



**St Joseph's School,
MURGON**

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 Murgon is situated in the South Burnett Region and caters for children from the towns of Murgon, Wondai, Proston, Cherbourg, and some surrounding small towns. The school is in the federal electorate of Wide Bay which is the lowest socio-economic region of Queensland. At present, the region is still drought-declared and this is affecting the local community. Aboriginal and Torres Strait Islander history and culture are a special part of the school. There is an Aboriginal and Torres Strait Islander resource centre in the school which assists with cultural literacy. The school has a rich religious history having been founded by the Presentation Sisters in 1937. The school is a Marist school administered by Brisbane Catholic Education. The ethos of the school is best summed up by our motto 'Respect, Nurture and Faith'. These are three key values that underpin everything that happens at the school, including the various educational and pastoral programs.

School progress towards its goals in 2021

Learning and teaching: By the end of 2021, students will progress in reading and writing.

Strategies we implemented to support the achievement of our goal where:

- Weekly planning meetings with the Primary Learning Leader to build teacher capacity to effectively plan, teach, monitor and use data. This resulted in the development of effective pedagogy, to support students to develop the reading skills required to become successful learners. Teachers become more responsive in their planning for students and refining the focus, particularly of their English units. Every student was able to advance their reading level throughout the year and many improved their reading comprehension skills. Students also showed significant progress in their sound and letter knowledge and concepts about print. Student writing data (writing analysis) was used to inform next steps for planning. In particular, we now have significantly less students from Years 3-6 who are still requiring PM benchmarking than we have had in the past. This is a significant achievement for our staff and students and something we will continue to build on in 2022. Our 2021 NAPLAN results, were average when compared to like schools and our Year 3 writing results were also above average when compared to like schools. This is positive growth in this space.
- To maximise literacy resources both concrete and human. We purchased new programs to support phonic knowledge and increased additional teacher time during literacy times to support students. We scheduled guided reading in each class to increase reading and comprehension skills. This was successful in increasing student reading and comprehension capacity and provided teachers with data to plan individual ongoing support for students. To increase the success of guided reading, we needed additional staff to increase student support

and provide greater exposure to reading opportunities. Further changes to timetabling and resourcing will continue in 2022.

- To develop high expectations of students and set realistic goals that allow each student to show individual growth and experience success. Goal setting at a student level provided students with the motivation and mindset to work harder to reach their goal. Teachers were goal driven to achieve the desire outcome and developed a more directed pedagogy to assist student to reach school based goals. In 2022 we aim to work towards greater setting of individual student goals and term targets.
- To strengthen processes that support individual, student and teacher growth mindsets.
- To celebrate student success through daily recognition of reading success, weekly coloured word certificates at assembly and recognition of improved reading level by taking photos for social media. Celebrations of success have become an embedded practice in our school, with students regularly sharing their successes at school events (e.g. assemblies) but also by visiting leadership and other classrooms to share their progress and have their success celebrated.
- We provided professional development:
 - Analysis and effective use of data
 - 8 Aspects of Literacy
 - Assessment Capable Learners
 - Guided Reading
 - Expected and effective practices
 - Differentiation / DSE / DDA / NCCD
 - Spelling

Future outlook

Following the many successes in 2021, St Joseph's will continue to build teacher and student capacity in reading. The focus will remain on 'Excellent Learning and Teaching', to assist students to reach their goals in reading. To achieve this, St Joseph's has planned for ongoing professional development and resourced each classroom with additional support for all learners, inclusive of at least one full-time school officer and an additional support teacher present during literacy learning. St Joseph's will continue to be innovative in providing literacy tools that support effective learning and teaching in literacy. These literacy tools, combined with refined and well-informed pedagogy, will drive a teaching approach that provides a strong and effective foundation for learning. The environment will continue to be print rich, with an emphasis on the learning environment as the third teacher, encompassing literacy rich exemplars and multiple visual literacy relevant learning opportunities.

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	134	53	81	89

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

The town of Murgon is situated in the South Burnett region, approximately a three-hour drive from Brisbane. It is on the fringe of the Wide Bay electorate. St Joseph's is a single stream school, Prep to

Year 6. Our Prep enrolments traditionally include enrolments from the following: Murgon C&K, Murgon Childcare and Learning Centre, Gundoo Early Learning Centre and Like Home Early Learning Centre.

The school has an ICSEA of 811 reflecting the low socio-economic status of the surrounding area. St Joseph's is a multicultural school, including, students who come from First Nations (69%), Filipino, Indian, Thai and Italian backgrounds. Most of the First Nations children live in Cherbourg (a 100% Aboriginal and Torres Strait Islander Peoples community), with the remainder from the surrounding areas. St Joseph's attracts students from a wide area including, Proston, Wondai, Goomeri, Kilkivan and outlying smaller areas. At the completion of Year 6, students will transition to a variety of secondary schools including St Mary's Catholic College Kingaroy, Murgon State High School, and boarding schools.

Curriculum implementation

Curriculum overview

St Joseph's Catholic School is committed to excellent teaching and learning. Our model of pedagogy aligns with Brisbane Catholic Education where we:

- Focus on learners and their learning.
- Establish learning intentions and success criteria.
- Activate multiple ways of knowing and interacting, as well as opportunities for practice.
- Respond with feedback that moves learning forward.
- Evaluate the impact of teaching.
- Using data to inform practice.
- Effective assessment strategies that reflect curriculum understanding.

The Australian Curriculum is central to teaching and learning. There is also a Religious Education Curriculum which is inclusive of the Religious Life of the School.

In English, St Joseph's use many strategies to enhance learning including:

- Additional teacher support in literacy blocks.
- Targeted, strategic and intensive support for students who are experiencing learning difficulties or require extension learning.
- Support for students with a learning level of greater than one year behind the cohort for intensive teaching sessions.
- Guided reading in class, supported by teachers to enhance reading levels.
- Regular assessment of reading and pre-reading skills (concepts about print and sound and letter knowledge) to target planning in response to student data.
- Read to learn strategies in all literacy blocks to improve reading outcomes.
- Context/text reading and learning with learning intention and success criteria.
- Language experiences to support literacy.

In Mathematics, St Joseph's uses the strategy of hands-on learning, engaging students in mathematical concepts using manipulatives. Teachers use the NuMa strategies to build solid foundational learning in number. Additional teacher support is provided in class for students requiring extra support and for students requiring extension activities.

St Joseph's students also experience the following programs: Indonesian, Health and Physical Education, Cultural Literacy, Life Education Van, Years 5 & 6 Leadership Program, Years 5 & 6 Relationships and Sexuality Program, STEM programs, and Gifted and Talented opportunities.

Extra-curricular activities

The following extra-curricular activities are offered at St Joseph's:

- NRL program delivered by NRL Development Officers.
- Cricket skills development delivered by Queensland Cricket.
- Dance Fever Multisport in Term One.
- Gymnastics provided by DanceFever Multisport in Term Four.
- Music tuition.
- Camps in Year 6 to Emu Gully (Canberra cancelled due to COVID).

- Buddy system in all years.
- Parish based Sacramental program.
- Year 6 Leadership opportunities.
- Premier's Reading Challenge.
- Transition opportunities at St Mary's Catholic College and Murgon State High School (Year 5/6 Gala Days).

How information and communication technologies are used to assist learning:

St Joseph's have engaged in professional development to inform their practice when embedding technology in the curriculum. With the assistance of Peta Ruwoldt and Anne Fenwick, apps have been implemented and features used that assist those students who are experiencing learning difficulties. A variety of apps are being used by teachers to complement their pedagogical practice. Teachers are embedding ICT using Office365 applications such as, Teams, Forms, Sways and Outlook. To effectively support student learning we have implemented a 1:1 laptop/iPads program from Years 1 to 6 and shared iPads in Prep.

During the Covid-19 period, teachers experienced considerable growth in IT skills, as they were forced to take learning to the online platform. Teachers were very successful in preparing Sways for students to engage with and they communicated effectively through Teams. All teachers have engaged in a Digital Skills program to build their capacity.

Social climate

Overview

St Joseph's prides itself on its strong and inclusive pastoral care program, providing an environment that supports strong, positive and inclusive relationships with the community. The school lives by the values of Nurture, Respect and Faith, which underpin our social, emotional and cognitive learning. Many strategies have been implemented for the holistic development of every child.

These include: buddy system, recognition of student achievement, acknowledgement of birthdays, Acknowledgement of Country at all gatherings, daily school prayer, daily recognition of Mary during the months of May and October, book week celebrations, celebrations for Mother's Day, Father's Day, Grandparent's Day, Sorry Day, NAIDOC, National Simultaneous Storytime, Music Count Us In, Nano Nagle, Marcellin Champagnat, Edmund Rice and St Joseph's Feast Days, Years 5 and 6 leadership day, parent information morning BBQ, Cherbourg Police Rangers, daily circle time and mindfulness.

At St Joseph's, we embed the Positive Behaviour for Learning Program, which underpins our belief that behaviour is best supported through a learning aspect using positive approaches. With the use of restorative practice, we ensure the restoration of relationships, and we promote positive future changes in behaviour. To achieve optimal results in educating students about correct behaviour choices, we believe the best way is for parents, students and staff to work collaboratively.

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	100.0%
Teachers at this school have high expectations for my child	100.0%
Staff at this school care about my child	95.8%
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	95.8%
My child feels safe at this school	95.8%
The facilities at this school support my child's educational needs	100.0%
This school looks for ways to improve	100.0%
I am happy my child is at this school	100.0%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree[#] that:	
My school helps me develop my relationship with God	95.7%
I enjoy learning at my school	93.9%
Teachers expect me to work to the best of my ability in all my learning	93.9%
Feedback from my teacher helps me learn	100.0%
Teachers at my school treat me fairly	98.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	93.9%
I feel safe at school	93.9%
I am happy to be at my school	95.9%

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	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	96.3%
In general students at this school respect staff members	96.3%
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

We respect and acknowledge that parents are the first educators of their child, and we support a strong parent-school relationship based on mutual support to benefit the holistic development of our students. We have an open-door policy and encourage students, parents and carers to communicate their concerns or needs.

Communication methods include: newsletters, Facebook, emails, electronic notice board, parent portal, parent information morning, parent teacher interviews, start of term class letters and term Cherbourg afternoon teas.

We encourage parental assistance with reading, tuckshop, sporting teams, general classroom assistance and guest speaking. St Joseph's extends invitations to all liturgies and celebrations including Mother's Day, Father's Day, Grandparent's Day, Sorry Day, St Joseph's Day and Marcellin Champagnat Day. These special events build community connections and encourage engagement in the school life. This was interrupted by Covid-19 and we maintained parent connections through Facebook, email and Teams.

Students receive a range of adjustments, based on their disability and targeted learning needs. Parents are consulted via phone, emails and letters from classroom teachers and members of the school leadership. Students receiving adjustments have a personalised learning plan which was emailed to parents due to Covid-19 for their input on student goals and adjustments. Students in care engage in education support meetings with carers, the Department of Child Safety and school team to discuss adjustments made for them.

Students receiving additional support in speech pathology and occupational therapy receive and return consent forms and progress reports from the service providers. Students receiving support from the school-based guidance counsellor receive and return consent forms and ongoing communication.

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.

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	17	18
Full-time Equivalents	13.2	14.1

*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.**	0
Bachelor degree	10
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 follows:

- Mandatory Student Protection Training
- Health & Safety Online - H&S Awareness
- Privacy and Data Breach Awareness Archived_02
- Prevention of workplace bullying sexual harassment and unlawful discrimination
- Health & Safety Online - First Response & Fire Evacuation Instructions
- BCE Code of Conduct Training
- PB4L Effective Classroom Practices and Responses Module 1
- Spiritual Formation Twilight
- Guided reading: an introduction and refresher
- Formative and Summative Assessment Follow Up
- Hidden Histories
- World Religions Day 1 Workshop 1 - VIRTUAL CLASS
- Religion & Assessment
- pACE Training with Qld Health
- Zones of Regulation and PACE training
- Under the Criminal Code Act
- Teaching Students who have Suffered from Complex Trauma
- Unpacking the Technology Curriculum Twilight
- Levels of Teaching Response
- Using Teams to Track Reading Progress
- Marist Staff Spirituality Twilight
- Reading Stamina
- How to Analyse PMs and Strategies Moving Forward
- Problem Solving and Reasoning
- Unpacking the resurrection of Jesus with students
- Process: Composing texts within the Curriculum (Years 3 - 6)
- How to deepen meaning making and learning, Session 1 (Primary)
- Zones of Regulation
- Professional Standards for Teachers
- Smart Spelling
- Religion Infused with the Arts
- Digital Skills

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	97.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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	89.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	87.6%

Average attendance rate per year level			
Prep attendance rate	83.2%	Year 4 attendance rate	92.0%
Year 1 attendance rate	87.8%	Year 5 attendance rate	92.5%
Year 2 attendance rate	86.9%	Year 6 attendance rate	90.7%
Year 3 attendance rate	91.6%		

*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 through eMinerva. Student absences are noted, and parents are contacted to ascertain the reason and length of stay away from school. In the situation of prolonged absence, the school contacts the parent/caregiver. A plan of action is developed by the school and the family to support a higher rate of attendance. The Aboriginal and Torres Strait Islander Peoples School Officers in conjunction with the Aboriginal and Torres Strait Islander Education Support Team, connect with community to support attendance at school. We communicate on Facebook and newsletters, the high percentages of student attendance and offer encouragement to ensure student attendance each day, unless they have an illness. We introduced a weekly and end of term reward system, which offers students, who attendance has been above 90%, the chance to win prizes.

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.

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

View School 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.