

**St Joseph's Primary
School, KANGAROO POINT**

Annual Report 2021

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a faith-filled learning community
creating a better future.**



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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 Catholic Primary School Kangaroo Point was founded by St Mary of the Cross MacKillop in 1870. In 1880, the Sisters of Mercy took over the leadership of the school. It is one of the oldest Primary schools in the Brisbane Catholic Education system. It is now a thriving, cosmopolitan, contemporary, inner-city school, set in lush surroundings servicing the Parish of Kangaroo Point/ East Brisbane. St Joseph's is a multicultural inner city cosmopolitan school with a population of approximately 315 students and has an excellent reputation for the Arts, Academics and Sports.

St Joseph's believes in a holistic approach to educating the future generations in a supportive and productive academic atmosphere which is harmonious and caters for the intellectual, emotional, social, physical, and spiritual formation of each child so they experience a need to feel accepted and loved, to experience success and fun in their learning and to have a sense of freedom within and control over their environment.

St Joseph's Primary School focuses on quality life-giving education in an environment of inclusion and acceptance. We have strong links with the local community, participate and succeed in various sporting endeavours and attain excellent NAPLAN results. The well-resourced school offers programs in eight learning areas with specialist teaching in Music, Art, Drama, Italian, Physical Education, and an extensive co-curricular program.

School progress towards its goals in 2021

St Joseph's Primary School, Kangaroo Point has worked collaboratively with staff, students, and the parent community to achieve the 2021 goals as outlined in the school's Annual Plan. St Joseph's Primary School, Kangaroo Point has a long tradition of providing rich learning experiences resulting in excellent learning outcomes for all students.

All teaching and school support staff attended the St Joseph's Spirituality Day held at St Joseph's Kangaroo Point and facilitated by the APRE (Jayne Solomon). The aim of this day was to build capacities around understanding the role that each staff member holds in building the community of St Joseph's Kangaroo Point. Formation experiences included reflection on the role of the teacher, what it means to be part of a Catholic community and the gifts and talents that each staff member brings to the school community. In addition, it was an opportunity for all staff to deepen and enrich their own spiritual understanding through reflection on scripture. The planning, content and outline for this day was informed using the Strong Catholic Identity Staff Formation Plan and designed in conjunction with BCEO staff member from Religious Education team. This formation experience is the second part of a three-

year Strong Catholic Identity Spiritual Formation planned centred around Purpose, Commitment and Journey.

Students were provided opportunities to participate in formation experiences at St Joseph's including leadership retreats, prayer retreats and Mary MacKillop pilgrimages. In addition, students and staff were provided explicit prayer experiences that related to the Catholic liturgical calendar via Sway to deepen Catholic Identity and maintain the religious life of the school when gathering for liturgical celebrations was not possible due to the Covid restrictions of 2021. A strong sense of community and Catholic Identity remained a priority for leadership at St Joseph's throughout the pandemic to support teachers, staff and parents to navigate the challenges of 2021.

Quantitative and qualitative data continued to be collected across the school monitoring and tracking student and cohort literacy development in reading and writing. Students in Prep to Year 2 achieved close to their end of year reading benchmark targets for 2021. Data resulted in achieving above achieved Diocese percentages with a significant number of students across Prep to Year 2 progressing more than one year's growth within the year. The data highlighted focused direction for 2022 targeting a whole-school approach to the teaching of reading, embedding consistent pedagogical practices, including using the PM running record as a tool to monitor reading progress.

Students in Year 3 to 6 continued to improve their writing skills as evident in the achieved percentages. Data trends demonstrate cohort growth from 2020 – 2021. Continued cohort growth is consistent with achieving above Diocese trends. High Yield Strategies continued to provide targeted responsive learning to progress writing skills. A particular focus on vocabulary and text structure and organisation led to individual progress and achievement. In response to cohort data future focus will include sentence structure and cohesion.

Numerous whole-school initiatives were implemented throughout the year to enhance student literacy and numeracy development and continue to build teacher curriculum clarity and responsive pedagogical practices. These practices included targeted focus on language experiences and provocations, implementation of orthography in action, use of the L.E.S.R framework to support mathematical inquiries and focus on developing Assessment Capable Learners across Prep to Year 6 in readiness for NAPLAN testing. Continued direction in fostering collaborative communities of practice guided professional learning in enhancing collegiality within the school community and building sustainable capacity building practices.

Provocations used during the familiarising phase of English units occurred in Prep to Year 6. These provocations were used to engage students in the content studied and focus on developing student oral language skills in expanding their bank of vocabulary as highlighted in the writing Monitoring Tools data. Language Experiences as a result supported students with the reading and writing connection through modelled and shared experiences. Language Experiences, provocations, and a continued focus around the importance of oral language in supporting our students' literacy skills, will continue to be a focus in 2022 leading into our explicit improvement agenda focusing on improving writing.

Implementation of orthography in action occurred in Year 4 and the Senior Years, with a focus on providing differentiated lessons to develop strategic spellers who rely on multiple strategies, including visual, phonological, morphological, and etymological study of words in context. Collaborative sharing of ideas around the teaching of word inquiries occurred in some younger years' classes, with a focus on providing visual scaffolds and skills for students to use when writing to support them during the composing process. Micro-spelling lessons across some of the learning areas in the curriculum, supported these teachers with reviewing the approach to teaching spelling. A whole-school Approach to Teaching Orthography in Action was designed and shared with teachers through professional learning and co-teaching opportunities. A focus on responding to individual student spelling skills provided teachers with skills to gather evidence on the developmental stages of their learners and begin to embed word Inquiries into English units of work. Student agency was a focus for the explicit teaching and practice of spelling in a contextualised approach aligned to the English curriculum. Whole-school practices began in tracking student data to ensure responsive teaching to improve spelling. Further focus is required to support teachers in embedding the whole-school approach to spelling across Prep to Year 6.

Planned Mathematics Inquiries commenced in Term 3. Use of the 4Cs Model was implemented to co-plan, co-teach, co-reflect, and co-evaluate on the implementation. Teachers were supported to review numeracy dispositions required to support our students to be numerate citizens of the 21st century. Focus on the skills outlined in the 21st Model of Numeracy and the 4 Key Dimensions Framework was a focus. Use of the L.E.S.R (Launch, Explore, Summarise, Review) Framework as an instructional model to support questioning during Math Inquiries occurred. Co-teaching over a 3-weekly cycle with classroom teachers and the PLL supported embedding Math Inquiry into practice. Continuation of Number Talks occurred, focussing on two talks each week – one utilised as a consolidation of learning and the second used as formative assessment to introduce the new concept for the following week's learning.

Professional learning on developing Assessment Capable Learners and use of the ICT capabilities to develop their digital capability in readiness for NAPLAN 2022 continued to occur throughout the year. Analysis of NAPLAN data provided focused direction in supporting current Year 2 and Year 4 students, and their teachers, with preparation for developing skills to engage in online standardised testing. A whole-school approach exploring the data, highlighted the importance of the collective responsibility in developing our students' literacy and numeracy skills. Data analysis from NAPLAN and PAT R and PAT M testing highlighted future areas to focus on across Prep to Year 6. As a collective, teachers analysed, planned and evaluated targeted response in areas of their curriculum delivery. A whole-school focus included improving sentence structure through Write that Essay Sentence styles, inferencing strategies including the use of inferencing equations and QAR to enhance the levels of comprehension, and Word Inquiries with explicit teaching of spelling patterns. Future focus in 2022 includes professional learning and learning sprints as a collaborative inquiry exploring The Composing Process, with a particular focus on the Refining Phase, exploring sentence structure. Professional learning will include curriculum clarity on the teaching of grammar through a contextualised approach, scoping traditional and functional grammar terms from Prep to Year 6 to ensure consistency in the metalanguage taught across the school to support the students with answering NAPLAN questions. Continued development of digital skills will remain a focus, including integrating Quick Writes through a digital platform to support efficiency in participating in standardised testing platforms.

Continued direction in fostering collaborative communities of practice, guided professional learning and strategic direction in response to data. Areas included enhancing teacher capacity through BCE's Effective and Expected practices, including the integration of High Yield Strategies. Professional learning analysing data responsive to the student's literacy development was continued within planning documents and the teaching of English to ensure responsive planning and impactful teaching. Differentiated learning opportunities through the Gradual Release of Responsibility, Review and Response and the Levels of Teaching provided targeted and strategic support to continue the progress and growth of each student. As a result, Targeted and Strategic Levels of Response resulted in an increase in the trajectory of individual student learning in reading and writing. Regular scheduled professional learning sessions throughout 2021 provided opportunities for Collaborative Communities of Practice to establish, sharing effective pedagogy on improving student literacy skills. Collaborative practices through the 4Cs Model further enhanced our high-quality teacher's professional learning in working towards collegiality.

The Levels of Teaching Response was embedded into planning documentation and collaborative teaching practices, resulting in differentiated targeted learning and opportunities for co-teaching with dedicated teaching staff and the PLL. Effective Feedback through joint construction and guided writing opportunities enabled student agency in their learning.

In supporting community members with a shared vision on learning at St Joseph's Primary School, school staff, students and the parent community body underwent a collaborative, collective focus creating a shared Vision for Learning aligned to the Alice Springs (Mparntwe) Declaration (2019) and AITSL Standards (2011). The finalised document will be shared with the community in 2022.

A Whole School Curriculum Plan was created as a living document outlining educational practices implemented in curriculum delivery. Aligned with the Alice Springs (Mparntwe) Education Declaration (2019), Australian Curriculum, and Religious Education Curriculum, St Joseph's Whole School Curriculum Plan provides classroom teachers and educational leaders with a written educational program offered to support equity and excellence in improving educational outcomes for St Joseph's students. The document will be finalised at the beginning of 2022 following collaboration with staff

members to ensure consistency across the school, deepen classroom teachers and school leader's understanding of learners, learning and curriculum, and allow for the flexibility required in targeted curriculum delivery throughout each stage of schooling at St Joseph's Primary School.

Additional goals and priorities for 2021 included:

- In-class supports from the PLL and ST:IE timetabled in response to student need and to focus on building teacher capacity through the 4Cs collaborative practice
- Targeted and Strategic Teaching implemented for students at-risk of achieving end of term targets
- Individual student extension in literacy
- Collaborative Communities for enhancing collegiality through use of 4Cs Model and Lesson Study
- Use of St Joseph's Climb of Success to support students with receiving effective feedback during lessons to identify their learning as Assessment Capable Learners
- Whole-School tracking and Scope and Sequence of Digital Technology Curriculum to support learning across bands.

End of Year successes highlighted:

- **Math Inquiry** – L.E.S.R instructional framework
- **Numeracy** – 21st Century Model of Numeracy Skills and 4 Key Dimensions Framework
- **Spelling** – Word Inquiries exploring spelling generalisations and how to be a Strategic Speller
- **Language Experiences** – Implemented across the school to develop oral language and enhance literacy skills showing the reading writing connection
- **Number Talks** – Embedded into planning – consolidate and pre-teaching on new concepts
- **Provocations** – Introduced during the familiarisation phase of the learning
- **Digital Technology** – Cross-band scoping whole-school curriculum documentation beginning to track the Scope and Sequence across bands in **Digital Technology Curriculum**

Future directions in response to analysing 2021 Teaching and Learning include:

- Targeted focus responsive to NAPLAN and PAT R/PAT M Data Sets
- Focus on Year 2 and Year 4 students beginning the 2022 Explicit Improvement Agenda at the end of Term 3 each year
- Assessment Capable Learners across school – digital skills and varying assessments
- Learning Sprints developing teacher clarity and capacity in planning and teaching The Composing Process and Functional Grammar within the curriculum
- Incorporating Sentence Styles across P – 6 to improve sentence structure and reviewing paragraphing skills in 3 – 6
- Orthography in Action – Contextualised and integrated approach to the teaching of spelling in English planning, teaching and assessing
- Third Teacher – Environmental Print (including Bump Up Walls and Individual Writing/Reading Goals) co-constructed with students to support students with writing/spelling skills and to enhance student agency in students assessing their own learning and ways to progress
- Math Inquiry – L.E.S.R Framework focusing on visualising and positive mindset in Math
- Assessment – Clarity in making judgements against the Australian Curriculum across Learning Areas with a targeted focus in English
- Embedding St Joseph's Vision for Learning into classroom and whole-school practice
- Finalising and sharing of St Joseph's Whole School Curriculum Plan

Goal	Progress
By the end of 2021, staff will have a deeper understanding of Catholic Perspectives.	Achieved
By the end of 2021, the dual charism of St Josephs' is highlighted and embedded in the induction processes for staff.	Achieved

Goal	Progress
By the end of 2021, we will have developed a school-wide Vision for Learning fostering collaborative communities of practice to improve individual student educational outcomes.	Achieved
By end of 2021, there is evidence of Catholic perspectives embedded in English planning, teaching and learning and exploration in Catholic Perspectives in the teaching of HASS.	Achieved
By the end of 2021, a review of Mathematics teaching incorporating an inquiry process for learning.	Achieved
By the end of 2021, we will have established a St Joseph's ICT Continuum to track student learning and implement into planning and teaching.	Achieved
By the end of 2021, we have implemented a school-wide approach to teaching spelling and have consistent practices throughout Prep to Year 6.	Achieved
By the end of 2021, a minimum of 95% of our students will achieve BCE monitoring targets.	Achieved
By the end of 2021, we will launch and embed our St Joseph's Way Behaviour Support Plan.	Achieved
By the end of 2021, the school leadership team will develop a school wide systematic approach to respond to and support the Performance and Development Plans of all teaching staff, to capitalise on the internal expertise and levels of trust that exist in the school.	Achieved

Future outlook

St Joseph's Primary School's explicit improvement agenda for 2022 is to improve student outcomes in writing as a result of consistent and effective practices in teaching writing through The Composing Process in response to 2021 NAPLAN results.

Defined improvements will be delivered through Agreed Expectations outlined by classroom teachers in identified Learning Sprints focusing on Agreed Expectations: Look Fors. Three-weekly cycle targets will be embedded throughout the year to support improving pedagogical practices in writing.

This focused explicit improvement agenda in writing will result in improved writing skills evident in writing samples, BCE's writing analysis providing responsive targeted teaching on the 8 Aspects of Literacy and in NAPLAN results. Strategies to ensure success of this goal include:

Phase 1 – Term 1, Weeks 4 - 6

1. ELT Writing Workshop 1: Professional learning exploring The Composing Process – recursive process – build, field, plan, draft, refine, edit, publish (writing is not a linear process)
2. Creating Authentic Opportunities for Writing – focus on pedagogical practices encouraging writing opportunities: language experiences; Quick Writes; Across Learning Areas

Phase 2 – 3-4 weeks to allow implementation of Learning Sprints: Strategies include, Language experiences/Sentence Styles/Quick Writes – 1 focus at a time

3. Professional Learning and Collegial Practices with cross-cohort sharing, exploring the Context-Text-Model: Sentence Level

Phase 3 – Review – continual review and modification

4. Collaborative Communities of Practice sharing at staff meetings celebrating successes on assembly, celebrating Remarkable Moments students, etc.
5. Regular scheduled time allocated for cross-cohort collegial sharing (eg. Learning Sprints, etc.)

Other goals we will focus on in 2022 include:

- Embedding Catholic Perspectives in the curriculum
- Strengthen relationship between Parish and School Community
- Embedding St Joseph's Vision for Learning across school
- Reading and writing improvement, specifically improved results in metalanguage of reading; PM Benchmarks (P-2); PAT-R Results (Yr 2 – Yr 6); NAPLAN; 8 Aspects of Literacy on a 5-point scale based on ACARA samples
- Social emotional improvement for all community members – professional learning for staff on Circles Solutions facilitated by School Guidance Counsellor; introduce and conduct a whole school social audit in Wellbeing Week, Term 2, Week 7; professional learning for staff to analyse and interpret the data from the social audit; timetabling Circle Solutions into classroom practice on Wednesday afternoons.

Our school at a glance

School profile

St Joseph's Primary 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	317	172	145	1

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

St. Joseph's student population continues to grow in their diversity with 7% having English as a Second Language. We currently have 1 student enrolled who is from a First Nations background. A significant number of children come from single child families, and most are living in inner city suburbs.

At St Joseph's we ensure that any students with disabilities are provided with necessary adjustments to support their learning and engagement at school. These students are included annually in the Nationally Consistent Collection of Data (NCCD) for students with disabilities (and includes those students at the school who have an EAP Verification; this latter group of 11 students includes those with diagnoses of Autism Spectrum Disorder, Hearing Impairment, Speech-Language Impairment, Intellectual Disability, Physical Impairment, Vision Impairment and complex Social Emotional Disorders). In 2021, 33 students were included in the school's NCCD count of students with disabilities who require a supplementary (and in some cases substantial) level of adjustment at school in order to participate effectively and access the curriculum.

Enrolments at St Joseph's have fluctuated over time. The school faced a possible closure in the early 1990's, however enrolments at St Joseph's have recorded an annual growth rate between 146 students in 2002 to 317 students in 2021. The school currently has minimal places available in some year levels. A few students transition to high schools after Year 4 including All Hallows, Somerville, St Laurence's and Villanova, however we maintain even numbers of boys and girls in our senior primary classes. Once our students complete Year 6, they transition to Villanova College, St Laurence's College, All Hallows College, Loreto College, Lourdes Hill College, St Joseph's College – Gregory Terrace, Brisbane Boys Grammar, Brisbane Girls Grammar, St James College, Our Lady's College, Somerville House and Church of England Grammar School.

Curriculum implementation

Curriculum overview

All classrooms are flexible learning spaces that foster 21st Century Learning with students and teachers engaged in collaborative teaching and learning. The eight learning areas of The Australian Curriculum including the teaching of English, Mathematics, Science, Humanities and Social Sciences, the Arts, Technology, and the study of Italian in Languages, are taught in an integrated approach to curriculum delivery. Religious Education is provided to all students as an integral part of our curriculum and ethos of our school community. The curriculum is diverse, to provide a range of learning opportunities and caters for the individual style of learning that each child requires. We believe that students are life-long learners and that the curriculum must be dynamic and continually changing. Curriculum is delivered in a way that is engaging and purposeful.

At St Joseph's we offer:

- 1:1 Student Laptop Program for all students in Years 5 to 6 and 1:1 iPads for all students in Prep to Year 4
- Diversity in programs catering for differences in learner's needs inclusive of learning difficulties and enrichment
- Comprehensive, integrated learning opportunities focusing on the development of the whole child
- Through collaboration, our highly professional, experienced and dedicated teachers are able to present high quality programs based on the future learning goals required for our students to successfully engage in life-long learning
- These goals aim to develop and enhance the skills and knowledge required in literacy, numeracy, information technology and relationships within a structure which is meaningful and relevant to all the student learners
- Proudly we offer all students the opportunity to participate and excel in key learning areas, in our instrumental music and choir programs, school concerts, and sport at school, district and regional level.

Extra-curricular activities

Parents may nominate and pay for their children to enter various programs available during the year.

Music opportunities include:

- private and group lessons in violin, cello, viola, keyboard guitar, percussion, voice and band
- Sr Mary Justine Choir
- Ensembles: Sr Mary Ancilla String Ensemble, Sr Mary Ursula String Ensemble, Sr Mary Regina String Ensemble, Sr Mary Protase Percussion Ensemble, Guitar Ensemble.

Sporting opportunities include:

- Tennis, AFL AusKick Football Program, Milo Cricket, Brisbane Roar Soccer, Rookies to Reds Program
- Interschool Sports Competitions, Gala Days, participation in inter-school zone, district and regional competitions in swimming, cross-country and athletics.

Other extra-curricular opportunities include:

- Speech & Drama
- Chess
- Debating – Year 5/6
- Robotics – Year 5/6.

How information and communication technologies are used to assist learning

We combine a range of educational tools to build literate, engaged, creative, critical and productive students who can make a contribution to society. St Joseph's is a school community that is always striving to serve the needs of students in authentic ways. One of the school's key Learning and Teaching principles is to utilise innovative pedagogical practices that effectively integrate technology. The key aim for integration of technology in our learning spaces is to ensure that all students have the opportunity to become competent, critical and creative users of a range of digital tools that assist them with lifelong learning and allow students to interact within local and global communities.

Technological devices will be used by teachers and students at the school to advance these purposes. Recognising that students are at different developmental stages, the educational emphasis and access to technological devices will differ across age groups to reflect this.

- Students in Prep to Year 4 – 1:1 iPad
- Year 5 and 6 – 1:1 MacBook
- Teaching Staff and Specialist Staff – 1:1 MacBook.

St Joseph's students will have opportunities to use online programs to assist and embed learning, produce assessment work using technology and to collaborate with peers through ICT. Teachers work with students to build their digital readiness by providing opportunities for digital citizenship and targeting foundational digital skills, including: the ethics of technology, word processing applications and keyboarding, Internet searching, researching and programming and coding.

Cyber safety is addressed through technology by explicitly teaching digital security, standard guidelines and practices for protecting usernames and passwords and encouraging the students to analyse their own engagement with the internet and the associated risks.

Social climate

Overview

St Joseph's is an inclusive Catholic community developing the intellectual, social, emotional and spiritual growth of the child in a harmonious and productive environment. One of St Joseph's strengths is the fostering of its strong caring community. Parents are encouraged to participate in school life and are welcomed as volunteers in the classroom and at many social and cultural events throughout the year.

St Joseph's caters for children from many and varied backgrounds, ability levels and cultures. All children are treated equally and given equal opportunity in their educational and extra-curricular activities. Ethnic backgrounds and religion are always taken into account when planning special occasions that may involve particular religious celebrations.

Our Guidance Counsellor offers individual and group support for identified students & assists parents of these students in developing strategies for success, various bullying awareness activities, as well as individual Class programs. Our PLL ensures that Say NO to Bullying Day initiatives are implemented throughout the curriculum, with a focus on this program in Term 3 through the Health curriculum.

Bullying is not tolerated at St Joseph's with a clear school wide policy against bullying that involves working with the children and families of the person demonstrating bullying behaviours, the victim and the onlookers using a restorative practices approach to all areas of concern. A full description of St Joseph's Positive Behaviour for Learning and Bullying Policies are located on the school's website.

As a school our student support team, in active collaboration with teachers, is also closely tracking the learning needs of a number of other children with general educational delays who require a differentiated level of teaching response to improve their educational outcomes. Typically, from year to year we have students who are achieving well above year level expectations or have been identified as being in the gifted range, and these students are also catered for by deepening and extending their knowledge within the classroom through exploration, problem solving and questioning. Students can also attend BRAINways EDUCATION, which is an off-campus program that provides opportunities for highly able and gifted students and are tailored for their special educational needs.

Student academic success and social growth is recognised and celebrated through Awards presented at weekly Assemblies.

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	98.2%
School staff demonstrate the school's Catholic Christian values	96.5%
Teachers at this school have high expectations for my child	97.4%
Staff at this school care about my child	95.8%
I can talk to my child's teachers about my concerns	94.9%
Teachers at this school encourage me to take an active role in my child's education	94.1%
My child feels safe at this school	97.5%
The facilities at this school support my child's educational needs	94.9%
This school looks for ways to improve	95.7%
I am happy my child is at this school	96.6%

BCE Listens Survey – Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2020
My school helps me develop my relationship with God	95.5%
I enjoy learning at my school	97.5%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	97.5%
Teachers at my school treat me fairly	93.2%
If I was unhappy about something at school I would talk to a school leader or teacher about it	87.3%
I feel safe at school	92.4%
I am happy to be at my school	93.2%

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	100.0%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	100.0%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	97.1%
In general students at this school respect staff members	91.4%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	97.1%

[#] '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 is that the parents are the first and foremost educators of their children. We have provided opportunities for parents to be involved at every stage and at every level of their child's education. Involvement of parents includes: Professional Learning Development for parents, Parent Representative Program, assisting in class with learning activities, assisting with school excursions and sports days, volunteering in classrooms, attending social functions, attendance and participation in school liturgies, attendance at Parent Information evenings, focus forums and parent teacher interviews, communication through Parent Portal, emails and newsletters.

Parents are included in the consultative process in regard to students with diverse needs who require adjustments to access the curriculum and participate fully in school. The student support team, in collaboration with teachers and parents, closely track the learning needs of these students. Communication with parents is regular and for the purpose of improving educational outcomes.

St Joseph's school is in the process of transitioning the current Parent and Friends Association (P&F) to the Family and Community Engagement (FaCE) model, as proposed by Catholic School Parents Queensland, to better meet the needs of the St Joseph's community. This process began at the end of 2021, and it is envisioned through consultation and collaboration with the school community that this new model will be operational and ready to launch to the school community at the beginning of 2023. Through the FaCE model it is hoped that the school will be better able to engage, support and respond to the needs of the St Joseph's community.

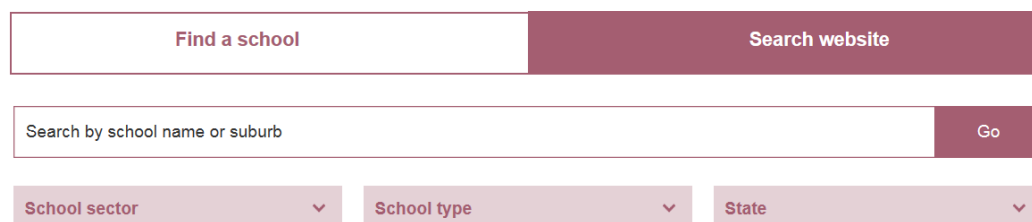
School funding

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	26	20
Full-time Equivalents	20.2	9.9

*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	7
Graduate diploma etc.**	4
Bachelor degree	15
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional development

The total funds expended on teacher professional development in 2021 were \$68,916.

The major professional development initiatives were as follows:

- Our Formation Story – What Makes a Catholic School?
- Inquiry Learning
- St Joseph's Vision for Learning
- iPads in the Classroom Professional Learning
- Assessment Capable Learners
- Scripture in the Primary Classroom Professional Learning
- ICT Capabilities Audit
- Reconciliation Action Plan
- Staff Formation Community

The proportion of the teaching staff involved in professional development activities during 2021 was 100%. 100% of teaching (leadership) and specialist staff were involved in Professional Development in 2021. 100% of classroom teaching staff were involved in Professional Development in 2021.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.9%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% 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	93.7%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	94.0%

Average attendance rate per year level			
Prep attendance rate	94.4%	Year 4 attendance rate	93.3%
Year 1 attendance rate	95.4%	Year 5 attendance rate	92.5%
Year 2 attendance rate	93.7%	Year 6 attendance rate	91.8%
Year 3 attendance rate	94.5%		

*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

Rolls are marked twice a day by teachers, at 9:00am and 2:00pm, through the school electronic system (i.e. e-Minerva). Students arriving late are required to be signed in by a parent and receive a late slip to notify teachers that the roll has been updated. Parents are asked to communicate to the school if their child is not attending school for a day and to give an explanation as to the reason their child is not attending.

A SMS message will be sent to students' main contact at 9.30am each day advising of any 'Unexplained' absences to ensure students are safe at all times. Any student that remains marked as an 'unexplained' absence is followed up.

Key strategies being used to increase attendance include messages about the importance of attendance to student learning being displayed throughout the school and regularly mentioned in newsletters. In 2021, attendance reports were run every 5 weeks and parents contacted if a student is regularly late or absence exceeds 10%.

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

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

A screenshot of the My School search interface. It features a dark red header bar with a search input field on the left containing the placeholder text "Search by school name or suburb". To the right of the input field are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned on the far right of the header bar.

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



8. 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.