



**St Joseph's School,
GAYNDAH**

Annual Report 2021

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



**Brisbane
Catholic
Education**

teaching • challenging • transforming

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 in Gayndah, about 350km north-west of Brisbane, is committed to nurturing and developing the faith and spirituality of individuals within the school community, and to providing a rich and meaningful learning environment. We embrace diversity and offer a place where staff and students feel they belong and are valued. We have strong partnerships with the local community and employ high-quality staff. The school offers the latest in teaching and learning technology, extra-curricular activity, and the benefits of being an inclusive Catholic school. We offer high-quality learning and teaching of the Australian Curriculum as part of a wholistic education, supporting personal growth based on Christian values.

We promote student knowledge of other cultures, languages, and environmental and social issues. St Joseph's is privileged with its onsite facilities, which includes the parish church, the combined parish and school hall, a large, well-grassed oval, a multipurpose court, a basketball half-court, shaded play areas, two adventure playgrounds, tuckshop facilities, an expansive library, administration block, classroom facilities, and an area for specialist teachers.

School progress towards its goals in 2021

St Joseph's School, Gayndah made significant progress towards its aspirational 2021 goals.

Good progress was made towards Numeracy and Spelling, and the aspirational writing targets set for Years 3-6 were all achieved, however this was not necessarily reflected within NAPLAN writing progress, since 2019. Further work will continue in 2022 to explore the reading-writing connection, as well as the horizontal and vertical coverage of the Australian Curriculum to meaningfully reflect the school's multi-age context. Furthermore, targeted professional learning on effective practices within reading and writing will be delivered, as well as establishing a whole-school language which is consistently adopted and embedded throughout the school.

The explicit improvement agenda for 2021 also focused on gaining a schoolwide increase in student achievement in Mathematics through the development of Assessment Capable Learners and specifically the development of problem-solving skills in Numeracy. In addition, we continued to adapt pedagogies in line with current research that support effective teaching and learning in Mathematics.

Progress was made in the review of St Joseph's School Vision, Mission and Values statements. Meaningful and extensive consultation with all stakeholders requires that this process will need to continue into 2022 before our final School Vision, Mission and Values statements can be endorsed and adopted.

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

St Joseph's is committed to developing a talented, committed and high-performance workforce that improves student outcomes. Our explicit improvement agenda for 2022 will focus on the following:

Teaching and Learning - By the end of 2022, St Joseph's will have a shared view of reading instruction, as well as a commitment to the reading improvement agenda for all students. Professional learning for all staff on the reading-writing connection will also be a priority.

Catholic Identity - By the end of 2022, St Joseph's will have created a recontextualised and a re-imaged Catholic tradition and world-view within the St Joseph's, Gayndah school community. This will also include the renewal of St Joseph's vision and mission.

Organisational Effectiveness – The school will continue to maximise learning potential with strong parent and community partnerships to support each child and their learning.

Diversity and Inclusion – Teachers will collaborate and plan with STIE, PLL and Principal and demonstrate collective responsibility for all learners.

Our school at a glance

School profile

St Joseph's School is a Catholic primary 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 | 70 | 38 | 32 | 5 |

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

St Joseph's, Gayndah, has a unique character particular to its rural setting in the North Burnett. Our students are drawn from citrus orchards, cattle properties, professional and retail working households. Our students come from various religious backgrounds with Catholic accounting for 26.2% of students. A small percentage of students have a background other than English. Our school has a strong Catholic identity, but we continue to welcome students from a number of faith traditions who are willing to support our Catholic beliefs and values.

In 2021, St Joseph's had a total of 4 multi-age classrooms – Prep/Year 1, Year 2/3, Year 4/5 and Year 6. Graduating Year 6 students transition from St. Joseph's to attend secondary settings in Gayndah at Burnet State College, while a minority of students attend Riverside Christian College in Maryborough and boarding schools in Brisbane.

Curriculum implementation

Curriculum overview

St. Joseph's provides excellent learning and teaching planned from the Australian Curriculum and Brisbane Catholic Education's Religious Education Curriculum. Under the organisers of the Australian Curriculum, teachers differentiate for learners at all levels and ensure all are progressing and achieving. St. Joseph's has implemented BCE's Model of Pedagogy with rigorous literacy and numeracy teaching encompassed in all subject areas. Students in Prep to Year 6 have a weekly Chinese and Library lesson.

Extra-curricular activities

St. Joseph's proudly offers a range of co-curricular and extra-curricular activities that provide for, and meet the needs, interests and talents of all our learners. These activities include:

- Instrumental Music
- District and Regional Sports (Netball, Touch, Cross Country, Athletics, Cricket, etc)
- Incursion and Excursions
- Year 5/6 Fraser Island Camp
- Year 3/4 Noosa Camp
- ANZAC Day march
- Parish Sacramental Program
- Community Outreach, for example, visiting Gunter retirement village, Meals on Wheels.

How information and communication technologies are used to assist learning

All students from Prep to Year 6 have access to iPads to support and engage them in their learning. 1:1 devices provide students with the opportunity to learn anywhere, anytime. The school Guidance Counsellor provides a weekly Minecraft club for students interested. Students can connect with students in other schools through digital technologies.

Social climate

Overview

St. Joseph's provides a safe, welcoming and supportive environment for the whole community. In keeping with our Vision and Mission statements, St. Joseph's offer learner the opportunity to interact pastorally and socially as well as in the context of learning. St. Joseph's is an integral part of the St. Joseph's Parish community as well as the wider Gayndah community. Parents and parishioners are invited into the school to offer their skills to learners, for example, sewing or gardening. Students from all year levels visit Gunther Retirement Village throughout the year. We embrace diversity and offer a place where all belong and thrive. Our explicit teaching of expected behaviours as part of the Student Behaviour Support Plan ensures support for all. Learning is adjusted and differentiated so all can achieve success

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 | |
|---|--------|
| Percentage of parents/carers who agree [#] that: | 2020 |
| This school helps my child to develop their relationship with God | 100.0% |
| School staff demonstrate the school's Catholic Christian values | 100.0% |
| Teachers at this school have high expectations for my child | 95.8% |
| Staff at this school care about my child | 92.0% |
| I can talk to my child's teachers about my concerns | 100.0% |
| Teachers at this school encourage me to take an active role in my child's education | 96.0% |
| My child feels safe at this school | 96.0% |
| The facilities at this school support my child's educational needs | 96.0% |
| This school looks for ways to improve | 96.0% |
| I am happy my child is at this school | 96.0% |

BCE Listens Survey - Student satisfaction

| Performance measure | |
|--|--------|
| Percentage of students who agree [#] that: | 2020 |
| My school helps me develop my relationship with God | 100.0% |
| 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 | 100.0% |
| Teachers at my school treat me fairly | 96.3% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 92.6% |
| I feel safe at school | 96.3% |
| I am happy to be at my school | 100.0% |

BCE Listens Survey - Staff satisfaction

| Performance measure | |
|---|--------|
| Percentage of staff who agree [#] that: | 2020 |
| Working at this school helps me to have a deeper understanding of faith | 91.7% |
| School staff demonstrate this school's Catholic Christian values | 83.3% |
| This school acts on staff feedback | 90.9% |
| This school looks for ways to improve | 90.9% |
| I am recognised for my efforts at work | 75.0% |
| In general students at this school respect staff members | 100.0% |
| This school makes student protection everyone's responsibility | 100.0% |
| I enjoy working at this school | 100.0% |

[#] '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

Our philosophy at St. Joseph's is that parents are the first and foremost educators of their children and, as such, we view parental engagement as vital to student success at school. The school has a vibrant Parents & Friends association and supportive School Board. Fortnightly assemblies are well-attended by parents and grandparents.

Parents and grandparents are also regularly invited into the classrooms to view student work or to assist with learning as experts in their chosen field.

The school is an integral part of the wider Gayndah community and participates in community activities wherever possible. In 2019, these included:

- ANZAC Day & Remembrance Day
- Biennial Orange Festival
- St. Joseph's Parish Fete
- Supporting the Gayndah Gladiators (football team).

There are many opportunities for parents to assist with their child's learning, beginning with our pre-Prep days prior to students beginning at St. Joseph's. Parents can also assist with class activities, school excursions, sporting carnivals, working bees and most importantly, through communicating with their child's teacher.

Parent/teacher conversations are held in Term One and at the end of Term Two with the Semester One report card. The Support Teacher Inclusive Education invites parents to regular (termly) meetings to

update them on the support provided for the child. Teachers and members of the Leadership Team hold conversations, both formal and informal, with parents regarding their children as learners.

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.

Find a school

Search website

Search by school name or suburb

Go

School sector

School type

State

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

View School Profile

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

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

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 | 7 | 9 |
| Full-time Equivalents | 6.4 | 4.5 |

*Teaching staff includes School Leaders

Qualification of all teachers*

| Highest level of qualification | Number of classroom teachers and school leaders at the school |
|--------------------------------|---|
| Doctorate | |
| Masters | 1 |
| Graduate diploma etc.** | |
| Bachelor degree | 5 |
| Diploma | 1 |
| Certificate | |

*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 are as follows:

- English – Planning short cycles
- Science – planning for multi-age classrooms
- Using data to progress learning
- Numeracy – Investigations and Open-Ended Questioning
- Spelling – Best classroom practices
- Early Career Teacher – Professional learning & formation
- Numeracy – Maths Talks (Building number sense and problem-solving skills)
- School visits – collaboration
- Catholic Identity – Unpacking Leuven Project
- Staff Spiritual Formation
- NSIT review
- Video Conferencing
- Brisbane Catholic Education systems – Oliver, Student Reporting System, Parent Portal.

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 | 98.7% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 | 91.1% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 86.0% |

| Average attendance rate per year level | | | |
|--|-------|------------------------|-------|
| Prep attendance rate | 87.2% | Year 4 attendance rate | 93.4% |
| Year 1 attendance rate | 88.6% | Year 5 attendance rate | 92.4% |
| Year 2 attendance rate | 93.9% | Year 6 attendance rate | 91.4% |
| Year 3 attendance rate | 92.9% | | |

*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

St. Joseph's staff marks attendance twice per day (9am & 2pm). Any absences are followed up by Office staff. If parents have not contacted the school on the day of absence, an SMS is sent requesting parent contact regarding the absence.


Any concern regarding absenteeism is followed up by the Principal who contacts the families concerned, including informing them of their obligations for compulsory schooling. In general, absenteeism is not a major concern at St. Joseph's.

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](http://www.myschool.edu.au/) 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.

| | | | | |
|--|--|--|------------------------------------|---|
| <input type="text" value="Search by school name or suburb"/> | <input type="text" value="School sector"/> | <input type="text" value="School type"/> | <input type="text" value="State"/> |  |
|--|--|--|------------------------------------|---|

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.