



**St Joseph's School,
NUNDAH**

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 is a Catholic primary co-educational school, located in the northern suburb of Nundah in Brisbane, catering for students from Prep to Year 6. It is close to the Brisbane Airport and surrounding Catholic secondary colleges, with easy access to bus and rail transport. It is one of a community of 141 Catholic schools within Brisbane Catholic Education.

Our mission is to provide **high quality inclusive Catholic education** in the spirit of Mary MacKillop. Our staff forms a professional and dedicated team, committed to best practice and encouraged to be innovative and creative.

At St Joseph's we believe in **making learning visible** through our whole school approach to delivering excellent learning and teaching. The promotion of each student's progress and achievement is regarded as everyone's responsibility.

We have created **future-focused learning** spaces which support contemporary teaching and learning practices so that our students are prepared with the skills and capabilities to thrive in a rapidly changing and interconnected world. It connects our students and engages their sense of curiosity, helping them to make meaning of our world.

Our **contemporary learning** spaces are mobile, flexible, varied and connected provide students with choice in where and how they learn can be adapted to accommodate learning modes and technology support opportunities for students to learn independently, and in small and large groups support collaborative learning and teaching for students and teachers.

We offer a **broad-based curriculum** providing a range of opportunities and experiences that deliberately foster growth in students as lifelong learners. We foster strong parent partnerships in our endeavour to build a caring, supportive and friendly school community. St Joseph's offers the following distinctive curriculum and extracurricular offerings; Program Achieve - You Can Do It, a social-emotional learning curriculum (P-6), specialist teachers in visual arts, physical education and Italian, instrumental music, interschool sport and athletics, tennis, student leadership program, Year 5/6 outdoor education camp, active kids, chess and gardening clubs.

School progress towards its goals in 2021

Catholic Identity

- School community participation in Catholic Dialogue School Project and subsequent report analysis finds school in a position of strength.
- Teachers successfully engage in professional learning to embed school charism and curriculum planning (Catholic Perspectives).

- Prep – Year 6 teachers' successful participation in interschool Early Years and Middle School RE Learning Hubs.
- Commenced the review of the schools RE Scope and Sequence to be completed in 2022.
- Installation of Art Project for the Year of St Joseph.

Learning and Teaching

- Successful refinement of 'St Joseph's Ways of Working' whole school curriculum plan.
- Appointment of Literacy Coach to work collaboratively with teachers to maximize student learning outcomes in English.
- Refined Guided Reading strategy to included Learning Enhancement Teachers and Literacy Coach.
- Successful participation of Year 5-6 teachers in the Write Up! Primary Project.

Diversity and Inclusion

- Friendology program staff professional learning led by GC.
- Commencement of school's Reconciliation Action Plan to be completed in 2022.
- Refinement of school's Child and Youth Risk Management Strategy.
- Parent Forum based on Social/Emotional Learning well support by community.

Future outlook

Our 2021 Annual School Plan has outlined an improvement agenda in the following areas:

Catholic Identity

To broaden the scope of dialogue as we continue to celebrate our Catholic story by:

- reviewing the school RE Scope and Sequence from a multiage perspective, identifying assessment opportunities to cater for diverse learners
- establishing a Catholic identity Team to respond to the ECSI Survey report

Learning and Teaching

To embed a consistence approach to the teaching of writing by:

- building teacher knowledge and understanding of the literacy demands of learning areas and use these to inform teaching and learning
- engaging teachers in the composing process and implement Learning Sprints
- collaborative analysis of writing samples from Prep – Year 6

Diversity and Inclusion

To ensure the continuity of a collaborative culture within and across teams by:

- participating in the DISC profile to develop a greater understanding of self and my impact on others
- using the 4Cs model within and across teaching teams with Lesson Studies and Learning Sprints

Data & Targets

The tables below display the NAPLAN results and % of students in the upper 2 bands from 2016 to 2021. Targets for 2022 NAPLAN results are also included.

Measure	Year	2016	2017	2018	2019	2021	2022
NAPLAN % of students in upper 2 bands	Year 3	47.6% (409.17)	50% (420.88)	59.4% (430.07)	54.5% (417.32)	87.5% (482.31)	60%
	Year 5	0% (466.73)	14.8% (482.19)	5.9% (455.65)	22.2% (500.89)	5.9% (468.73)	60%

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 167	84	83	1

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

Our inclusive school community promotes a positive and welcoming atmosphere for our students. The majority of students come from families within our local Parish suburbs of Nundah, Wavell Heights, Virginia, Northgate & Clayfield. We have a culturally diverse group of students with 20% from an English as an Additional Language or Dialect (EAL/D) background.

The majority of families at the school are from Catholic or Christian backgrounds. We also welcome families from other faith traditions who value and appreciate our school values and sense of community.

Students transition to a range of secondary schools after Year 6 – Mary MacKillop College, St Rita's, All Hallows, St Patrick's Shorncliffe, Nudgee College, Padua College and local State High schools. Our school has a significant percentage of male students staying in Year 5 & 6 to experience our excellent Middle School which provides a strong foundation for students entering secondary school.

Curriculum implementation

Curriculum overview

At St Joseph's our school programs are based on the Australian Curriculum in the key learning areas of English, Mathematics, Science, HASS, Health and Physical Education, Technology, LOTE (Italian) and The Arts. Religious Education is provided to all students as part of our school's religious identity and the curriculum.

The General Capabilities of the Australian Curriculum are integrated into our school's *Vision for Learning* which informs learning and teaching at St Joseph's:

- Literacy
- Numeracy
- ICT Capability
- Critical and Creative Thinking
- Personal & Social Capability
- Ethical Understanding
- Intercultural Understanding.

Students engage in the following distinctive curriculum offerings:

- Play-based learning in Prep
- Multi-age learning from Years 1 - 6
- Middle Schooling for Years 5 & 6
- Student Leadership Program

- Social-Emotional Learning - Program Achieve - You Can Do It!
- Digital Technologies
- STEAM Inquiry learning
- Literacy & Numeracy Improvement Interventions
- Specialist teachers in Visual Arts, Physical Education, Italian
- Outdoor Education Program (Years 5 & 6 Camp)
- Perceptual Motor Program (Years P-1)
- LOTE – Italian for Prep, Year 3-6 students.

Extra-curricular activities

- Instrumental Music Program – Piano, Guitar & Singing
- Art Extension
- Chess Club
- Inter-school Sport - Netball, Tag League, Swimming, Cross Country and Athletics
- Tennis
- Library Monitoring – a voluntary activity for students in Years 4 - 6
- Staff run Lunch Time Clubs including Robotics, Gardening, Knitting, Skipping, Yoga, Boardgames.

How information and communication technologies are used to assist learning

ICLT is embedded in the class curriculum across each year level from Prep - Year 6. The use of wireless technology enables students to have easy access to a range of digital tools. Our students design, present, publish, investigate, collaborate and network with Web 2.0 tools. Interactive technologies such as digital projectors, interactive whiteboards and touchscreens support collaborative and explorative student learning. Students from Years 1-6 have access to their own iPad through the school's 1:1 iPad program. These digital technologies provide all students with practical opportunities to be innovative developers of digital solutions and knowledge.

Our School Portal provides online access to workspaces for staff and students. We strongly believe in teaching Digital Citizenship skills to help our students engage positively and safely in an online world and be responsible in the use of technologies.

Social climate

Overview

The welcoming, inclusive and nurturing nature of St Joseph's School is a definitive feature of our community. Our commitment to such a social climate is reflected in our Vision & Mission Statement, Vision for Learning and School Wellbeing Framework.

The following social and pastoral programs are in operation: - Making Jesus Real, Pastoral Care Program, Class Covenants, School Behaviour Support Plan, Buddy Program, Student Protection, Guidance Counselling. The smaller size of our school enables our students to develop confidence as learners while being supported by the positive partnerships which develop between the school and the home.

Our class groupings and collaborative teaching practices support greater differentiation of learning for our students. Students are encouraged to develop a growth mindset which sets them up for success in their learning. All students in Year 6 engage in a comprehensive leadership program which develops their organizational, communication and social skills. Bullying is not tolerated within our school and steps are taken to ensure bullying behaviour is dealt with appropriately in a swift and decisive manner as articulated in our Behaviour Support Plan.

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	98.2%
Teachers at this school have high expectations for my child	90.4%
Staff at this school care about my child	96.4%
I can talk to my child's teachers about my concerns	98.2%
Teachers at this school encourage me to take an active role in my child's education	94.5%
My child feels safe at this school	98.2%
The facilities at this school support my child's educational needs	90.9%
This school looks for ways to improve	92.2%
I am happy my child is at this school	94.5%

BCE Listens Survey - Student satisfaction

Performance measure	2020
Percentage of students who agree [#] that:	
My school helps me develop my relationship with God	93.8%
I enjoy learning at my school	98.5%
Teachers expect me to work to the best of my ability in all my learning	100.0%
Feedback from my teacher helps me learn	95.5%
Teachers at my school treat me fairly	91.0%
If I was unhappy about something at school I would talk to a school leader or teacher about it	82.1%
I feel safe at school	86.6%
I am happy to be at my school	95.5%

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	90.9%
School staff demonstrate this school's Catholic Christian values	100.0%
This school acts on staff feedback	90.5%
This school looks for ways to improve	100.0%
I am recognised for my efforts at work	81.8%
In general students at this school respect staff members	95.5%
This school makes student protection everyone's responsibility	100.0%
I enjoy working at this school	100.0%

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Family and community engagement

Our Learning Support Team (consisting of Support Teacher: Inclusive Education (STIE), Guidance Counsellor (GC), Principal and Assistant Principal) meet fortnightly to review student data, student referrals from teachers and track student progress. The STIE and GC support teachers in making appropriate educational adjustments which enable all students to access the curriculum, and these adjustments are recorded in a student's Learning Matrix. The parents engage with the Learning Matrix during Parent/Teacher meetings.

Parent participation in the educational life of their children is important and valued at St Joseph's. Strong and significant partnerships are sought between staff and parents/carers to support student wellbeing and learning progress.

Regular communication of student learning is provided to parents. Parents are involved in their children's education through the following avenues:

- Parent Forums
- Parent information sessions and parent/teacher conferences
- Support in classrooms, assistance on excursions and at sporting events
- Tuckshop, Library, excursion, sport days and social events volunteers
- School Assemblies, Prayer Assemblies, Liturgies, Whole School & Class Celebrations
- Class Blogs via the Parental Portal.

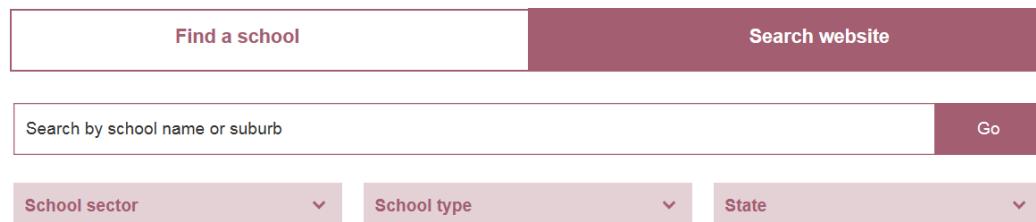
School funding

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.



The image shows a screenshot of the 'My School' website's search interface. At the top, there are two buttons: 'Find a school' (in white text on a dark background) and 'Search website' (in white text on a dark background). Below these is a search bar with the placeholder text 'Search by school name or suburb'. To the right of the search bar is a 'Go' button. Below the search bar are three dropdown menus: 'School sector', 'School type', and 'State', each with a small downward arrow indicating they are dropdown menus.

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



The image shows a screenshot of a button labeled 'View School Profile' in white text on a dark background.

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



The image shows a screenshot of a navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted in white text on a dark background), 'VET in schools', 'Senior secondary', and 'Schools map'.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	16	8
Full-time Equivalents	12.5	4.6

*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	3
Graduate diploma etc.**	4
Bachelor degree	9
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 are as follows:

- School Charism and RE Planning
- Guided Reading and Targeted Maths strategies
- Assessment Capable Learners
- Social/Emotional Learning.

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	97.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	95.0%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	98.3%

Average attendance rate per year level			
Prep attendance rate	95.0%	Year 4 attendance rate	96.0%
Year 1 attendance rate	95.6%	Year 5 attendance rate	94.8%
Year 2 attendance rate	93.9%	Year 6 attendance rate	94.3%
Year 3 attendance rate	95.6%		

*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

In the event of a student being absent from school notification can be made through BCE Connect School App, a written explanation or telephone call to the school office stating the nature of the absence is required from parents. Information is recorded in the Student Information Management system. Teachers mark daily attendance in morning and afternoon using the electronic roll marking facility on School Portal. Late arrivals and students leaving early must be signed in or out at the office by the parent/caregiver.

Repeated or extended, unexplained absences are noted and reported to the school office and followed up by Administration. Parents receive an SMS text message of any unexplained student absence.

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

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.