St Joseph's Primary School

St Joseph's is a Catholic primary school in the Corinda-Graceville Parish. We endeavour to provide an authentic Catholic education so that our children grow into responsible Christian adults with a love and respect for themselves, for others and for God.

This report provides an overview of our 2015 school year, in accordance with the state government reporting requirements. 2015 was a successful year at the school maintaining current enrollment levels. As part of Brisbane Catholic Education’s Delivering Excellence in Learning and Teaching (DELT) initiative, there was a concentrated focus on classroom practice and literacy learning.

We work in partnership with our parents, with our Parish and with the community. We are fortunate to be situated in an area with a community that is connected and supportive of each other. Parents play a vital role in the education of their children and can often be seen in classrooms and attending significant events.

Children, staff and parents work collaboratively to live our mission - "Act Justly, Love Tenderly and Walk Humbly With Our God"
Characteristics of the student body

Coeducational school for children from Prep to Yr 6
- 452 students spread across 18 class groupings
- approx 69 students with a language background other than English
- student population is primarily from the Corinda-Oxley area, with others drawn from surrounding suburbs such as Sherwood, Seventeen Mile Rocks, Darra, Durack, Forest Lake and Sinnamon Park.
- St Joseph's students progress to secondary schools such as Brigidine College, St Laurence's College, Corinda State High and St Peter's College

Our distinctive curriculum offerings

The school uses the Brisbane Catholic Education Teaching and Learning Framework along with the Australian Curriculum guidelines. All Key learning Areas are included in the Curriculum P – 10 along with Religious Education.

Distinctive Curriculum Offerings
In addition to the mandated Key Learning areas, St Joseph's offers a range of distinctive curriculum offerings to engage students in a range of learning opportunities.

Specialist Teachers provide and enhance learning programmes:
• Inclusive Education
• Information Literacy
• Information Communication & Learning Technology
• Design Thinking processes
• Learning Enrichment processes such as: differentiation in class and assessment activities, Code Club and other external competitions
• Visible Learning strategies
• English as a Second Language
• Language Other than English (Japanese)
• Music
• Physical Education
Extra curricula activities

Instrumental Music – Piano, Band, Guitar
- Tennis
- Netball
- AFL
- Soccer
- University of Queensland Sports Clinics
- Dance Lessons
- Readers Cup
- Catholic Schools Sport
- Future Problem Solvers interschool competition
- Code Club

How Information and Communication Technologies are used to assist learning

In every learning space at St Joseph's there is digital projection or interactive board systems to assist the embedding of ICLT's into the curriculum. Throughout their engagement with the curriculum children have access to a variety of devices including laptops, iPads and iPods. Teachers are incorporating more online technologies into their teaching and homework tasks. St Joseph’s is beginning to incorporate an online Learning Management System (LIFE) into classroom use and also provide home access for students. The BCE Student Portal and student MySite accounts are also being implemented.

Social climate inclusive of pastoral care and our response to bullying

The families of St Joseph come from a range of socio-economic and cultural backgrounds. Our school community values the uniqueness and richness that this brings to our community. In keeping with the Mission Statement, St Joseph’s provides opportunities for students to interact pastorally and socially as well as in the context of their curriculum work:

• Positive Behaviours 4 Learning program and review of School Behaviour Plan
• Family Groups
• Student Leadership
• Social Skills Program
• Student Led Assemblies
• Sporting Groups/ Houses

St Joseph’s operates under our "Prevention of Bullying Behaviour" policy which has been endorsed by the School Board.
Parent, student and teacher satisfaction with the school

In our last School External Review and Compliance processes Parents expressed satisfaction with:
- Liturgy
- Enhancement of built environment and grounds through master planning
- Curriculum offerings
- Students individual needs (at all levels) being addressed
- Students achievements in National Testing
- Students feeling of safety and of being well cared for.

St Joseph’s school is held in high regard within the community of schools in this area of Brisbane. Demand to enrol in the school is beyond the places available.

Parent involvement in their child’s education

Parents are strongly encouraged to become involved in their child’s education through a variety of activities.
- Parent/Teacher meeting at the beginning and mid year
- Individual parent/teacher appointment times
- Parents and specialists to plan ILP’s
- Supporting children in their reading and comprehension in the lower grades
- Parents and Friends Association and School Board
- Assisting in the tuckshop, fetes, working bees
- Assisting in the stall for Mother’s, and Father’s Day
- Assisting on excursions and special classroom activities
- Attending Student Assemblies and Prayer Assemblies

Staff Profile

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>25.5</td>
<td>6.98</td>
</tr>
</tbody>
</table>

Aboriginal and Torres Strait Islanders

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of Teaching Staff (teaching staff includes school leaders)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>5</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>16</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>5</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $87083.

The major professional development initiatives were as follows:
- Individual staff attending Professional development as identified in their professional learning plans, covering areas such as teaching of History, Geography, the Arts, cross curriculum priorities and establishing creative learning environments.
- Positive Behaviours 4 Learning - 3 staff attended focus days throughout the year to assist with changes from SWPBS structure.
- 3 staff attended EduTech conference
- Various PD opportunities provided all staff to support participation in Literacy Collaborative (DELT strategy)
- Various PD twilights devoted to maths and numeracy
- Curriculum planning days.

School Income by Funding Source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

To access our school income details, click on the My School link above. You will then be taken to the My School website with the following:
- ‘Find a school’ text box.
- Type in the name of the school you wish to view, and select <GO>.
- Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page.

Average staff attendance rate

The staff attendance rate was 98.33% in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 93.02% of staff were retained by the school for the 2015 year.

Key Student Outcomes

| Whole School Attendance Rate | 96.00% |
| Prep Attendance Rate         | 96.00% |
| Year 1 Attendance Rate       | 96.00% |
| Year 2 Attendance Rate       | 96.00% |
| Year 3 Attendance Rate       | 96.00% |
| Year 4 Attendance Rate       | 96.00% |
| Year 5 Attendance Rate       | 96.00% |
| Year 6 Attendance Rate       | 95.00% |
Policy and practice to manage student attendance
- use BCE eMinerva software package to track and report student attendance
- absentee line available for parent notifications
- parents of children arriving late or exiting school early are required to use an electronic check-in system
- follow relevant guidelines in extreme cases
- attendance reported to parents as part of school reporting procedures
- prior notification required for planned absences e.g. holidays

Student Achievement – NAPLAN for Years 3, 5, 7

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the relevant years are available via the My School website at http://www.myschool.edu.au/.

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St Joseph’s Primary

School Renewal Goals

2015
### Priority 1: Mission and Religious Education

<table>
<thead>
<tr>
<th>Goals</th>
<th>2015 Strategies</th>
<th>Leadership</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE curriculum to be further enhanced by integration of supporting documents and practices.</td>
<td>BCE RE online Learning Bytes and teacher resources to be examined and applied where relevant – eg Meditation Practices and Mandated Prayers etc.</td>
<td>All staff</td>
<td>Received well by staff. Continue enhancement of RE teaching and learning leading up Validation of School RE program in 2016.</td>
</tr>
<tr>
<td></td>
<td>Religious Education Curriculum was again a focus for Consistency of Teacher Judgement in 2015. All staff had to teach a targeted area of the curriculum and share work samples with colleagues from other schools.</td>
<td>All teaching staff</td>
<td>A good opportunity to engage with others and the curriculum. Teachers were largely affirmed in their professional judgments.</td>
</tr>
<tr>
<td></td>
<td>Support teachers engaged in formal study</td>
<td>Kait Green, Nik and Kym</td>
<td>Course completed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bryan &amp; Maryanne</td>
<td>Ongoing</td>
</tr>
<tr>
<td>To continue to offer faith formation opportunities to teachers to the profession and/or BCE</td>
<td></td>
<td>Margaret Hanrahan</td>
<td>Should arrive to start 2016 – staff will have inservice with Aboriginal artist</td>
</tr>
<tr>
<td>Increase visual symbolism</td>
<td>Commissioned crosses for rooms that depict indigenous story of local area</td>
<td></td>
<td>Ideas ready to present to staff early 2016</td>
</tr>
<tr>
<td></td>
<td>Research larger format Catholic symbols for external signage – Clewley St face of C Block and also rear of A Block near Martindale St entrance.</td>
<td></td>
<td></td>
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</tbody>
</table>
## Priority 2: Learning and Teaching

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Continue to promote use of SRS data, BI Tool, NAPLAN and ACER testing data during teacher planning</td>
<td>Teachers to continue to incorporate available data when planning.</td>
<td>All staff</td>
<td>SRS data and Naplan data being accessed well. ACER tests and testing data being used where appropriate.</td>
</tr>
<tr>
<td></td>
<td>Facilitate school-wide tracking of data.</td>
<td>Judy Nisbet</td>
<td>Useful information gained. For 2015, aim to share information with staff to better inform whole-school planning.</td>
</tr>
<tr>
<td>Engage in Delivering Excellence in Learning and Teaching (DELT) - BCE initiative</td>
<td>St Joseph’s selected to be in the Learning Collaborative – focused on Literacy, partnered with Prof Lyn Sharratt (Montreal)</td>
<td>Judy Nisbet, Kylie Smith, Maryanne Riley</td>
<td>A significant commitment which has resulted in significant outcomes in the areas of literacy and student progression tracking. To be continued in 2016 while also joining “Making Learning Visible” Collaborative.</td>
</tr>
<tr>
<td>Continue to explore the use and benefits of mobile technologies in classrooms.</td>
<td>Further purchasing of iPads and provision of staff PD opportunities.</td>
<td>All Staff.</td>
<td>By 2016, we will have 66 iPads across the school, and majority of staff are transitioning to Surface Pro tablets. Prep to have dedicated cart of iPads in 2016.</td>
</tr>
<tr>
<td>Continue to engage in BCE initiatives which enhance pedagogical practices.</td>
<td>Support teacher’s engagement in: o Reading to Learn o Visible Learning o LIFE o Design Thinking</td>
<td>Kylie &amp; Jenny Maryanne, Bryan, Tanya &amp; Helen Bel &amp; Nik Kym</td>
<td>Design Thinking and other practices from 2014 were overshadowed by system-wide DELT initiative. Opportunities to re-engage with these should be present as we transition to the Making Learning Visible collaborative. Delayed release of LIFE upgrade slowed implementation across school.</td>
</tr>
<tr>
<td>To provide increased opportunities for more capable students to be challenged</td>
<td>Worth with Cath Grealy (BCE) to develop a framework to further roll-out these initiatives across other year levels</td>
<td>Maryanne, Bryan, Sharon, Kym, Judy, Kylie, Naomi, Louise</td>
<td>DELT initiative became priority – framework development did not progress. Revisit process in 2016 in next phase of DELT.</td>
</tr>
<tr>
<td></td>
<td>Learning Enrichment teacher employed (part-time) to assist classroom teachers in planning for open-ended inquiry methods to allow for differentiation in the classroom.</td>
<td>Louise Burgman</td>
<td>All year levels have benefited from this targeted support. This will continue through 2016, with a focus on whole-class differentiation.</td>
</tr>
<tr>
<td></td>
<td>Coordinate opportunities for external competitions and programs</td>
<td>Louise Burgman</td>
<td>Weekly Code Club started and other external competitions attended with students achieving commendable results.</td>
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</tbody>
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### Priority 3: Professional Practice and Collaborative Relationships

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| To development effective professional learning communities both within school and across the wider BCEO community. | ➢ To continue BCE-wide initiatives such as DELT, Design Thinking and Visible Learning to enhance pedagogical practice. (see priority 2)  
➢ To engage Eva De Vries to present workshops on Numeracy to St Joseph’s and CTK staff. | All Staff, Judy Nisbet, Kylie Smith | All staff involved in DELT Literacy initiative – writing analysis and Review and Response process. Lead teacher roles for LIFE and Design Thinking developed and supported. Engagement in teacher online professional communities increasing. Louise participating in year level planning to help in design of more open-ended tasks for differentiation. Nik facilitated staff training on new BCEO online collaborative environments. Whole staff numeracy inservice well received. |

### Priority 4: Strategic Resourcing

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<thead>
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</thead>
</table>
| Continue planned improvements to school site – in particular grounds and outdoor play spaces. | ➢ Landscaping  
➢ Vee Design continue next phase of landscape master plan  
➢ Artificial grass & new gardens Clewley St entrance and Admin | Leadership team and Library staff | Completed.  
Completed.  
Kits being assembled – ready for class use 2016.  
| Curriculum resourcing.       | ➢ Numeracy resources to be purchased to complement inservice (see priority 3)                                               | Judy Nisbet & team       | Kits being assembled – ready for class use 2016.  

“BIG TICKET” for 2016
National curriculum v.8 – ongoing – Arts, HPE and Technology continuing – restructure of Humanities and Social Sciences  
Continuation of existing landscaping projects – behind D block – outdoor learning space and prep play area  
Staff – investigating and engaging with contemporary pedagogical practice.  
Alignment of school and individual goals, especially in relation to the use of student learning data – performance management processes.