing

Goals and Intended Outcomes

The intended goal for 2011 was to expand partnership with our parent body in order for them to feel more actively a part of both decision making and the everyday part of our school life.

The school was keen for greater interaction with the parents in the classroom, during special events, masses and in the governance of the school.

By including our parent body more actively in the life of the school we hoped to reduce conflict arising out of a lack of a shared vision for the manner in which the school community operates.

Achievements

During 2011 we saw consistent growth in the participation of our school parent body in the daily life of the school. We noted a growth in the number of parents attending community masses and special event days. Parents increasingly are offering suggestions, joining the staff at morning tea or events as helpers or simply part of the community.

The Parents and Friends group continued a range of fundraising activities (Bunnings BBQs etc) as well as trying some new social initiatives not aimed at building funds but instead building connection to the school community.

STUDENT ATTENDANCE RATE  95 %

VALUE ADDED

- Wellbeing meetings where all staff can become increasingly skilled in managing socio/behavioural needs in the classrooms and on yard.
- Cross age activities designed to build interpersonal relationships across the staff and student body
- Social skills programming aimed at point of need for classrooms through discussion at weekly wellbeing meetings.
- Nativity play: this event was suggested, written, managed, practiced and presented by a group of enthusiastic parents who clearly felt welcome to propose an event that was not part of the traditional school calendar.
- Parents and Friends directly, and indirectly, becoming more involved outside formal school activities such as family dinners at selected local restaurants, walking group where parents gathered together at the school and then walked for an hour and finished with coffee.
STUDENT SATISFACTION

Before quality learning can take place students must first feel loved, safe and happy. The staff know they are providing such an environment when students state in their student survey;

"Seeing people play nicely makes me happy." Shelley
"I like this school because it’s a small school and there is no bullying." Kelsyn

It is also great to know that the children enjoy the learning;

“I loved doing projects because we learnt more.” Keely
“In 2011 I liked the billycart project; it was challenging.” Taleaha

To sum up,

“I like having lots of friends, good teachers and fun activities.” Thomas
“Good things about school….everything. Bad things about school…. nothing!” Pat

PARENT SATISFACTION

The school is well aware that students’ success is greatly enhanced when there is a strong partnership between home and school. The school works hard to encourage and foster this partnership.

The level of parent satisfaction can often be heard at Parent and Friends meetings when parents are reporting back on school events.

Some of the highlights include:

- The opening of the school BER project…. “The behaviour of the children was exceptional!”
- The camps program….. “It was a joy to be with the students.”
- The performing arts night…. “The kids where fantastic.”
- The family nights out…… “A lot of people and a lot of fun.”

Parents often reported back how grateful they are of staff follow up whenever there is an issue or concern.

The end of year gifts and Christmas cards left in the staffroom speak greatly of parent satisfaction. Parent satisfaction was nicely summed up in the following Christmas card sent by a school family.

Dear Greg and Staff,
Wishing you all a brilliant Christmas and holiday break. What an awesome team you are. Our children have had a brilliant year, thanks to the genuine care and understanding you have given………… (Our time at St Joseph’s has seen)… happiness and amazing growth on so many levels. We count our many blessings for the beautiful staff of St Joe’s, may you all enjoy sleep-ins and happy times this holidays.
Leadership and Stewardship

Goals and Intended Outcomes

The major Leadership and Stewardship goals for 2011 were:

- Establish a School Advisory Board
- Continue to improve and develop the school playground
- Review and audit the school's IT resources and ability

Achievements

In 2010 it was decided to develop a School Advisory Board, invitations were forwarded to all parents. An interim board was established to develop a constitution. This process was professionally lead by personal from the Catholic Education Office.

2011 saw the completion of this process. A constitution was developed and the first Annual General Meeting and board elections held.

In 2011 the school added a fitness track to the school playground, this project was funded by the school's Parents and Friends. Naturally the students have loved the new additions.

The school through the Catholic Education Office, Warragul engaged the services of an ICT company to review and report back on the school’s IT resources and ability to provide for our students and administrative needs. This report was received and its recommendations given. Planning to implement the recommendations in 2012 has commenced.

<table>
<thead>
<tr>
<th>TEACHING STAFF ATTENDANCE RATE</th>
<th>96%</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAFF RETENTION RATE</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

**TEACHER QUALIFICATIONS**

<table>
<thead>
<tr>
<th>DOCTORATE</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>MASTERS</td>
<td>0%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>0%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>0%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>85%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>42%</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

In 2011 the school invested in a wide range of professional learning for staff, these included:

- Oral Language – all staff attending – 4 x 2hr
- ‘Working with Today’s Parents’ with Michael Grose – all staff attending – 1 x full day
- Reading Recovery continuing contact
- EMU continuing contact
- ICON/TEAL
- Religious Education Coordinator meetings
- Wellbeing PL day with Chris Daicos
- Principal’s conference

Research has shown that the most effective PL takes place ‘in house’. This year the school did the majority of its PL at school. This also saved the school considerable cost.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

|                          | 9 |
---|---|
AVERAGE EXPENDITURE PER TEACHER FOR PL

$ 895

TEACHER SATISFACTION

St Joseph’s is a genuinely happy place. As one staff member wrote in her survey, “The school has a very homely, well-loved feel, a place where everyone is made to feel welcome. It is always a pleasure to come here.” Another teacher stated, “our school feels like a family rather than a group of employees and students.”

The staff has developed a strong culture of love and respect. The fruit of this work is mirrored in the behaviour of our students. As one of our staff member reported “Students are demonstrating greater skill in their interpersonal interactions. They are beginning to be more aware of the impact of their actions on others.” As a result staff rarely have to arbitrate and solve disputes. It also makes both the classroom and the yard a safe and happy place to be for staff and students.

Professional development is highly valued and perused by the school. Staff comments in this area included, “We are given opportunities to attend PD’s relevant to personal teaching needs.”

Staff are pleased with the new meeting structure put into place this year. One member stated, “The whole school’s staff PLTs were an excellent move forward. These sessions meant that the important culture and direction changing discussions and decisions had the input of all staff and greater ownership was felt by all.”

School data and teacher comments confirm improved student academic performance. Staff are continually seeking new, improved and innovative ways of encouraging student development across the board. In this process the input of all staff is sought and valued.
Smarter Schools National Partnerships

### Improvement Targets/Milestones

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

- Children’s mathematical thinking will be deepened through strategic teaching.
- Children’s thinking will be deepened through oral language

### Improvement Strategies

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

<table>
<thead>
<tr>
<th>Improvement Strategies</th>
<th>2011 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit and map the effectiveness of Michael Ymer scope and sequence.</td>
<td>Staff have reviewed and implemented Ymer’s scope and sequence.</td>
</tr>
<tr>
<td>Explore ways of enabling students to demonstrate their mathematical development.</td>
<td>Staff have been working with students on pre and post testing and growth point development.</td>
</tr>
<tr>
<td>With students identify language in different contexts, and how to use language for different purposes.</td>
<td>Staff specifically taught different genre and provided real life opportunity for students to use these.</td>
</tr>
<tr>
<td>The school consulted and worked with the CEO staff to review the school’s Improvement Plan to ensure its alignment with National Partnerships.</td>
<td>The school worked hard to ensure the needs of students at risk where addressed. Individual learning planners where developed for these students.</td>
</tr>
</tbody>
</table>

### 2012 Planned Progress

- The school will continue to analyse assessment data to ensure its Annual School Improvement Plan reflects the needs of our students.
- Students at risk will continue to be a major focus, ensuring the continuation of Reading Recovery and EMU programs along with Individual Learning plans for all students at risk.
- The school will continue to liaise with CEO staff for training and coaching purposes.
- The school will continue to provide learning for staff through its weekly PLT meetings.
- The staff will continue to use data analysis in their planning and practise.

### Financial

Smarter Schools National Partnership Funding

The National Partnership (NP) your school is participating in

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Allocation</th>
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</thead>
<tbody>
<tr>
<td>2011 Direct SSNP funding</td>
<td>$-</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
<td>$-</td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
<td>$</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
<td>$-</td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
<td>$-</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
<td>$9,211</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>
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</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other fee income</td>
<td>20 376</td>
<td></td>
</tr>
<tr>
<td>Private income</td>
<td>15 067</td>
<td></td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>224 157</td>
<td></td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>782 574</td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>1 042 174</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>653 073</td>
<td></td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>89 889</td>
<td></td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>742,963</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>27 083</td>
<td></td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>27 083</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>45 569</td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</strong></td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>5 131</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>2 539</td>
</tr>
</tbody>
</table>

### Non DEEWR FQ reported items

<table>
<thead>
<tr>
<th>Non DEEWR FQ reported items</th>
<th>Tuition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>System levies (payments)</td>
<td>(214 430)</td>
<td></td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td>2 840</td>
<td></td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td>(4 500)</td>
<td></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 VRQA 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

Our long term planning for 2012 and beyond is already well under way.

St Joseph’s continues to focus on the best possible outcomes for our students in all areas of their education. We want to produce well rounded students who are able to function effectively in society while demonstrating a sense of social justice and a willingness to participate as active citizens in their community.

The staff will continue to pursue professional learning and undertake peer mentoring to share expertise and skill. Professional Learning Team meetings will be directed by the School Improvement Plan to best assist staff in the educational and professional improvement goals set for 2012. Learning will remain our number one priority.

Developing the Catholic nature of our school will be an ongoing and vital part of our school life. Offering opportunities for students, families and parishioners to engage in vibrant and meaningful gatherings will continue. The school will continue supporting the parish based sacramental program.

The school will continue to work on innovative programs and initiatives to best support the needs of our students and their community and engage them in the process. The staff will continue to implement the new Australian Curriculum.

The school will continue to liaise with all stake holders; students, parents, parish, Catholic Education Office, Korumburra community, State and Federal governments, to ensure we provide our students with the best possible opportunities.