



**St Joseph's School,
CHILDERS**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Joseph's School aims to instil a love of learning and a sense of belonging in our students, staff, parents and visitors. We strive to provide high quality teaching and learning in a Catholic Christian environment.

Our school values are at the centre of who we are, and we are committed to developing in our students a sense of courage, compassion and creativity. We offer a community that strives on high educational expectations where students are challenged to live out our school values each day.

Our School Vision 'Learning Together to make a difference' inspires us to work collaboratively in order to reach our greatest potential.

School progress towards its goals in 2021

St Joseph's School, Childers made considerable progress towards its aspirational 2021 goals.

Excellent progress was made towards the PB4L (Positive Behaviour for Learning) goal with all staff involved in developing an updated matrix of positive behaviours during staff meetings and a twilight. The draft behaviour matrix was presented to all classes and parent representatives for student and parent feedback. A consistent language was written ready for implementation in 2022.

Work was completed to finalise the review of St Joseph's School Vision, Mission, and Values statements. They were formally endorsed by the School Board and implemented in 2021. The staff and students were interviewed by Andrew Chinn (musician) and a new school song was written to reflect our new school Vision, Mission, and Values statements.

To support the development of assessment ready students, teachers met with the Primary Learning Leader weekly to unpack student data to inform planning in a variety of curriculum areas. Further work will continue into 2022 to develop teaching sequences that assist in preparing students for standardised testing. Work was also done to develop 5-point scale assessment tasks, and this will continue in 2022.

The school's individual Religious Education Scope and Sequence was reviewed and updated to align with Brisbane Catholic Education's Religious Education Curriculum. Work will continue in 2022 to further align this scope and sequence to meaningfully reflect the school's multi-age context.

While it would be convenient for all school goals to be achieved in a calendar year, it is not always possible for this to occur in every instance. It is the preference of the school to articulate and work towards the goals that were discerned as the most important at that time in the school's improvement journey, even if a portion of these goals take more than an individual calendar year to achieve

meaningfully and authentically. This was the case with some of the school's more complex identified goals in 2021.

Future outlook

In 2022, St Joseph's School, Childers has four key priorities:

Goal 1 (Catholic Identity)

To build teacher capacity in teaching and developing quality assessment tasks in RE.

Strategies for improvement include:

- Professional development for teachers around the RE Achievement Standards
- Teachers will effectively utilise the RE Year Level Standard Elaborations
- Familiarising teachers with the benefits of questioning stems in order to promote higher order thinking to position students to achieve Above & Well Above
- Build on teacher knowledge base of scripture including three worlds of the text in order to increase deeper dialogue
- Teachers will implement the 4 principles of assessment i.e validity, equity, alignment & data informed
- Continued monitoring and assessment of student learning in RE

Success measures:

- Evidence of question stems in RE planning
- Compare SRS Data from 2021 & 2022
- Evidence of the 4 principles of assessment in student assessment tasks

Timeline:

- Staff Meeting to discuss Elaborations and Achievement Standards early Term 1, then implemented in short-term planning (1 & 2)
- In scheduled RE planning meetings twice/term commencing Term 1 and continuing throughout the year 4. PFD (Jan) + staff meeting in Term 2 (3)
- In scheduled RE planning meetings twice/term commencing Term 3 (5 & 6)

Goal 2 (Catholic Identity)

To embed Catholic Perspectives across the curriculum (where they naturally and powerfully fit)
Strategies for improvement:

- Teachers assisted in planning sessions to identify opportunities to meaningfully include Catholic Perspectives in all Learning Areas

Success measures:

- Catholic Perspectives are identifiable in planning documents (Line of Sight and teaching sequence)

Timeline:

- Continue to further develop awareness and inclusion of Catholic Perspectives across all Learning Areas from Term 1.

Goal 3 (Learning and Teaching)

To improve the reading levels and progress of all students to ensure equitable access to the curriculum
Strategies for improvement include:

- Professional development on the effective teaching of reading
- Develop a school-wide consistent approach to the teaching of reading

Success measures:

- Evidence of the use of consistent language relating to reading, across the school
- Evidence of structured, timetabled reading implemented daily in all classes
- Increase in the number of students reaching identified reading targets which are as follows:
 - Prep: 90% of students will have achieved a Level 5-8
 - Year 1: 90% of students will have achieved a Level 14-18

- Year 2: 90% of students will have achieved a Level 22-26

Timeline

- Jan PFD + focussed staff meeting 1/term Sem 1 Dedicated twilight (1)
- Commencing Term 1 and continuing throughout the year focussed in-class support for reading English planning meetings twice/term (2)

Goal 4 (Wellbeing)

Whole school implementation of the Positive Behaviour for Learning (PB4L) approach

Strategies for improvement:

- Create visual representations of the PB4L framework to be displayed around the school as a reference point
- Continued professional development of all staff to further build capacity in meaningfully applying a PB4L approach inside and outside the classroom
- Implementation of our revised and contextualised PB4L framework

Success measures:

- All stakeholders are familiar with the PB4L framework
- Staff consistently implement PB4L strategies in their classrooms and in all school-related activities
- A reduction of behavioural incidents throughout the school year

Timeline:

- Jan PFD: 3 hour online PB4L Effective Classroom Practices and Responses (iLearn)
- Commencing Term 1 and continuing throughout the year

Our school at a glance

School profile

St Joseph's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2021 91	42	49	4

Student counts are based on the Census (August) enrolment collection.

St Joseph's School is situated on the Bruce Highway in the rural town of Childers, approximately 300km north of Brisbane. We have children from farming, professional, retail and non-working households. Transience is a feature of our student body. We have families with varied religious backgrounds other than Catholic. A number of our students' parents were born overseas. Through a variety of programs, such as our Leadership Ministries (Social Action, School Spirit, Environment & Sport) students have the opportunity to positively impact their school and wider community in authentic ways.

Curriculum implementation

During 2021, our school consisted of four classes: Prep, Year 1/2, Year 3/4 and Year 5/6. Our dedicated staff pride themselves in delivering the Australian Curriculum using contemporary, evidence-based pedagogies that support the individual learning styles of all students. Specialist teachers teach Chinese Language & Culture, STEM and The Arts. Our curriculum incorporates the Learning Areas of English, Mathematics, Religion, Science, The Arts, Technology, LOTE, Health and Physical Education, History and Social Sciences. Each learning cycle is planned collaboratively with differentiated learning outcomes to cater for individual differences, preferences and the needs of our learners. Our Support Teacher: Inclusive Education works with classroom teachers to provide tailored support for students with additional needs. In Terms 3 and 4, our school offers a number of free, non-compulsory Pre-Prep sessions. This gives Pre-Prep aged children the opportunity to be involved in a quality Pre-Prep program that provides the children and their families with a taste of what Prep will be like the following year and to build familiarity with the St Joseph's School context.

Extra-curricular activities

St Joseph's School offers a range of extra-curricular activities. Due to the significant number of students who catch school buses, these extra-curricular activities normally occur within the school timetable.

- Families have the opportunity to enrol their child into tennis lessons.
- Students engage in swimming lessons at the local pool with trained instructors in Terms 1 and 4.
- A variety of specialist coaches visit to train students in a variety of sports e.g. AFL, League, Hockey, Cricket, Basketball, Tennis and Gymnastics.
- Students participate in interschool sport including district competitions in Swimming, Cross Country and Athletics.
- Camps are offered to students in Years 3 to 6.

How information and communication technologies are used to assist learning

St Joseph's School continues to make significant investments in the enhancement of Information and Communication Learning Technologies (ICLT). This includes computers, Apple TVs, iPads, and other programmable digital technologies. Our school has:

- A high level of access to laptops throughout the school (1:1 in Years 3 to 6).
- Contemporary classroom learning spaces.
- Office 365 software that is used by all students and staff.
- OneDrive to store and share students' digital work.
- Student access to online learning resources.
- Apple TVs in every classroom.
- Teachers have access to a designated laptop and iPad (with classroom software installed).
- A first-class Wireless Network throughout the school.
- iPads to support student learning across all year levels.
- Use of Staff, Student and Parent Portals for communication.
- Weekly STEM lessons for all classes.
- Phonak Sound Amplification Systems utilised in every classroom.

Social climate

Overview

At St Joseph's School we aspire to live our school values of Courage, Compassion and Creativity through living out our Vision of "Learning Together to Make a Difference" and our Mission "As a faith-filled learning community inspired by the teachings of Jesus and the life of Mary MacKillop, we nurture, challenge and empower one another". We have a clear Anti-Bullying policy in place that was co-designed by our students, parents and staff. Effective Teaching and Learning is supported by a safe, positive and productive learning environment based on the principles of consistency, fairness, and engagement. This starts in the classroom, with each and every individual student. As a school, our students pride themselves on the way in which younger students have strong friendships with older students in the school through our buddy system. Students are free to interact and play with each other throughout break times and whole school activities. Our staff also continue to implement the teaching pedagogy of Excellent Learning and Teaching, emphasising the child as central to all learning.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey Parent satisfaction

Performance measure	2020
Percentage of parents/carers who agree[#] that:	
This school helps my child to develop their relationship with God	100.0%
School staff demonstrate the school's Catholic Christian values	94.7%
Teachers at this school have high expectations for my child	100.0%
Staff at this school care about my child	100.0%
I can talk to my child's teachers about my concerns	94.7%
Teachers at this school encourage me to take an active role in my child's education	89.5%
My child feels safe at this school	100.0%
The facilities at this school support my child's educational needs	100.0%
This school looks for ways to improve	94.4%
I am happy my child is at this school	94.7%

BCE Listens Survey Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	94.4%
I enjoy learning at my school	100.0%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	95.5%
Teachers at my school treat me fairly	100.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	90.9%
I feel safe at school	100.0%
I am happy to be at my school	100.0%

BCE Listens Survey Staff satisfaction

Performance measure	2020
Percentage of staff who agree[#] that:	
Working at this school helps me to have a deeper understanding of faith	94.4%
School staff demonstrate this school's Catholic Christian values	88.9%
This school acts on staff feedback	88.9%
This school looks for ways to improve	94.4%
I am recognised for my efforts at work	83.3%
In general students at this school respect staff members	94.4%
This school makes student protection everyone's responsibility	94.4%
I enjoy working at this school	88.9%

[#] 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

St Joseph's School recognises parents as the first and primary educators of their own children. Opportunities for parents to be involved in their child's education occur through a sense of welcome by teachers in classrooms, regular structured interviews and reports, community excursions, volunteering in the various aspects of running school sporting carnivals, homework activities, term letters sent to families by class teachers, reading the weekly newsletter and/or being involved in the P & F or School Board. Students with additional needs participate in Personalised Planning Sessions that include their parents, class teacher, Support Teacher: Inclusive Education and Primary Learning Leader. St Joseph's School has an active and positive presence in the local community. The school community enthusiastically participates in Anzac Day and Remembrance Day commemorations, "Read to Me" days, the Childers Show and the Childers Multicultural Festival. St Joseph's School also enjoys an excellent relationship with the Sacred Heart Parish.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	9	10
Full-time Equivalents	8.2	5.4

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate diploma etc.**	2
Bachelor degree	5
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives in 2021 were as follows:

- Positive Behaviour for Learning (Excellent Learning and Teaching)
- Numeracy and Mathematics (Excellent Learning and Teaching)
- Religion – working with Scripture (Strong Catholic Identity)
- Levels of Teaching Response (Excellent Learning and Teaching)
- Mandatory Training Modules (Building a Sustainable Future)
- Meg Languages (Chinese Webinar) (Excellent Learning and Teaching)
- PLL Forum (Excellent Learning and Teaching)
- NAPLAN Online Training (Excellent Learning and Teaching)
- Professional Conversations (Building a Sustainable Future)
- Multiage planning in Science (Excellent Learning and Teaching)
- Principal's Meeting Curriculum Compliance (Building a Sustainable Future)
- PLL Meeting: Assessment Capable Learners (Excellent Learning and Teaching)
- Maths Talks Twilight (Excellent Learning and Teaching)
- NCCD Cross-School Moderation (Excellent Learning and Teaching)
- PLL Forum: Compliance, Maths Planning, Hass (Excellent Learning and Teaching and Building a Sustainable Future)
- First Aid, CPR and anaphylaxis training (Building a Sustainable Future)
- Understanding the Criminal Code Act (Building a Sustainable Future)
- Mental Health First Aid (Building a Sustainable Future)
- APRE Cluster Meeting (Excellent Learning and Teaching)
- Seasons for Growth (Building a Sustainable Future)
- Unpacking NAPLAN Data (Excellent Learning and Teaching)
- PB4L Twilight (Excellent Learning and Teaching and Building a Sustainable Future)
- Internal School Moderation (Religion and English) (Excellent Learning and Teaching)
- Supporting Reading Comprehension (Excellent Learning and Teaching)
- Progressive Reporting Discussion (Excellent Learning and Teaching)
- Religion: Teaching Scripture (Strong Catholic Identity)
- PLL Meeting – What's New in Learning and Pedagogy (Excellent Learning and Teaching).

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.3%

Proportion of staff retained from the previous school year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2021.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

Description	%
The overall attendance rate* for the students at this school	91.2%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.2%

Average attendance rate per year level			
Prep attendance rate	91.6%	Year 4 attendance rate	88.6%
Year 1 attendance rate	92.6%	Year 5 attendance rate	92.9%
Year 2 attendance rate	92.9%	Year 6 attendance rate	88.3%
Year 3 attendance rate	90.7%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

Teaching staff are required to mark an electronic roll daily. Parents are required to notify the school of reasons for their child/ren's absence. Parents have a variety of options to communicate their child's inability to attend school: verbally by phone or in person, writing either via an email or letter, or using the BCE Connect App on a mobile phone. Teaching and administration staff record this information in our School and Student Data System. St Joseph's School also uses an automated SMS system. This system sends an SMS text message to nominated parents/caregivers when the classroom teachers have marked any child/ren as an unexplained absence, providing the parents/caregivers with the opportunity to notify a reason for the absence. Administration staff and Leadership Team members follow up by phone or where possible in person, with families of children who are away for more than two days at a time or where a pattern of non-attendance is emerging over time. Each class uses strategies to positively reinforce regular school attendance taking into consideration the individual students' needs and circumstances in that class.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the [My School](#) link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[**View School Profile**](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.