



**St Joseph's School,
BARDON**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



**Brisbane
Catholic
Education**

teaching • challenging • transforming

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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 is a Catholic co-educational primary school, catering for students from Prep to Year 6. The Missionary Franciscan Sisters founded St Joseph's in 1938. The school and its community are part of the Jubilee Parish and is located 8 kms from the CBD in the leafy suburb of Bardon. Our Vision is "As a Christ centred learning community, inspired by the Franciscan values of humility, care and respect, St Joseph's strives for equity and excellence in education". Our mission is to develop lifelong learners by providing a future-focused education based on Gospel values. As a community of parents, students, and staff, we will do this through celebrating our Catholic tradition, respecting, and caring for each other, promoting effective partnerships, building a safe, welcoming, and educationally rich environment, providing the opportunities for each person to achieve success in learning and developing the individual's creative abilities. We offer specialist digital technology, music, physical education, art, library, and Chinese from Prep – Year 6. A school and private instrumental music program is offered including piano, violin, percussion, woodwind, and brass. Beyond the classroom students can enjoy junior and senior choir, swimming lessons, tennis lessons, and various competitive and non-competitive sports. Leadership opportunities exist for upper primary students including our Buddy Program and representing the school at public events. Students from Year 3 – Year 6 can be a representative on the Student Council. We offer school camp in Years 4, 5 and 6. A Kilometre Club, run by our Parents and Friends Association, St Joseph's Netball Club and Outside School Hours Care.

School progress towards its goals in 2021

St Joseph's inclusive community values authentic Parent engagement and embraces diversity. Each student is a unique individual valued for his or her identity, gifts, and talents. Together as a team, we have one goal, joy-filled learning, where our students strive to achieve high expectations in a safe, happy environment fostering humility, care, and respect.

We are committed to improving student performance academically, culturally, spiritually, physically, and socially. We recognise we educate the leaders of our tomorrow. We stimulate curiosity, creativity, innovation, imagination, investigation, problem solving, making connections, collaboration, and self-reflection. We build positive parent partnerships as we journey together in the excitement of learning. Learning is our work. Students thrive as they are challenged, supported, and encouraged to be more.



2021 Annual Strategic Plan

Priorities		
<p style="text-align: center; color: white;">Catholic Identity</p> <p>Goal: To develop a comprehensive formation plan for staff, student and parents that provides experiences to deepen the understanding of Catholic traditions, guide the development of personal faith, support social justice and ministry programs, and shape the habits of mind and heart of the community. To educate parent stakeholders on St Joseph's implementation and embedding of a Catholic Perspective on Relationships and Sexuality Education as part of the teaching and learning process.</p>	<p style="text-align: center; color: white;">Learning and Teaching</p> <p>Goal: To expand the school data plan to strategically capture student and whole of school performance data inclusive of academic, attendance, behavioural and wellbeing data. To develop teacher confidence in critical analysis of data to inform responsive teaching. To build teacher capacity and collaboration to plan learning opportunities that meet the needs of each individual learner, so they are engaged, challenged and grow.</p>	<p style="text-align: center; color: white;">Wellbeing</p> <p>Goal: To embrace and implement a common language and understanding of the Personal and Social General Capability to create safe environments to nurture all aspects of wellbeing.</p>
<p style="text-align: center; color: white;">Our People</p> <p>Goal: To invest in the professional and technical development of staff. To further enhance capability of all teachers as leaders of learning to utilise collaborative capacity building strategies such as the 4C's – Co-plan, Co-teach, Co-debrief, and Co-reflect, and other identified non-negotiables, to build on existing ways of working and foster individual and collective accountability for improving students' wellbeing and learning across all key learning areas.</p>	<p style="text-align: center; color: white;">Diversity and Inclusion</p> <p>Goal: To develop and implement the Reconciliation Action Plan to build meaningful relationships, respect, and opportunities with Aboriginal and Torres Strait Islanders peoples. To establish and embed a shared understanding and practice of differentiation to meet the needs of diverse learners, inclusive of high potential students.</p>	<p style="text-align: center; color: white;">Organisational Efficiency</p> <p>Goal: To capitalise on recent enrolment growth to position the school within the local community as a school of choice. To build on current practices to further develop a comprehensive plan to enhance sustainability and growth of enrolments.</p>

Goal	Progress
Catholic Identity	Formation Plan for Staff, Student and Parents in Draft form for consultation. Education of the implementation and embedding of a Catholic Perspective through various communication channels i.e. newsletter, class news, assemblies etc.
Learning & Teaching	Extension and refinement of School Data Plan. Compliance Audit of Curriculum Plan and Program. Teacher feedback on success of 4C model.
Wellbeing	Successful delivery of whole school Personal & Social General Capability Program.
Our People	Teacher feedback on successful completion of their professional learning goals. Teacher feedback on success of 4C model.
Diversity & Inclusion	Draft Reconciliation Action Plan. Professional learning on differentiation. Leadership team and coach teachers modelling differentiation.
Organisational Efficiency	Strong enrolments.

Future outlook: The explicit improvement agenda for 2022:

Principal name: Fran Burke

Date of development: 18/02/2022

Date for review: Nov 2022

The purpose of this document is to outline the plan by which the school's explicit improvement agenda is addressed.

Explicit improvement agenda: A compelling case and a vision for the future	
Focus What specific change are we focusing our energies on? What needs to change?	Our focus is to – <ul style="list-style-type: none"> To build teacher capacity in teaching English using an evidence based research approach
Evidence-based rationale Why has this focus been identified? What is the current landscape? What data and evidence support the identification of this focus? What are the defined improvement targets and timelines?	<ul style="list-style-type: none"> Data Driven Context to Text Model & BCE Model of Pedagogy but still gaps Writing Analysis data indicates spelling as an area for improvement Teacher feedback identifying a need for this EIA 2022 – EIA needs to change teacher practice with pedagogy delivery so time for this improvement to required
Vision What are the intended outcomes? What will change as a result of this plan? What is our vision for the future?	<ul style="list-style-type: none"> Develop a common understanding and language of teaching English at St Joseph's Improved student outcomes Build a professional understanding of the Science of Reading and how to teach reading and spelling explicitly Implement a spelling scope and sequence
Measurables and Monitoring How will intended outcomes and impact be monitored, measured or observed over time?	<ul style="list-style-type: none"> Writing Analysis data each term Pat Spelling Term 1 (2-6 students + identified P-1 students) Monitoring tool trends Teacher to teacher dialogue and feedback
Communication How will the explicit focus and intended outcomes and impact be communicated to staff, parents, students, and other community stakeholders?	<ul style="list-style-type: none"> Newsletter / Class Correspondence / P&F Meetings Professional Learning / Staff Meetings Online PD

Plan for action						
Action	Impact	Responsibilities	Steps	Timeline	Resources	Monitoring
What needs to be done to achieve the intended outcomes? Frame this action around what needs to change.	What is the intended outcome of this action?	Who is responsible for leading this action? Who will need to be involved?	What steps are involved in this action?	What milestones and defined improvement targets are anticipated? Is a phased approach needed for change to occur? If so, what are the phases?	What support, structures, or other resources are needed to enable these actions and steps?	How will we evaluate the outcomes of our actions? How will we monitor change to know we are on track to success?
Develop a whole school approach to the teaching of reading and spelling <i>How do we explicitly teach and assess spelling?</i>	To develop confident and competent readers and writers.	1. PLL / ST:IE 2. Leadership Team 3. PLL / ST:IE / LET 4. PLL 5. PLL / ST:IE	1. Review current beliefs and practices – where are we currently at 2. Outline the why of where we are and where we are going 3. Professional Learning for staff on the Science of Reading 4. Appropriate resourcing 5. Coaching and mentoring 6. Modelling lessons 7. Professional planning in teams with support from leadership 8. Common understanding and language of intervention 9. Introduce standardised testing from 2 to 6 to further inform 10. Develop a whole school scope and sequence for the teaching of spelling	2022	<ul style="list-style-type: none"> Mini-Lit SOLAR (La Trobe University Short Course) Decodables WTW PAT-R Spelling Heggerty Phonemic Awareness Sounds write Reading to Learn 	The Data Story of individual students of time. Review and Response Process.

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	407	236	171	2

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

Characteristics of the student body

St Joseph's Bardon is situated in a catchment area where majority of our students come from middle to high socio-economic, English-speaking families. The religious background of our students is mostly Catholic and families from other Christian denominations. Some of our students have previously lived or travelled overseas. At St Joseph's in 2021, we had 17 classes across Prep to Year 6.

Curriculum implementation

Curriculum overview

St Joseph's is committed to delivering excellence in learning and teaching. We are an extremely well-resourced school in both physical and human capital. Our staff are committed to our Brisbane Catholic Education Mission to **Teach, Challenge** and **Transform**. We inspire our students with a love of learning and a heart of hope as they are empowered to shape and enrich our world.

Our aspiration is to grow engagement, progress, achievement, and well-being for every student by:

- advancing student progress and achievement
- accelerating literacy and numeracy learning
- innovating for excellence
- achieving maximum learning potential

We are committed to our Strong Catholic Identity as we aspire to strengthen our capacity to lead, engage and teach with a re-contextualized Catholic worldview. We sustain our Catholic identity through the delivery of our Religious Curriculum and through example of our Religious Life of our School as we grow holistic and inclusively the faith formation of our students, staff, and parents.

We are committed to improving student performance academically, culturally, spiritually, physically, and socially. We recognize we educate the leaders of our tomorrow. We stimulate curiosity, creativity, innovation, imagination, investigation, problem solving, making connections, collaboration, and self-reflection. We build positive parent partnerships as we journey together in the excitement of learning.

Teachers differentiate the curriculum as they know their learners and offer individual support and personalised learning to facilitate the next stages of the progression. Teachers prioritise the General Capability: Personal and Social Capability, as we understand and acknowledge that students need to feel safe and happy in their classroom environment to maximum learning potential. Our teachers are committed to developing positive relationships with all their learners, instilling in students that sense of security, wellbeing, inclusion, and comfort. Teachers develop Class Covenants to articulate the clear expectations and guidelines for inclusion in the classroom.

At St Joseph's we identify our high-end learners and tailor the curriculum to engage, challenge and extend these students well above the curriculum level. Partnerships with external agencies like

University of Queensland and Griffith University to support STEM opportunities. Coding is a language taught in our school. Our teachers incorporate the Model of Pedagogy and Inquiry learning which brings together the principles and practices of learning and teaching that lead to success for all learners.

Our teachers are committed to plan across and within year levels incorporating a team approach, working in positive, collaborative partnership with parents. Teachers are supported and mentored in their profession with the partnership of our Primary Leader of Learning, our Support Teacher Inclusive Education, our Teacher/Librarian, our Guidance Counsellor, our Assistant to the Principal Religious Education, our Principal and, at times, external stakeholders from Brisbane Catholic Education or from the wider community.

The school's curriculum is planned directly from:

- The Australian Curriculum www.acara.edu.au
- Archdiocese of Brisbane Religion Curriculum www.bne.catholic.edu.au



The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of Achievement Standards. Assessment for, of and as learning, occurs throughout the year, both informally and formally, with reference to these Achievement Standards. Our Dispositions for Learning, under our STAR behavior of Actively Learn, encourages our students to take ownership of their learning, demonstrating how to persist, reflect, take risks, collaborate, and connect their efforts.

Extra-curricular activities

At St Joseph's your child will thrive, be challenged, supported, and encouraged to be more. As well as class teacher, our students work with several specialist teachers: Health and Physical Education, Chinese Language and Culture, The Arts: 3-week cycle: Visual Arts, Dance and Drama and The Arts: Music (40-minute lessons per week of each specialized area from Prep to Year 6). All students have a weekly 40-minute lesson with our Teacher/Librarian on Literature studies, Information Technology, to be Cybersafe and being a positive Digital Citizenship. Our ICT Education Officer works in partnership with class teachers to embed coding as a language engaging the Technology Curriculum. Our STEM Education Officer works across our Prep to Year 6 classes to teach Coding as a Language, Robotics and STEM inquiry projects.

Our school offers outstanding facilities, high quality educators and an extensive extra-curricular plethora of opportunities:

- Before and After School Sporting Opportunities: Go Sports, Rookies2Reds, AFL, Tennis lessons, Martial Arts, Basketball, Art, and Athletics.
- Sporting Schools Grants opportunities & external sports development officers working in partnership with St Joseph's and our Health and Physical Education Specialist Teacher.
- Swimming lessons, Swimming Carnivals and Fun Day
- Gala Sports: Interschool competitions, QC Netball Cup, Zone Carnivals, and opportunities to represent at District and Regional Carnivals
- Clubs such as: Netball, KM Club and Chess
- Robotics: Curriculum-based and extra-curricular club
- Partnership with Griffith University: STEM project in Middle Years.
- Tournament of the Minds, STEM initiatives, Brain raiders, Readers Cup, Debating, and other initiatives
- Dance Troupe, Hip Hop classes, external Physical Culture classes, external Speech and Drama Lessons
- Instrumental lessons: Piano, Violin, Strings, Percussion, Woodwind and Brass. Instrumental Music Program in Year 4
- Choirs: Junior and Senior. Bands: Junior and Senior. Strings Ensembles: Junior and Senior.

- Whole School Arts Showcase Performances
- Celebration of Learning Events: Under 8 Day, Languages Culture Day, Book week Events, Simultaneous Story Time, Readathon
- Student Leadership opportunities: we are committed to promoting and strengthening Student Voice: Student Council, Buddies Program, Committee Service Groups
- Educational School Camps



How information and communication technologies are used to assist learning

At St Joseph's we ensure that all students benefit from learning about and working with traditional, contemporary, and emerging technologies that share the world in which we live. Our teachers' pedagogical approach fosters a clear relationship between Digital Technologies and the ICT General Capability. Our pedagogical approach engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. Learning provides students with opportunities to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

As a school we are extremely well resourced with physical technologies: state of the art data projects in every classroom, one-to-one devices in Years 2 to 6, one-to-two in all other year levels and phonak sound systems in every classroom. We have significant amounts of STEM resources such as virtual reality goggles, 3D printer, drones, Little Bits, green screen, Lego WeDo Kits, Osmos, Splat, Ozobots, CoSpaces, Codey Rocky Robots to name a few. Students investigate, design, plan, manage, create, produce, and evaluate technologies solutions. Our ICT and STEM Education Officers work in partnership with class teachers to embed coding as a language engaging the Technology Curriculum. All students have a weekly lesson with our Teacher/Librarian on Information Technology, to be Cybersafe and being a positive Digital Citizenship.

Social climate

Overview

St Joseph's is located within inner city Brisbane with beautiful grounds which include refurbished classrooms, sustainable gardens, cricket nets, multipurpose courts, large school oval, playgrounds, large school hall, sandpit, nature play area, student wellbeing center, spacious contemporary library, and outdoor contemporary learning spaces. Our classrooms are fully air-conditioned, modern with contemporary furniture. Our school motto is based on the Franciscan values of Humility, Care and Respect. We value safety and promote the well-being of each student.

Paramount to our school is building and fostering school spirit through a welcoming, inclusive community. We are proactive in our approach and use Restorative Justice Practices. This is evident in our school policies, programs, and documentation. We staff a Guidance Counsellor, Primary Learning Leader, Teacher Librarian and Support Teacher Inclusive Education as part of our Teaching and Learning Team.

Our senior students are buddied with our junior students to foster our social climate. We have a student council that ensures student voice is heard and active in our school. Our parents are very involved in the life of our school through the numerous Parents and Friends Association initiatives: Care and Concern Group, New Family to Existing Family Buddy System, Class Parent Representatives, KM Club, Readathon, Commemorative Tea Towles, Parents and Friends Social Events i.e. Welcome Disco, Tea

and Tissues morning tea on the first day, Joey's Long Lunch, Mother's Day and Father's Day Stall, Colour Fun Run. Contemporary technology tools are throughout the school. The school is extremely well resourced.

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	100.0%
School staff demonstrate the school's Catholic Christian values	97.6%
Teachers at this school have high expectations for my child	89.2%
Staff at this school care about my child	96.4%
I can talk to my child's teachers about my concerns	94.0%
Teachers at this school encourage me to take an active role in my child's education	95.2%
My child feels safe at this school	95.2%
The facilities at this school support my child's educational needs	92.8%
This school looks for ways to improve	93.8%
I am happy my child is at this school	94.0%

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2020
My school helps me develop my relationship with God	88.3%
I enjoy learning at my school	96.5%
Teachers expect me to work to the best of my ability in all my learning	98.3%
Feedback from my teacher helps me learn	94.8%
Teachers at my school treat me fairly	91.3%
If I was unhappy about something at school I would talk to a school leader or teacher about it	79.1%
I feel safe at school	89.6%
I am happy to be at my school	92.1%

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	94.6%
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	97.3%
In general students at this school respect staff members	91.9%
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 understand that parents are the first educators of their children. Their positive partnership and engagement are widely nurtured in our school. Our Parents and Friends Association are a genuine presence in our school where they initiate both social and fundraising school events. This extends to a Parent Care and Concern group who support the wellbeing of families in need. Our school Tuckshop operates on a parent volunteer basis which creates a positive parental engagement that benefits both those volunteering and the students. School events warmly welcome and encourage parental involvement and attendance i.e. school carnivals, extra-curricular activities, excursions, incursions and St Joseph's Netball club and KM club. Nurturing the faith element in our school is partnered by parent's attendance and participation in religious events such as whole school Mass, assembly prayer, class prayer, sacramental program, and community prayer. The classroom environment is inclusive of parents and is enriched by their partnership in authentically engaging in their child's learning journey.

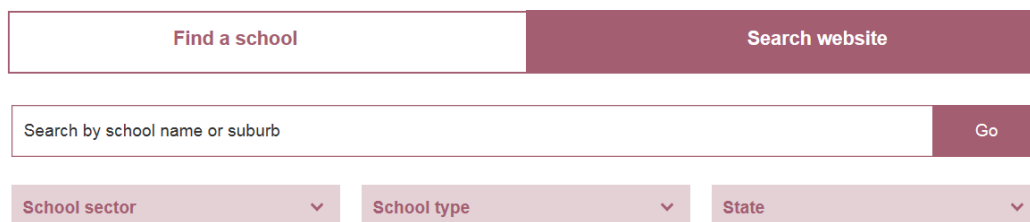
School funding

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.



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	32	14
Full-time Equivalents	26.1	8.1

*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	10
Graduate diploma etc.**	1
Bachelor degree	20
Diploma	1
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 \$180,000.00

The major professional development initiatives in 2021 were as follows:

Implementing Brisbane Catholic Education Excellence in Learning & Teaching initiatives in improving Literacy and Numeracy outcomes for every student. Professional development based on 4-C pedagogical approach (co-planning, co-teaching, co-debriefing, co-reflecting). Early Years professional development on learning through play and the Context Text Model of teaching English. Pedagogical approach to inquiry-based learning to build critical, confident learners across all year levels. STEM initiatives and Middle Years philosophies in deepening teachers' competency, understandings and knowledge using contemporary technologies. Continuing to embed High Yield Strategies: Learning Walks and Talks, Review and Response meetings, Data Wall professional conversations. Teachers continue to implement effective and expected practices and learning progressions. Grattan University research around student engagement has been a high priority area for our staff to know thy impact and differentiate the curriculum and learning environment to improve student engagement. Our approach to professional development is learning together with a growth mindset in coaching conversations to change practice consciously in moving learning and student success forward.

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	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% 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	94.6%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	98.0%

Average attendance rate per year level			
Prep attendance rate	94.7%	Year 4 attendance rate	94.9%
Year 1 attendance rate	95.1%	Year 5 attendance rate	95.5%
Year 2 attendance rate	92.9%	Year 6 attendance rate	95.3%
Year 3 attendance rate	94.9%		

*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

It is important for our school to investigate patterns and underlying causes of non-attendance so that appropriate strategies can be implemented. Our school and teachers are legally required to monitor and record attendance on a daily basis: absent or present in class, on excursion or at a school-based activity. The roll is marked at 9am and 2pm daily. A 'Daily Attendance Check' report is run in eMinerva each morning after the 9am rolls are marked. This report is checked against the absentee list. An SMS is then sent to parents to follow up any unexplained absence. Legal guardians have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled and attends school. We work in partnership with our parents to promote and monitor student attendance and we follow up unexplained and prolonged absences. We utilise an on-line data monitoring system, electronic roll marking and electronic late arrivals, early departures data system.

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.

A screenshot of the search bar on the My School website. It features a search input field on the left with 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 search bar.

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.

A screenshot of the navigation menu for a school profile on the My School website. The menu is a horizontal bar with several items: "School profile", "NAPLAN" (which is highlighted with a dropdown arrow), "Attendance", "Finances", "VET in schools", "Senior secondary", and "Schools map".

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.