### 2014 School Reporting - Primary

#### The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St Joseph’s Catholic Primary School Clermont</td>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>50 Box St Clermont Qld 4721</td>
</tr>
<tr>
<td>Wesley Rose</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
<th>Email:</th>
<th>Website:</th>
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</thead>
<tbody>
<tr>
<td>49831535</td>
<td>49831198</td>
<td><a href="mailto:sjc@rok.catholic.edu.au">sjc@rok.catholic.edu.au</a></td>
<td><a href="http://www.stjosephsclermont.com">www.stjosephsclermont.com</a></td>
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<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>110</td>
<td>P-6</td>
<td>Primary</td>
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Curriculum Offerings

Distinctive Curriculum Offerings

St Joseph’s School was established in 1900 by the Sisters of St Joseph to serve the small rural township of Clermont. Today St Joseph’s School provides a Catholic education for children from mining, rural and small business backgrounds within the Clermont district. The school currently caters for 110 students from Prep to Year 4 in single class groups as well as a Year 5/6 composite class. St Joseph’s is a family-oriented school which emphasises care and concern for the individual. The excellent teacher-student ratio makes for an intimate school environment. A strong sense of community is evident which links the school community with the local Catholic Parish community. These strong links are sustained by the efforts of staff, parents, students and members of the parish community. A wide variety of curricula and co-curricular learning experiences are offered to students including the school dance program, verse speaking and choir. The physical education program, including active after school activities, is a feature of our school. Other initiatives include the implementation of the Rock and Water program for year 4-6 students and the ‘Friends for Life’ program for targeted students.

Extra Curricula Activities

All students are involved in school assemblies, liturgies and masses throughout the school year. These twice-weekly occasions provide opportunities to celebrate, commemorate and remember significant events in the community life of our school.

- Students compete in the Speech and Choir sections of the Central Highland’s Eisteddfod each year.
- Active After School Community: Activities are conducted by trained staff members and involve students in sport and physical activities outside of school hours.
- Students are encouraged and supported in gaining representation in local and regional sporting teams. These students are able to develop skills in a variety of sports at differing levels of attainment.
- Each class participates in fundraising for worthwhile projects. Funds are raised for Caritas and other charities.
- An environmental group consisting of staff and students from all year levels meets regularly in lunchtimes to participate in environmental projects in the school grounds and in the local area.
- All students from St Joseph’s and two small country state schools participate in a small schools’ network through the athletics carnival in June and the swimming carnival in December each year.
- ICTs are incorporated into the curriculum across all year levels. Interactive Whiteboards are installed in every classroom. A recent addition of a set of 25 iPads compliment curriculum delivery.
- Senior students participate in leadership development programs throughout the school year, beginning with a leadership camp that precedes the school leadership speeches and election. The students are involved in on-going self-esteem and initiative activities, goal setting and reflection.
- Students attend performances by Arts Council and various external groups including CSIRO each school term.
• Classroom learning is extended through Science Day, Bookweek, Under Eights’ Day, National Reading Day and by participation in various community events such as Coal and Gold Festival, National Tree Day and Clean-Up Australia.
• All students attend workshops presented by sporting organisations: ARL Development, Auskick and QLD Sport and Recreation.
• Outdoor education is promoted, with the Year 4/5 camp held every second year, as well as the year 6 leadership camp. Both camps make use of the local Outdoor Education facility at Camp Fairbairn.

How Information and Communication Technologies are used to assist learning

St Joseph’s has a range of ICT hardware that assists in the teaching of technology. We are well equipped with electronic whiteboards, laptop computers and iPads. We deliver the school newsletter electronically, which is well-received by families. The school’s website is a wonderful place for current and prospective parents to find information about the school. This website is also used as the gateway for students to access their school email address. Our school has a dedicated laptop lab, with enough laptops for each class member. A recent purchase of Google Chromebooks will further enhance the ICT offering for our Year 5/6 class.

Social Climate

St Joseph’s provides a family-oriented school which emphasises care and concern for the individual. The teacher-pupil ratio makes for an intimate school environment. Through the sustained efforts of staff, parents, students and members of the parish community, the parish and school have strong links. The school provides the venue for several parish events including the annual fair and several community concerts. We actively work to build a faith community which demonstrates the love of Jesus Christ through respect for and service of others. Feast Days, Harmony Day and World Environment Day and NET team visits are some of the many opportunities afforded our students. The Personal and Social Development Programs like ‘You Can Do It’, 'Peer Support’ and 'Making Jesus Real' are implemented school wide. These programs complement the School Behaviour Management Policy and Procedures to build student resilience, foster appropriate codes of behaviour and proactively counteract bullying. The Campus Minister plays an essential role in the support of families and students and in providing a tangible link with the Parish and wider community. Counselling services are provided as necessary through the Royal Queensland Bush Children Health Service, Queensland Health and Centacare.

Cyber Safety and Anti-Bullying Strategies

Internet safety is embedded into our Technology scope and sequence. It is also explored in-depth in our Child Safety Curriculum. Our school rules and behavioural guidelines promote positive behaviour in students and communication between parents and the school is very important.
Strategies used for involving parents in their child’s education

The weekly newsletter is an important forum for the communication of information from the school to parents, students, staff and community. The Classroom Comments Section of the newsletter contains student observations and reflections on the learning achieved each week. Each teacher maintains a KIT (Keeping in Touch) booklet or note which provides correspondence between teacher and parent/caregivers on a daily and weekly basis. Parents are encouraged to be involved in the activities and decision-making processes through several groups in the school, including; Parents and Friends, Tuckshop Committee, Fundraising, Playgroup. The School Board has an active role in policy development and implementation and strategic planning at St Joseph’s. Parents are encouraged to be involved in classroom activities where possible. This includes providing assistance in Art activities, Literacy Rotations, Maths activities and at sporting events. Parents are encouraged to meet with their child’s teacher on a regular basis in order to maintain a strong connection between school and home.

Reducing the school’s environmental footprint

We engage in recycling practices including worm farming. We also grow a selection of fresh vegetables to distribute amongst the school community. Our student toilets use tank water for flushing. The school's gardens are of predominately native flora, which assists water conservation. Each classroom has a recycling bin as well as a general rubbish bin.

Characteristics of the Student Body

Enrolments at St Joseph’s are drawn from three types of demographic which interconnect in a unique way in Clermont and the surrounding area; the mining industry and support facilities, the rural sector including grain and cattle and the independent business and services sector. There are financial, emotional and social impacts on individual families in each sector. Common to all is the impact of change and the need to develop respect and resilience. With increased employment in the area, the range of cultural backgrounds at St Joseph’s is increasing. New families on permanent and temporary visas are enrolling their children at St Joseph’s. These students contribute through their language, life experiences and cultural histories to the diversity of St Joseph’s. The school community continues to be enriched by the vitality and vibrancy of our rural students. With the impending reopening of nearby Blair Athol coal Mine, as well as a number of other mining ventures close to Clermont, it is predicted that the population of the town will marginally grow in the short term. Further growth is expected as new nearby mining ventures are developed. The mobility of the mining workforce in addition to the fluctuations of the rural industries will continue to have consequences for the level of enrolment and student mobility at St Joseph’s.
Staffing composition, including Indigenous staff

Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
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<tbody>
<tr>
<td>Headcounts</td>
<td>10</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>8.3</td>
<td>3.4</td>
<td>0</td>
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Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
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</thead>
<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>100%</td>
</tr>
<tr>
<td>Diploma</td>
<td>%</td>
</tr>
<tr>
<td>Certificate</td>
<td>%</td>
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Expenditure on and teacher participation in professional development

TOTAL FUNDS expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$22,800

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

- ‘Words Their Way’ Spelling In-Service. This in-service assisted to reinvigorate the use of Words their Way in our school. Words their Way is a whole-school spelling resource and
an approach to learning spelling patterns.

- Professional Learning Teams (PLT’s) have been established to develop a culture of ‘open classrooms’ for teachers. Each PLT group visits classrooms to observe and assist their fellow teachers, as well as interpreting data and using this information to guide future teaching.

- Fr Richard Leonard lecture: ‘Amazing Grace’. This lecture was offered to re-focus our teachers to the very important role they have as Catholic School teachers.

- Friends for life Facilitator training for key staff.

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

98.95%

**Percentage of teaching staff retained from the previous school year**

88%

**School Income**


(The School information below is available on the My School web site).

**National Assessment Program – Literacy and Numeracy Results**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
**Key Student Outcomes**

Our school motto, ‘Faith in Christ - Our Teacher’ is central to everything we do at St Joseph’s. At our school, we aim to develop within our students the ideals of academic excellence, love of God, self and others and respect for the environment. At St Joseph’s, we see the education of our students as a dynamic partnership between the home and school. Parental support is integral to help maximise student achievement. Inspired by the person and teaching of Jesus Christ, we serve the community of Clermont, by providing:

- Life-long faith education
- Religious education
- Relevant, holistic, quality education to assist all in their search for meaning for life

**Student Attendance**

**Average student attendance rate (%)**

92.1%

Describe how non-attendance is managed by the school

3 days unexplained absences are met with a phone call from the administration. This generally curbs the issue.

**Value Added**

**The story of distance travelled**

Our school has been making pleasing progress in all areas. Following the School Review and Improvement (SRI) in August 2014, we have made significant progress on the recommendations that followed this review. Some of our successes include; a review of our learning support practices at school, with several positive changes being already implemented and the revision of our school rules, which are now a prominent part of our school culture. Other recommendations from the SRI, for example the revision of our school mission statement, now appear in our school development plan which will help the school focus its efforts in the future.

**The story of where you are going**

Our school’s ‘Great Teachers = Great Results’ 3-year plan focuses on the key areas of teacher professionalism, feedback and collaboration and effective teaching in literacy and numeracy. This has seen the formation of Professional Learning Teams (PLT’s), which consist of 3 teachers per team. These PLT’s work collaboratively to support and evaluate classroom instruction, and members provide feedback to each other to enhance teaching and learning. This structure is supported with extra release time. Moving forwards, these PLT groups will continue to offer feedback to teachers and develop a culture of ‘open classrooms’ at our school.

**Parent, Teacher and Student Satisfaction**

2014 saw our school undertake the School Review and Improvement Process (SRI). As part of this process, parent, staff and student surveys were conducted and afterwards, the data was analysed. The feedback indicated that the vast majority of these stakeholders were satisfied with the school. This is further supported by anecdotal evidence received from the school community.