## 2014 School Reporting - Primary

### The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>School Name:</th>
</tr>
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<tbody>
<tr>
<td>Diocesan Catholic Education Office - Rockhampton</td>
<td>St Joseph's Catholic Primary School</td>
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</tbody>
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<table>
<thead>
<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
</tr>
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<tbody>
<tr>
<td>Principal’s Full Name:</td>
<td>Crn Barolin and Woondooma Streets Bundaberg</td>
</tr>
<tr>
<td>Mrs Kaye Elizabeth Beston</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>Fax:</th>
<th>Email:</th>
<th>Website:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(07) 41514771</td>
<td>(07) 41523900</td>
<td><a href="http://www.sjbgrok.catholic.edu.au">www.sjbgrok.catholic.edu.au</a></td>
<td><a href="http://www.sjbgrok.catholic.edu.au">www.sjbgrok.catholic.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>180</td>
<td>P-7</td>
<td>Primary Catholic Co-Educational</td>
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## Curriculum Offerings

### Distinctive Curriculum Offerings

St Joseph’s school motto, ‘Growing as One’, highlights our school’s vision of being part of one big family. Gospel values and Restorative Practices underpin aspects of life and learning and specific opportunities are provided for spiritual and religious growth through regular prayer, liturgy, daily meditation and classroom teaching of Religion. To achieve our aim of witnessing Gospel values in all our relationships, we have identified the adoption of a school-wide Restorative Practices model of conflict resolution as a practice to which we commit as a Mary MacKillop Community.

Our school-wide ICT culture ensures access to digital teaching resources. We offer a specialist science program, a specialist physical education program and an instrumental music program and choir and verse speaking.

Our learning support focus is working in partnership with students, parents, teachers and other external professionals involved to ensure students engage in learning that is relevant, rewarding and develops the knowledge and skills needed for their learning.

## Extra Curricula Activities

<table>
<thead>
<tr>
<th>Instrumental Music Program</th>
<th>- Strong student participation in a successful instrumental music program. Students perform and enrich musical culture in the school and wider community.</th>
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<tbody>
<tr>
<td>Junior/Senior Choir</td>
<td>- Children involved in the choir are prepared by our Music Specialist and given the opportunity to perform for the wider community and at the Eisteddfod.</td>
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<tr>
<td>Speech Choir</td>
<td>- Children involved in this choir are prepared and perform for the school, wider community and at the Eisteddfod.</td>
</tr>
<tr>
<td>Optiminds</td>
<td>- a creative problem solving program for teams from Preschool to Adults. At St Joseph’s, children from year 5, 6 and 7 are involved.</td>
</tr>
<tr>
<td>Sporting activities</td>
<td>- Children are involved in various sports and participate in interschool sports in our local area. Students in P-7 are involved in the school Swimming Program and school cross country and Athletics Carnival. We also field teams at the annual Diocesan Challenge Cup. Our PE teacher prepares students for events and teaches each year level.</td>
</tr>
<tr>
<td>Life Education</td>
<td>- This program exposes students to the social and developmental changes they may experience at age appropriate levels. It supports and enhances our Personal and Social Development Education Program.</td>
</tr>
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</table>

Our involvement in other Extra Curricular activities include:

- **Writer’s Festival** – students travelled to Brisbane to participate,
- **Mathematic Challenge** – Upper school participate,
- **Premier’s Reading Challenge** – Whole school participation,
- **Tutoring** - Year 7,
- **Daniel Morcombe Day**, **Bullying No Way – National Day of Action against bullying**
- **School camps** - Years 6 and 7 each year. These camps promote qualities such as leadership, independence and interdependence.

All our Year 7 students are recognised as student leaders and form leadership teams in which they work together for our whole school community.

As a school we continue to support the academic competitions of the University of New South Wales. Entry is optional and open to all students from Year 3 to Year 7.

Students are involved in a number of service and community activities each year. These include support for the local ANZAC Day services, Heart and Cancer Foundations, St Vincent de Paul and Clean-up Australia Day.
How Information and Communication Technologies are used to assist learning

ICT is a school-wide culture that supports and assists learning.
Interactive whiteboards installed (and used) in every classroom - mobile IWB used by music teacher
All classrooms have a number of desktops, laptops that are used as tools by students to enhance their learning. All teachers have a 'school purchased' iPad. In line with the school's ICT master plan, in 2013 a 'bank' of iPads for use in learning support and a second 'bank' for use by Prep and Year 1 students were purchased.
ActivExpressions is another tool (30 handheld devices) used with students by teachers to engage students in meaningful and real life learning activities.

Our school Technology Plan highlights as teaching and learning goals and outcomes:
- Improved technology literacy of students.
- Increased integration of technology in lesson and assessment programs across all curriculum areas and year levels.
- Improved access to specialist hardware, software and peripherals which address the specific needs of particular year levels, curriculum areas and students.
- Increased access to presentation technologies in all learning areas of the school.
- Increased use of appropriate software and technology-supported courseware.
- Improved levels of student achievement through the use of technology.
- Increased use of technology for routine and administrative tasks.

Staff Professional Development and equity access are also areas addressed within this plan.
3 staff members have been trained as ‘Google Guides’ and staff and students are working within this environment.

Social Climate

School Counselling - St Joseph's has a school counsellor who visits the school every Friday. Our counsellor is a member of the Centacare Counselling Services.
A Student Welfare Worker is also employed under the School Chaplaincy Program and supports students, staff and parents.
Pastoral Care - Families are supported with meals by other families during times of need.
Our Pastoral Care Student Leadership Team provides support for our younger students and welcomes new students and visitors to our school.
Restorative Practices - Restorative practices is a pastoral approach to healthy relationships and student welfare. This approach to conflict resolution promotes resilience in both in the one harmed and in the one who causes harm. Restorative practices emphasises the strength and potential for each student. Through a restorative philosophy we believe we can best facilitate the well-being of all students in our school community.

Cyber Safety and Anti-Bullying Strategies

Strategies to respond to bullying include the following:
Peer Mediation – Year 7 students are trained as peer mediators and support students with problem solving during play time.
Our whole school Restorative Justice approach - with the skilling of the school community in the successful resolution of conflict.
Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety.
issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices. Our school has a number of social/emotional learning programs in place to assist students in guarding against bullying at school. The school community is kept up to date about developments in this area.

At the local school level we also have developed A Response to Bullying Brochure – a brochure developed in conjunction with Year 7 students and distributed to all students at St Joseph’s and accessible on our school website.
- Every child has been involved in lessons based on the Feeling Unsafe Posters. These Posters are displayed all over the school.
- Personal safety program is taught across year levels.
- Each year St Joseph’s participates in Child Protection Week activities with particular focus on internet safety activities that increase awareness of being ‘cybersmart’ in accessing the internet.
- Our school Cybersafety Policy.
- Our school Behaviour Management Policy.
- Whole school Activities- annual participation e.g. 2014 National Day of Action Against Bullying

**Strategies used for involving parents in their child’s education**

We have an active P& F Association who works closely with staff to support the school financially and socially. They are also involved in organising community building events and parent education as well as taking responsibility for financial support of the tuckshop and resources requested by the school community.

The St Joseph’s School Board supports the Principal with development and updating of school policies and is supportive practically in areas of finance and education in developing our school as a quality learning environment.

Parents are regularly involved in class excursions and camps, Book Week, Mary MacKillop Festival, Grandparents Day, Catholic Education week.

Working bees offer parents the chance to be involved socially and to offer practical support for the school.

**Reducing the school’s environmental footprint**

**School Projects:**
- Vegetable garden
- Worm farm
- Water quality testing
- Planting, mulching, weeding
- Recycling
- Book about our environmental projects
- Woongarra Scrub plot
- Wetlands education
- Environment club
- Pet turtle
- Litter collection
- Food waste collection
- Nude Food lunch awareness and encouragement
- ‘Cut the Glow to Help Turtles Go’

**Resource Management:**
- A rainwater tank for oval irrigation
- Tanks installed outside school hall for ‘toilet flushing’
- Installation of 'timed' taps in students toilets
- Half flush toilets
- Solar Grant application was successful - 68 solar panels installed in 2013.

**School Participation in environmental days:**
- Tree day
- Environment day
- Wetlands day
- Science week
- ECO Challenge
- Membership of Scientist in School Program
- St Joseph’s is a Reef Guardian School.
**Characteristics of the Student Body**

St Joseph’s has a wonderful multicultural mix of students from a variety of backgrounds – India, Sri Lanka, Philippines, Iran. These students and their families enrich our school community with their culture in many ways. The cultural mix of the school is predominantly English with a number of students from Non English speaking and indigenous backgrounds. The school population is drawn from a broad demographic with varied socio-economic circumstances.

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**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>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>14</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>12</td>
<td>7.15</td>
<td>1.48</td>
</tr>
</tbody>
</table>

**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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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>14.3%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>78.6%</td>
</tr>
<tr>
<td>Diploma</td>
<td>7.1%</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.

$34,800

**MAJOR PROFESSIONAL DEVELOPMENT**


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

99.24%

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

90.38%

**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**

Reading has been a major focus for St Joseph’s School. The data collated enables teachers to identify student strengths and learning needs so that teaching, learning and assessment can be differentiated to year level National Curriculum expectations. Learning Support and Classroom Teachers work in partnership to support this process by gathering data related to specific students so that interventions target individual needs. Key Outcomes for student cohorts based on NAPLAN results would indicate progress across the aspects of Reading. Growth in learning is identified and evident in our data analysis. A data wall is a visual representation utilised as a whole school to identify student growth. Differentiated curriculum is a priority and the school will continue to develop skills in this area.

**Student Attendance**

**Average student attendance rate (%)**

| 94.1% |

Describe how non-attendance is managed by the school

Class Electronic Roll
Parents are required to inform the school of anticipated student absences either by phone or written communication. Absences due to illness or appointments are also required to be reported to the school. Any unexplained absences are followed up with a phone call to ascertain the reasons for lack of communication.

**Value Added**

**The story of distance travelled**

St Joseph’s student body continues to show progress through the focus on best teaching and learning practice. Cohorts continue to improve on their Year 3 NAPLAN results as they progress through the year levels and are tested in their final year at St. Joseph’s. Reading, in particular comprehension, as well as all aspects of literacy testing, is showing improvement across year levels.

Non-negotiable classroom practices include shared and guided reading during language rotations and real life investigations using manipulatives that promote problem solving strategies, requiring students to demonstrate and apply their knowledge. We have focused on what the students can do with their knowledge. Through teacher / student conferences, students set reading goals for reading levels, behaviours and identify specific strategies. Peer reading groups 3-7 were used to improve students reading and listening skills.

With improving comprehension as a major focus, we have continued with the teaching of active comprehension strategies across all year levels. These strategies have been communicated to the parent body through newsletter items for continuity between home and school.
Close working relationships with literacy and numeracy consultants and learning support teachers continue during our full day planning sessions each term. St Joseph’s Word Study journey is continually evolving to meet the needs of all students. Spelling Inventories are a tool that teachers use to gather class data. Students are then grouped to specific spelling levels to assist in improving word study knowledge.

High expectations for all students are achieved through specific goals, based on whole school data. Strong foundations for Literacy and Numeracy are achieved through early intervention in Prep and Years 1 and 2 and our home reading program.

At St Joseph’s assessment ensures success for all students through:
- collaborative development and moderation of assessment tasks
- exemplar tasks shared with teachers and students
- student lead conferences for years 4-7
- anchor charts for comprehension strategies
- whole school analysis of NAPLAN results (through the use of SunLANDA tool) at the beginning of the year and on the release of the current NAPLAN results
- rigorous and targeted data gathering using recognised tools such as the DRA, PM benchmarks, spelling inventories, oral Language as well as data from external tests i.e. NAPLAN
- Inter and intra moderation with colleagues in the Bundaberg region

The story of where you are going

Through analysis of the data, leadership, learning support team and staff identified specific whole school goals for 2014–

Reading comprehension, spelling, and strategies for mathematical problem solving.

Involvement in National Partnerships has resulted in gathering pre and post data to inform focused, personalised teaching.

These goals and strategies now inform our School Development Plan that is reviewed annually to ensure ongoing improvement.

As a whole school learning community we will continue to research and foster learning through:
- professional development to inform and refine pedagogy
- use of technology, in particular Interactive White Boards, iPads, computers, to assist teaching/learning across the curriculum areas
- 1-1 device implementation in 2015
- collaborative planning days each term with teachers and support staff to develop comprehensive units of work
- enrichment days for students (each term) with specialist teachers in Science, The Arts and Physical Education
- Embedding of our Restorative Practices approach that builds and sustains positive, healthy relationships.

Parent, Teacher and Student Satisfaction

Information, in plain language, about parent, teacher and student satisfaction with the school

St Joseph’s has a very positive profile within the community and enjoys high levels of satisfaction from staff, students and parents. Visitors comment that St Joseph’s is a very welcoming and happy community with a ‘warm, family atmosphere’. Feedback from parents, staff and students indicate
the level of satisfaction throughout the School Community is very high. The dedication and
generosity of the staff, the enthusiasm, friendliness and insightfulness of the students and the strong
sense of affection and genuine support are expressed and recognised by parents and community
helpers.
The P&F Association and School Board are very active in support of our school community. Students
of Year 7 are members of a leadership team that sets goals and are continually aware of helping to
grow St Joseph’s as a quality learning community.
St Joseph’s is regarded highly in the community and we maintain a visible presence at all levels of
the community. Our activities and achievements are often featured in the local media.