



**St Joseph's Primary
School, NAMBOUR**

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.

Founded by the Sisters of the Good Samaritan in 1925, St Joseph's School stands strong in its traditions within the parish of Nambour, drawing upon this history in achieving its mission today - to seek God, to value the dignity of others and to promote the connectedness of all, as we *Teach Challenge and Transform*. The school has a proud reputation for its inclusive approach to education, embracing and catering for the needs of its diverse learners including several students with identified learning needs.

The school has a focus on the interconnection of learning and wellbeing to ensure that all students are given every opportunity to grow into young people who embrace their faith, are inspired to succeed and who nurture relationships with all who make up our community. (Revised Vision Statement 2020). Opportunities to participate in camps, instrumental immersion programs, interschool sport, a biennial school musical, eisteddfods and other choral and musical events, enhance such learning and provide opportunities for our students to demonstrate the important dispositions of a learner (Resilience, Risk Taking, Creativity, Communication and Reflection).

St Joseph's operate from the underlying principle that everyone has a leadership responsibility. To this end, Student Leadership Committees focus on Social Justice, Catholic Identity, Stewardship and Hospitality, as aligned with our School Values. Action in these areas exemplifies our school motto *Education with Virtue* which is demonstrated as these values are lived into action. Parental involvement is highly valued and encouraged and a revised Parent Leadership and contribution model mirrors the student leadership structure.

School progress towards its goals in 2021

In 2021, the school had 3 priority areas:

- Development of staff as faith leaders
- Focus on building Assessment Capable Learners through the context of English
- Continued focus on building the culture of our school so that St Joseph's is the chosen place to be

While all areas of priority had due focus, these goals carried forward into our 2022 Annual Plan to ensure that all progress was embedded in a deep rather than surface way.

Activities that were undertaken in each of the priority areas included:

- Engaged with EORE to re-immers in the Catholic Identity project. This work included staff development through the Catholic Identity modules beginning with Community.
- Staff developed a Spiritual Formation Goal based on faith leadership and this was linked to the school vision statement around *Embracing our Faith*.

- Planning cycles were reviewed to be more focused on pedagogical choices to support content delivery.
- Significant staff development around understanding Assessment Capable Learners particularly through a deeper understanding of the Curriculum intent expressed through Learning Intentions and Success Criteria was a major undertaking. This was continually reviewed and evaluated through Leadership observation and feedback cycles. This review indicated that there was improvement in this element of planning, but that continued focus was needed to embed as a consistent practice across the school. This being the case this focus was carried forward into the 2022 annual plan.
- Regular moderation sessions in the Learning Area of English increased teacher confidence and competence in measuring student work against the standard. Reflection of this work recognised improvement and again it was determined that continued focus would be required to embed as a consistent practice. This was reinforced through the recommendations provided through the NSIT review.
- An introduction to the Zones of Regulation through a pilot project to develop student understanding of conditions for successful learning led to a full implementation goal for 2022.
- A school wide focus on developing resilience has contributed positively to building the culture of our school.
- Successful outcomes through participation in external activities such as National Rock Band Competition (led by our Instrumental Teachers) and the local Council Get Ready Campaign are two examples that demonstrated significant achievement to the wider community while building school spirit and pride.

Future outlook

In 2022 the school will have 4 Priority areas:

- Catholic Identity: Continue to develop the staff understanding of their role as faith leaders
- Learning & Teaching: Refined focus on Learning Intentions and Success Criteria in the context of Writing
- Wellbeing: Creation of a safe environment that nurtures all aspects of wellbeing
- Our People: The formation of new Leadership and Student Support teams

Strategies for these priority areas will include:

- Formulation of Catholic Identity Plan
- Professional Learning focussed on 5 big ideas underpinning Catholicism (Groome)
- Continue the delivery of Formation modules
- Pedagogical approach that focuses on explicit teaching and differentiation
- Depth understanding of using data to inform planning
- Zones of Regulation introduced as a whole school approach
- Refocus on the dispositions for learning
- Celebration of wellbeing week each term
- DISC analysis to inform collaborative working partnerships
- Develop non-negotiables for team ways of working

Measures of success include:

- Staff engagement with annual goal setting and review processes
- Catholic Identity plan evidenced in planning, sacred spaces and participation in community celebrations
- Peer Observation and feedback cycles
- Assurance through Leadership Walks and Talks
- Distribution of SRS grades in English
- Teaching responses informed by the data and measured against class progress walls
- Consistent application of the Zones across the school
- Common and shared use of tools and language associated with the Zones across the school
- BCE Listen Survey results.

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	376	185	191	18

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

Students who attend St Joseph's Primary School are drawn from the greater Maroochy area, with the majority living in and around Nambour itself. Nambour is a rural town, situated approximately 100 kms north of Brisbane. The school's enrolment is beginning to show a declining pattern with the enrolment at 376 for the 2021 school year. The number of Indigenous students has remained relatively constant at 18, similarly the number of students verified with a disability has increased to 26. The verified disabilities within our population include Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Intellectual and Hearing Impairment, Physical Impairment, and Social and Emotional Disorders. 44 students were registered on the NCCD register for 2021. Additionally, there are 18 students who speak English as a second language at home.

Generally speaking, St Joseph's students are easy going, resilient, resourceful, well-mannered and willing to get involved. Visitors to our school and prospective enrolments, talk readily about the community atmosphere characterised by a welcoming hospitality and visible outreach to those less fortunate. These are two of the important Benedictine values espoused by our Good Samaritan charism which act as a touchstone for everyday life at St Joseph's.

Curriculum implementation

Curriculum overview

The school works hard to earn its reputation for its inclusive approach to education, embracing and catering for the needs of all learners by making individual adjustments, providing learning support as needed and monitoring to ensure the progress of all. The school's curriculum is framed by the Australian Curriculum and our response to current research about which strategies have the largest impact on student learning. We believe students must have agency in their learning. Collaborative planning focuses on embedding content in rich, real and relevant contexts where learning is connected to help students make meaning and transfer to everyday life. The General Capabilities of learning named in the Australian Curriculum find their translation in St Joseph's five dispositions for learning which help to build active learners who:

- Are **resilient** and can bounce back through difficulty;
- Can **take risks** in their learning to stretch beyond comfort zones;
- Can **communicate** effectively through a range of modes and mediums;
- Are **creative** in their approach to solving problems, often looking outside the square of the usual; and
- Can **reflect** on their learning, constantly striving for ways to improve.

The school has a strong focus on music with a specialist program spanning Prep to Year 6, and the opportunity for performance in choral and music festivals and interschool workshops across the coastal region. An instrumental immersion program occurs in Year 4 where all students have the opportunity to learn an instrument across the year. This is often extended to individual music lessons conducted

with specialist teachers and culminates in band combinations across strings, woodwind and percussive ensembles. Our 2021 Rock Band won a national competition recognising their array of skills and talent. A close relationship with nearby Secondary College, St John's, means the students who continue to secondary schooling there often have the same instrumental teachers, ensuring continuity in their learning.

Our physical education curriculum offers a broad range of sports including interhouse and interschool and after school competitions. Students learn a variety of sports and the associated skills through the contexts of dance, netball, cross country, athletics, swimming and surf awareness. Our students proudly represent our school in many levels of competition including district, regional and state levels.

The school has a successful language program with Indonesian being taught Prep to Year 6 providing a solid basis for further study at secondary level. There are several teachers on staff who are fluent in Indonesian and have participated in extended learning opportunities to develop their own language proficiency.

Extra-curricular activities

The COVID pandemic continued to have a significant impact on the extra-curricular activities we were able to participate in for this school year. Academic activities we were able to continue included:

- Readers' Cup Challenge,
- Premier's Reading Challenge;
- Partnership with St John's College around retreat activities for year 5 students
- Leadership retreat with our year 6 cohort;
- Music ensemble groups including Strings, Guitar, Rock Band and Stand-up Band .
- Sporting and Cultural activities included:
- School camps for year 5 and 6 students;
- Friendship club as a strategy to support the social-emotional wellbeing of a number of students
- Interhouse competitions in Cross Country, Athletics and Swimming
- Participation in district sports as able.

How information and communication technologies are used to assist learning

The 1:1 program in Year 4-6 had maximum benefit during any disruptions to regular schooling periods, with the teaching and support staff utilising the 365 suite of tools to deliver alternate supported teaching. There was great opportunity for professional learning to enhance teacher skill. The continuance of these technologies to support learning and teaching has seen increased engagement from the students and developing independence in learning. Assistive Technologies such as speech to text have been used to enhance the learning experiences of students identified with particular learning needs. This continues as an ongoing practice.

Social climate

Overview

A strength of St Joseph's Primary is our sense of being a community. This is built and maintained in many and various ways to ensure staff, students and the wider community are engaged and supported in the life of the school. This is reflected in the 2020 BCE Listens survey data which is due to be reviewed in 2022. Our vision statement promotes COMMUNITY – LEARNERS – CONTRIBUTION as its banner and this reflects the climate the school promotes. Four Benedictine values set the tone of the school community and are highlighted, one each term, at assemblies and in student commendation awards as well as through various informal means of communication. These values are Hospitality, Stewardship, Justice and Peace and Community. They are proudly displayed in the community gathering space as a constant reminder of the important things for which we stand as a community. The school community prioritises five learning dispositions that we feel are necessary to successfully live and contribute to the wider community and global world. These are: risk taking, resilience, creativity, communication and reflective learning. Weekly student effort awards reflect these disposition as they are enacted in daily work

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	98.4%
School staff demonstrate the school's Catholic Christian values	95.3%
Teachers at this school have high expectations for my child	91.8%
Staff at this school care about my child	95.3%
I can talk to my child's teachers about my concerns	93.8%
Teachers at this school encourage me to take an active role in my child's education	82.8%
My child feels safe at this school	85.9%
The facilities at this school support my child's educational needs	92.2%
This school looks for ways to improve	92.7%
I am happy my child is at this school	95.3%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	93.2%
I enjoy learning at my school	88.5%
Teachers expect me to work to the best of my ability in all my learning	96.6%
Feedback from my teacher helps me learn	93.9%
Teachers at my school treat me fairly	88.5%
If I was unhappy about something at school I would talk to a school leader or teacher about it	75.0%
I feel safe at school	87.2%
I am happy to be at my school	89.2%

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	90.3%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	87.5%
This school looks for ways to improve	96.9%
I am recognised for my efforts at work	71.9%
In general students at this school respect staff members	84.4%
This school makes student protection everyone's responsibility	96.9%
I enjoy working at this school	93.8%

'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 school is integral to the local community. Parental involvement is valued and encouraged at St Joseph's, acknowledging both facts that parents are the first educators of their child/ren and that there are competing demands on our families in the complexity of today's society.

There are a number of ways parents may be involved in the life of the school including as an elected member of the school board, as part of the reformed Parent & Friends Executive (Hands on Hearts Committee developed in consultation with Catholic School Parents Queensland) and extended committees, tuckshop or library volunteers or helping out on class excursions. Such contributions are invaluable, adding richness to not only the life of the school but also strengthening the partnership that exist between school and family. It has been noted that in 2021 engagement with the community was restricted by the guidelines associated with COVID Safe practices, although we slowly were able to resume some whole school events.

COVID restrictions meant that parent involvement in regular school events such as assemblies and liturgies, parent teacher interviews and general parent information sessions were extremely limited. As this is a valued practice of our school, it was essential to develop other ways of communicating and keeping in touch. Videos of Assemblies, liturgies, award presentations and the like were posted to our digital newsletter each week. Tools such as Microsoft teams

A revised model for parent consultation and collaboration, has seen an increase in response to the identified student need. Parents are invited to attend meetings to discuss and develop Personalised Support Plans and the regular review and adjustment of these. This works in alignment with the revised form and function of the Student Support Team.

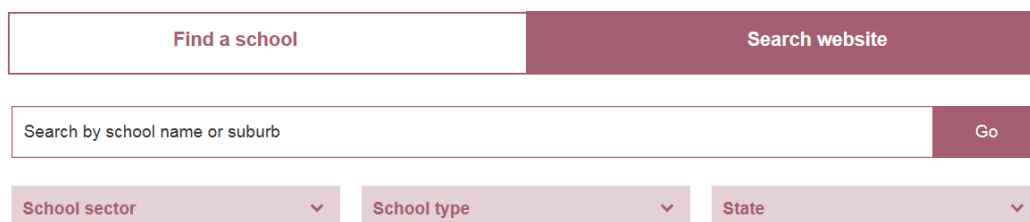
School funding

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	24	18
Full-time Equivalents	23.0	11.9

*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	6
Graduate diploma etc.**	5
Bachelor degree	13
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:

- Follow through on the Early Learning project with a focus on Years 1 and 2
- Embedding ICT with teachers identified as requiring additional support
- Embedding Catholic Perspectives through planning facilitated with EO:RE Liz Pashen
- Began work on the Formation modules (to be continued in 2022)
- Data Analysis facilitated by Ken Sawers
- A strong focus on deepening understanding of the instructional loop as it relates to our EIA and particularly in the context of writing
- Classroom feedback and observation focussed on the application of Learning Intentions and Success Criteria
- Collaborative Marking and Moderation of Writing tasks
- Understanding Indigenous Perspectives Twilight led by Georgie Kadel which then transferred to planning incorporating the General Capability of Aboriginal and Torres Strait Islander Histories and Cultures.
- Continued cycles of Goal Setting and review (Once per term)

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	94.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90.4% 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	91.4%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	91.2%

Average attendance rate per year level			
Prep attendance rate	93.2%	Year 4 attendance rate	91.2%
Year 1 attendance rate	91.4%	Year 5 attendance rate	89.1%
Year 2 attendance rate	91.7%	Year 6 attendance rate	91.5%
Year 3 attendance rate	91.9%		

*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

The School's Student Attendance Guideline promotes regular attendance at school so as to increase the opportunity for children to fully engage in the life of the school community and to optimise learning. Importantly the guidelines recognise the detrimental impact on learning that absence can have. To this end, the guidelines, published on the parent portal and school website, include the requirement for parents to complete a "Notification of a Planned Absence" form if their child is to be away for 3 or more days. This is not used in the cases of illness, accident or unforeseen circumstance.

Planned non-attendance for family holidays outside school break times remains a concern for this community. The school's position on attendance is promoted throughout the school through the BCE poster pack, as regular items in our school newsletter and as a specific point at parent orientation events. The guidelines extend to include the recording arrival and departure times outside normal school hours. Class rolls are marked twice daily; by 8:45 and again at 1:45. This year we continue to record late arrivals and early departures using the Alle system linked to the school data base. Periods of extended absence that are unexplained, are followed up by parent contact through email from the class teacher and then phone call from a leadership team member.

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 at 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.