## 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, Park Avenue</td>
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<tr>
<th>School Based Contact Person:</th>
<th>Address:</th>
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<tbody>
<tr>
<td>Principal’s Full Name: Alan Barker</td>
<td>Main St, Park Avenue, North Rockhampton 4701</td>
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</tbody>
</table>

- **Phone**: 4922 1906
- **Fax**: 4927 7571
- **Email**: school.info@sjparok.catholic.edu.au
- **Website**: www.sjparok.catholic.edu.au

<table>
<thead>
<tr>
<th>Total Enrolments:</th>
<th>Year Levels Offered:</th>
<th>Type of School:</th>
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<tbody>
<tr>
<td>387</td>
<td>P-7</td>
<td>Co-educational</td>
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Curriculum Offerings

Distinctive Curriculum Offerings
St. Joseph’s Catholic Primary School implements an inquiry based approach to learning, endeavouring to make learning student focussed and enhance the thinking process. We educate our children for their future and therefore engage in real-world endeavours and investigations in conjunction with assessment activities. To assist with this direction we utilise a significant amount of technology in the school, providing 1-to-1 access for Year 6 and 7 students, along with Prep and Year 1 students, through the use of MacBooks and XO devices respectively.

Extra Curricula Activities
Instrumental music classes are offered as part of an optional program. Singing and speech choirs are a feature of our cultural program and students perform successfully at eisteddfods and local functions.

Similarly, we have a number of students who are involved in debating and compete both at an intra and inter-school level.

The school supports the parish community in providing relevant and meaningful experiences for families to enhance a sense of belonging within the context of the community.

Children engage in a variety of sporting matches during lunchtimes for enjoyment and interest.
Children are involved in projects of service such as St. Vincent de Paul and aged care initiatives in order to develop an understanding of participation in the life of the community.

Interschool Sport: Years 4 to 7 students play inter-school sport each week across a range of sports they select throughout the year. Additionally there are over 100 children who play in school based touch football teams on Saturdays.
Cross Country: Children from Years 4 to 7 are invited to train and compete in the district event with a representative team being selected.

How Information and Communication Technologies are used to assist learning
At St. Joseph’s we run a 1-to-1 MacBook program with our Yr 6 and 7 students, with Chromebooks being used in Years 4 and 5, iPads in Year 2 and 3, with the Prep and Year 1 students each having their own XO Android laptop. Further to this, a bank of Windows laptops is available, via trolley, for all classes to access. This provides the students with exposure, access and understanding of a range of operating systems during their time at the school.

Additionally, every classroom is equipped with an Interactive Whiteboard which further serves to enhance the collaborative and interactive nature of the learning and increases the degree to which the children are engaged with the learning.
For the last three years, the Year 7 students at St. Joseph’s have organised and run Kid’s Connect, which is a two-day technology conference for children. During 2014, this became a joint Year 6 and 7 initiative. This provides students the opportunity to utilise their technology access for real world learning as they budget, organise catering, manage a website and run the conference.

For parents, we also have a School Web App which serves as a great communication tool and means of dispersing information between the school and home.
Social Climate

As a Catholic school we have the Gospel values at the core of everything we do. From this we choose to focus on three specific school values being, Self-worth, Mutual Acceptance and Personal Responsibility. In all learning situations, we endeavour to refer to these values and make them part of our daily decision-making.

Student leadership is distributed throughout the school with a Student Council that provides support for activities and presents the "student voice." Further to this we have a Peer Support Program with weekly sessions run by the Year 6 and 7 students, once they are properly trained. These groups consist of a mixture of P-7 students and are monitored by a staff member. During this program, the students focus on areas such as Resilience Skills Building, Bullying, Making Choices, Leadership and the like. These groups provide a great opportunity for the students to express concerns and develop strategies and provide us with a proactive rather than reactive approach to behaviours.

A school counsellor provides family, student and teacher support in maintaining positive relationships with self and others. St Joseph's is a Health Promoting school and has an accredited "Healthy Tuckshop", a Breakfast Club and is an accredited "Sunsmart" school.

Cyber Safety and Anti-Bullying Strategies

As the school introduces and accesses more and more technology in the classrooms, so increases the risk of cyber bullying and the need for a greater awareness of cyber safety. In ICT classes students use the Budd:e cyber safety program, along with cyber safety and cyber bullying sessions tailored to the Upper Primary students, particularly those involved in the 1-to-1 program. Students and parents are made aware of school expectations in terms of acceptable use, prior to receiving laptops and must sign an end-user agreement and acceptable user policy.

Strategies used for involving parents in their child's education

At the beginning of each year we hold a Welcome Barbecue, which is an informal gathering that allows for teachers and parents, along with students to mix. It is a way of welcoming new families into the community, along with an opportunity to introduce new or returning staff members to the community. This is a shared initiative of the School and P&F. Parents are trained as learning assistants through Support A Reader, Support A Writer and Support A Maths Learner and are involved in class learning through art, literacy and numeracy. Parents are involved in school planning and decision making through the School Board and P & F Association. Parents and Friends actively encourage involvement through social gatherings and adult education opportunities. Parents are invited as guest speakers for inquiry learning units on a range of topics for which they offer their expertise, provide sport coaching and management. Parents regularly join our weekly school assemblies and whole school liturgies.

Reducing the school's environmental footprint

Recycling of paper products is a big part of daily life in all classrooms at St Joseph’s Park Avenue and all take part in trying to reduce the school’s ecological footprint. The recycling of paper products can decrease the total amount of virgin timber that must be harvested to meet global demand for paper, thus reducing humanity’s total Ecological Footprint. So that all classes can contribute to our
recycling program each class has a recycling bin that is emptied on a weekly basis by the Year 5 students. Due to our active participation in this recycling program the amount of waste that the school sends to landfills locally is drastically reduced thus aiding our local environment.

**Characteristics of the Student Body**

While the majority of the students come from an Anglo-Saxon background, we now have a number of other nationalities represented within the school comprising 1%, including Filipino, Chinese, Zimbabwe and Indian. In addition to this we have a 10% Indigenous enrolment.

In terms of socio-economics we have quite a diverse range of families, with many being adversely affected by recent industry changes in the area. As such many families have moved out of the Rockhampton area following the closure of specific industry. In general, it is safe to say that students or families, who do leave the school, do so because they are moving out of the area. During the last year, St. Joseph’s has welcomed many new families into the school in the same period; providing a stabilising impact on our enrolment numbers.

Enrolments in our Prep classes are very strong, necessitating 32 families being turned away for the 2014 school year.

**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>
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<tbody>
<tr>
<td>Headcounts</td>
<td>22</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>20.4</td>
<td>11.15</td>
<td>1.05</td>
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**Qualifications of all teachers**

<table>
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<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>%</td>
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Bachelor degree | 100%
---|---
Diploma | %
Certificate | %

Expenditure on and teacher participation in professional development

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

$75,200

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

All staff was involved in significant professional development focussing on bringing the scripture to life and providing energy, enthusiasm and engagement in the teaching of religious education in the classroom.

Literacy was a main focus during the 2014 school year with a particular focus on spelling. The staff was engaged in multiple twilight sessions using Words Their Way, which provided a framework for revision of our whole school approach to spelling. Additionally technology PD has been ongoing, at a school-based level, along with child protection and working in a flexible learning environment.

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*

99.16%

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

86.49%
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/](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

In ascertaining the future direction for the school and its key objectives for the students, the composition of the student body plays a significant role. Decisions on curriculum direction are data driven and collected from sources such as NAPLAN, probe tests, DRA assessments and the like. Tools such as Sunlanda are used for analysis purposes, at a staff level, and help emphasise the areas of strength and weakness and therefore focus. At present, St. Joseph's is making a concerted effort to further enhance the literacy skills within the school and highlighted the same in the ILPs of our indigenous students.

Student Attendance

Average student attendance rate (%)

89.7%
Describe how non-attendance is managed by the school

Parents are requested to notify the school should their child/children be absent. On the second day of an unexplained absence, the parents are contacted by the school to inquire as to the student’s whereabouts.

Parents also have the option/ability to submit an e-form notification to the school outlining the reason and period of absence.

Where the absence involves one of our indigenous students, our Indigenous Liaison Officer will make a visit to the student’s home to investigate the situation. Periods of unexplained absence beyond this are referred to Child Services.

Value Added

The story of distance travelled

Since introducing the particular approach to curriculum that we use, we have seen standards rise and individual student’s needs being met better. We are currently involved in the National Partnerships Program for Literacy and Numeracy and have designated ‘Literacy & Numeracy Mentors’ working in the classrooms with both students and teachers.

As a result of these focuses, reading levels have improved across the grades along with spelling and numeracy in most grade groups. Writing is beginning to show development; whilst Numeracy is the focus area for our teacher mentors next year. Additionally, we have a Maths program called ‘By the Numbers’ which focuses on the Number strand for mid-range learners. This is showing some real benefits for students who have ‘small gaps’ in their learning and are able to progress independently once these have been addressed.

The story of where you are going

We are undertaking a review of how we do things here at St Joseph's with a view to ensuring that we utilise the best possible approaches during the next couple of years.

This year we have employed extra support staff to ensure more one on one attention and have revised the way we approach equity and learning support. All staff members have undertaken in-service in Maths and ICT and we are utilising ICTs substantially. We continue to provide access to significant amounts of technology in the school including the Year 6 and 7; Prep and Year 1, 1-to-1 programs, IWBs in every class, upgraded teacher laptops and student laptops and the provision of iPads in the mid year levels.

In harnessing the technology we have, St. Joseph's will be investigating the implementation of Flexible Learning Areas in 2015 so as to provide students with the ability to learn and work through their preferred learning method or style.
School Board, P & F and Parish Council are supportive of our efforts and continue to provide affirmation. Parents at St. Joseph’s are very positive in their support of the school and its offerings, and it is this ‘word of mouth’ reputation that is driving our current positive enrolment trends. Similarly, teachers are now committing to longer terms of employment within the school and are not applying for transfers, as has been the previous trend. The current staff views St. Joseph’s, Park Avenue as a ‘Catholic School of Choice’.