



**St Joachim's School,
HOLLAND PARK**

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

St Joachim's is a learning community which seeks to develop children to their full potential within all the areas of physical, cognitive, emotional, social, and creative development. The school is administered by Brisbane Catholic Education and was established by the Sisters of St Joseph in 1938.

St Joachim's is a high-quality learning community with an enrolment of approximately 350 students. This context is a co-educational school, offering a collaborative-classroom approach to education from Prep to Year Six. It offers an authentic caring learning environment and a dynamic professional staff, who assist the children in making individual holistic progress.

At St Joachim's learning and teaching is inclusive, supportive and collaborative. The three values that permeate this setting are faith, respect and service. St Joachim's is supported by the extensive resources of Brisbane Catholic Education, providing a broad curriculum choice, with emphasis on individual potential and ability. It also offers a broad range of extra-curricular activities for students to participate in.

St Joachim's provides a community atmosphere, with parents being encouraged to take an active part in their child's education, particularly through their involvement with our P & F and Pastoral School Board.

Over the last 10 years the school has undergone major re-development, providing modern, air-conditioned, and wireless networked classrooms. It also have a modern library/resource centre with maker space, coding and robotic facilities. St Joachim's Arts Centre includes well-resourced visual arts and performing arts designated areas. It has engaged a landscape architect to plan a five-year playground re-development project providing students with creative, physical and environmentally designed play spaces.

School Progress Towards Its Goals In 2021

St Joachim's had three core goals for 2021.

The first goal stated, by the end of 2021, St Joachim's will have implemented a school wide formation plan which includes opportunities for whole staff, teacher and school officer opportunities. This plan continues to implement the recommendations of the Leuven Project and enhance the Catholic Identity of St Joachim's.

The feedback from staff and parents was positive around the establishment of both staff and student formation plans. These will be developed and expanded in 2022. There was also positive feedback around the continuation of the development of iconography and prayer spaces around the school. These spaces were child centered and created collaboratively with the student body.

St Joachim's second goal was - by the end of Term Two, it will have developed a plan for the school wide implementation of Emotional Intelligence so that staff, parents and students will have a feeling of belonging, purpose and safety in the school community. Four staff completed the Six Seconds EQ training in Term One and began to develop an implementation plan. Feedback from staff indicated that

there was a consistent use of resources, obtained during professional development and activities learnt through the course, integrated into lesson plans. There was engaging and relevant training facilitated and through the dedication of staff, a resource bank was created, and students were given explicit opportunities to practice emotional intelligence in and outside of the classroom. Feedback also stated that it would be beneficial to continue to train staff in 2022 and ensure there is continued reflection and reference to emotional intelligence at upcoming staff meetings.

St Joachim's final goal was centered around learning and teaching. By the end of November 2021, all students across Prep-Year 6 will have demonstrated progress across literacy and numeracy so that they are assessment capable learners. The school's focus was on the school wide implementation of the synthetic phonics program - Promoting Literacy Development (PLD). This program depicted, through the analysis of data, a huge improvement across the school especially in reading and spelling. 100% of the Prep students reached their reading benchmark, and there was a clear improvement in student reading in Early Years as a result of explicit teaching of phonics. In 2022, it is important there will be a targeted school wide approach to the teaching of numeracy. This should include more specific goals to monitor improvement.

Future Outlook

Catholic Identity

- By the end of 2022, St Joachim's will have implemented **Staff Formation** and **Student Formation Plans**, that provide opportunities for each year level to be involved in acts of service, so that the stakeholders are living the theme for 2022, *Enriching our Community through Service*, the School Vision and the charism of the Sisters of St Joseph.

Learning and Teaching

- By the end of 2022, Collaborative Teams will have a systematic and collaborative approach to the teaching of English and Mathematics at St Joachim's through implementing our **2022 Explicit Improvement Agenda (EIA)**, so that every student can demonstrate progress against the Australian Curriculum Achievement Standards.

Our People

- By the end of 2022, St Joachim's will have established a culture of collaborative professionalism, solidarity, and active care for one another as professionals, so that staff engage in deep—sometimes demanding—dialogue around school improvement markers and learning and teaching.

Our school at a glance

School profile

St Joachim'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 349	183	166	6

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

With the school located in the inner-city suburb of Holland Park, the school's enrolments range from areas such as Holland Park, Holland Park West, Greenslopes, Tarragindi, and Coorparoo. A small number of students live in the suburbs - Salisbury, Carindale, Mt Gravatt, Mansfield, Moorooka, Seventeen Mile Rocks, Coopers Plains, and Sunnybank Hills. St Joachim's enrolment numbers have remained steady over the past five years with a gradual increase evident over the past three years.

St Joachim's students come from various cultural backgrounds, including but are not limited to, Indian, English, Spanish, South American Korean, Greek, and Nepalese. It also has six students who identify as Indigenous. The family composition of the students is a mix of nuclear, split and blended families. St Joachim's has 18 students with a verified disability across the school and a further 58 students for whom we collect data under NCCD.

Upon completing their formal primary schooling, the majority of St Joachim's students typically transition to schools in the local area such as Clairvaux MacKillop College, Villanova College, St Laurence's College, Lourdes Hill College, San Sisto, and Loreto College. Some families also choose to send their children to Holland Park High School, All Hallows' School and Cavendish Road State High School. With St Joachim's being in close proximity to Villanova College and St Laurence's College, a number of our male students leave at the end of Year 4. Recently, however, St Joachim's have been successful in retaining more boys and in 2021 it totals 25 boys across Years 5 and 6.

Curriculum implementation

Curriculum overview

- St Joachim's teaches and assesses using the Australian Curriculum.
- Short cycle planning linked to other curriculum areas.
- Adjustments made within all planning documents showing how educators provide opportunities for all students to access the curriculum.
- Specialist teachers in the areas of Visual Arts, Performing Arts, LOTE and Technology.
- Planned differentiation.
- Multiple ways for students to demonstrate their knowledge and understanding are provided.
- Systematic approach to monitoring literacy levels in reading and writing -
 - repeated and ongoing monitoring of reading levels for students in Prep to Year 3
 - repeated and ongoing monitoring of writing for students in Year 3 to Year 6.
- Systematic approach to monitoring numeracy from Prep through to Year 6.
- Regular, scheduled review and response meetings to discuss student progress and identify ways of moving forward.
- Formal reports are written twice per year.
- Parent/Teacher interviews.

- Full-time Support Teacher: Inclusive Education, Guidance Counsellor, four support teachers working across the school in the areas of support and extension.

Extra-curricular activities

We are fortunate that in 2021, many of our extra-curricular activities were able to return as we slowly returned to life as normal at school.

We were able to facilitate a Year 5 and 6 student camp. This year, the camp was held at a beach-side location. All three of our carnivals (Cross-country, athletics, and swimming) were able to be held with parents returning as spectators. Our students were also involved in the Brisbane Catholic Education Rugby 7's Day and two Netball tournaments, one in Brisbane and one on the Gold Coast.

At St Joachim's, the staff recognise the diverse interests and talents of our students and encourage them to take part in academic, cultural and sporting pursuits that are of interest to them. In 2021 the staff supported this by providing a range of co-curricular activities for our students, such as;

- Junior and Senior Choir
- Music Tuition – piano, guitar, strings, percussion
- Speech and Drama
- Chess, Coding Club, Debating Club
- Cross Country, Athletics, Swimming, Flippa Ball, Cricket
- Lego Building, Maker Space
- Yoga and Wellbeing.

How information and communication technologies are used to assist learning

St Joachim's has a range of information and communication technologies (ICTs) such as iPads, Spheros, Beebots, and Edisons to assist in delivering the curriculum and supporting learning. Information and communication technologies are used in all year levels to provide students with a contemporary approach to teaching and learning and has seen increased engagement in our learners. Some examples include Preps using Beebots - when learning about directional language, the Year 1's using iPads to record information reports and present them to parents using QR codes, the Year 3 students coding Spheros, and the Year 5 and 6 students using Edisons. In addition, the Year 2 through to Year 6 classes operate a one-to-one iPad program with banks of iPads used in Prep, Year 1, Italian and Visual Arts to the ratio of 1:2.

At St Joachim's the staff use information and communication technologies for assistive learning in order to support those students with learning needs. ICTs are also used to improve retention for those students who need support in the traditional classroom environment. ICTs allow us a greater range of differentiated avenues for students to share their knowledge, understanding and application of key concepts in alignment with the Australian Curriculum. ICTs also support and enhance learning in areas such as STEM - placing the learning in context and as such, allowing for students to develop a deeper understanding.

By incorporating ICTs into the teaching and learning at St Joachim's, the staff team are allowing students the opportunity to monitor and manage their own learning, think critically and creatively, work collaboratively, engage in decision making, and solve problems.

Social climate

Overview

The social climate of St Joachim's school community is positive and welcoming. The Engage Strategy is implemented at the context in order to create and maintain safe and supportive learning environments. Some key examples of how this is achieved include fostering positive partnerships with families and communicating our evidence-based approaches to learning and wellbeing, ensuring all students have access to the learning and teaching relevant to their learning needs. St Joachim's also explicitly teaches learning behaviours, discusses personal learning, behaviour management and social

competencies with students, and provides opportunities for students to connect and focus on their mental health and wellbeing through structured teaching and planned wellbeing activities.

In 2021 the PB4L Committee, made up of teaching staff, continued to monitor and implement the behaviour matrix which we had clearly on display within classrooms and around the outdoor learning spaces. A magnetic version of the PB4L matrix was sent to every home so that the entire community could speak the same behavioural language. The committee also worked to produce a flowchart to clearly display the processes and procedures for responding to major and minor behaviours. Both were shared with the parent community via our Pastoral School Board and across newsletters.

While St Joachim's is known for its strong community-based events, 2021 was a welcome return to parents attending events and visiting the school grounds. St Joachim's continued to host meetings online with the P & F and the Board as well as some meetings at school. Parent/teacher interviews were conducted in person, but the use of TEAMS and online meetings developed as a necessity the previous year continued to enhance school and home relationships. St Joachim's annual Grandparent's Day was a huge success, being held under the Jacaranda Tree for the first time. Other events such as discos, the Mother's Day High Tea and Father's Day Breakfast and Golf Day, helped to build community spirit.

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	97.8%
School staff demonstrate the school's Catholic Christian values	95.5%
Teachers at this school have high expectations for my child	79.8%
Staff at this school care about my child	91.4%
I can talk to my child's teachers about my concerns	91.4%
Teachers at this school encourage me to take an active role in my child's education	83.9%
My child feels safe at this school	93.5%
The facilities at this school support my child's educational needs	91.4%
This school looks for ways to improve	91.1%
I am happy my child is at this school	88.0%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	94.9%
I enjoy learning at my school	96.1%
Teachers expect me to work to the best of my ability in all my learning	98.1%
Feedback from my teacher helps me learn	93.2%
Teachers at my school treat me fairly	85.4%
If I was unhappy about something at school I would talk to a school leader or teacher about it	72.8%
I feel safe at school	84.3%
I am happy to be at my school	92.0%

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	84.8%
School staff demonstrate this school's Catholic Christian values	93.9%
This school acts on staff feedback	81.3%
This school looks for ways to improve	90.6%
I am recognised for my efforts at work	81.8%
In general students at this school respect staff members	93.9%
This school makes student protection everyone's responsibility	93.9%
I enjoy working at this school	84.8%

'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

The challenge of engaging with families and the community in the post COVID world was evident right throughout 2021. The staff team began the year with the welcome barbecue, which was a well-received event after a year of parents being away from the school grounds. COVID Safe plans were established, and all advice from BCE and the Government was followed in order to engage as much as the community could. Events such as discos were held outside to allow for social distancing.

The lessons learned from COVID and the success of online engagement with parents continued. The staff worked diligently to communicate with our community on-line and meet and greet them at the school gates. Interviews and learning occurred via TEAMS when it was not possible to occur in person. St Joachim's also conducted P & F Meetings and Pastoral School Board Meetings via TEAMS where necessary, but meetings with smaller numbers returned to the school site. Meetings concerning student progress, planning and adjustments were held virtually as well as any meetings with allied health professionals.

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](http://www.myschool.edu.au/) 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	29	17
Full-time Equivalents	23.3	8.5

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	13
Graduate diploma etc.**	4
Bachelor degree	12
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 are as follows:

- Staff Formation around Catholic Identity
- First Aid and CPR Renewal
- NCCD Process
- Planning using differentiation
- Developing a collaborative culture
- Primary writing course – Write That Essay
- Reading
- Staff Wellbeing
- Emotional Intelligence
- Leadership Days
- Mentoring.

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	96.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 80.4% of staff were 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	95.1%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	90.8%

Average attendance rate per year level			
Prep attendance rate	96.0%	Year 4 attendance rate	93.8%
Year 1 attendance rate	95.6%	Year 5 attendance rate	95.3%
Year 2 attendance rate	95.2%	Year 6 attendance rate	94.4%
Year 3 attendance rate	95.2%		

*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

In alignment with our attendance policy, teachers are tasked with consistently marking class rolls prior to 9 am and again at 2pm. Parents/carers are informed during parent information evenings at the beginning of each year to let the office know in person or via an email or phone call should their child be absent from school and the importance of consistent school attendance. Each morning the office staff send a notification via the Parent SMS system to the parents/carers of students who have been marked as absent with an unexplained reason prompting parents/carers to contact the school. Each afternoon an absentee report is printed for the attached OSCHC at St Joachim's.

The leadership team monitor the school's attendance rate via the BI Tool. Teaching staff are also encouraged to monitor student attendance via BI and contact parents should there be a trend in the data. When reviewing report cards, leadership also highlight high level absences for teachers to review. In addressing absentee concerns with a parent/carer, staff are encouraged to use the data wheel in BI as a focal point.

Wanting to ensure that our students of Aboriginal and/or Torres Strait Islander background receive their educational entitlement, Brisbane Catholic Education sends out an extra report outlining the attendance percentage of those students. This is followed up with the family and celebrated when this demonstrates improvement.

To maintain and/or increase attendance at St Joachim's, we are regularly communicating to parents via our school newsletter, assemblies, and parent/teacher conferences the importance of attendance in the life of a learner. Articles in the newsletter also highlighted the importance of arrival at school on time, avoiding family holidays during teaching time, and the making of doctors or other appointments after school or during holidays.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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.