



**St Joseph's School,  
MURGON**

# Annual Report 2020

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



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Catholic  
Education**

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# Contact information

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<b>Contact person</b>	Tracey Gerrard — Principal

## Principal's foreword

The 2020 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.

Saint Joseph's School Murgon is situated in the South Burnett Region and caters for children from the towns of Murgon, Wondai, Proston, the Indigenous Community at Cherbourg, and some surrounding small towns. The school is located 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. Indigenous history and culture are a special feature of the school. There is an Indigenous 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 the 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 2020

#### *Developing a Strong Catholic Identity*

By the end of 2020, Catholic Perspectives will be evident in teacher planning documents and implemented in English planning documents.

Teachers have been given professional learning in Catholic Perspectives for English and HPE. This is now evident in teacher English and HPE planning.

By the end of 2020 all staff, students and community will have engaged in formation and explored aspects of school charisms, symbols and sacred spaces.

All students have engaged in a religious education unit of My Story, Our Story where our charisms, symbols and sacred spaces have been explored in detail.

#### *Excellent Learning and Teaching*

Overall, there has been a considerable improvement in reading levels in all relevant year levels. Prep and Year 1, through targeted teacher and additional supported reading opportunities, advanced in pre-reading strategies, with many students reaching PM benchmark. Year 2 exceeded the expected goal for reading. Writing levels continue to rise with 83% of Year 6 students achieving a level over 20.

Teachers are confidently planning engaging educational units using the 4C model and ensuring deeper learning is achieved.

*Building a Sustainable Future*

The school continues to work towards energy reduction with forward planning to ensure that operations are sensitive to the environment.

Goal	Progress
By the end of 2020, Catholic Perspectives will be evident in teacher planning documents and implemented in English planning documents.	Achieved
By the end of 2020 all staff, students and community will have engaged in formation and explored aspects of school charisms, symbols and sacred spaces.	Achieved
By the end of 2020, students will progress in reading and writing by working collaboratively with the classroom teacher to set individual learning goals. These goals will be connected to the learning intention and success criteria, together with data from PMs, PATR and writing analysis. Each learner in P-2 will progress in reading against the expected BCE end of year PM benchmark, in reading, and writing against the BCE writing analysis, by focusing upon teaching using the effective and expected practices. The targeted growth for 2020 is as follows: Reading Prep – 65% (based on the knowledge of students entering Prep and the context) Year 1 – 65% (based on the knowledge of students entering Year 1 and the context) Year 2 – 80% (based on the knowledge of students entering Year 2 and the context) Writing Year 3- 60% will achieve 20 (based on cohort and context knowledge) Year 4-60% will achieve 20 (based on cohort and context knowledge) Year 5-60% will achieve 20 (based on cohort and context knowledge) Year 6-60% will achieve 20 (based on cohort and context knowledge).	Achieved in some year levels
By the end of 2020, St Joseph's will see teachers more confidently take greater responsibility for planning and teaching of expected and effective practices, supported by the 4Cs model. Teachers will collaboratively set individual goals that identify targeted areas in which they want to build capacity.	Achieved

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By the end of 2020, St Joseph's will have developed and begun implementing an energy reduction and management plan.	Achieved
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### Future outlook

St Joseph's will continue to build on the success of 2020 and focus on the 2021 goals in literacy. The focus will remain on 'Excellent Learning and Teaching', to assist students to reach their goals in reading and writing. To achieve this, St Joseph's has resourced each classroom with additional support for all learners, with the inclusion 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 learning spaces that support effective learning and teaching. 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 2020:** Primary

#### Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	129	57	72	78

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

### Characteristics of the student body

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 and Like Home Early Learning Centre.

The school has an ICSEA of 812 reflecting the low socio-economic status of the surrounding area.

St Joseph's is a multicultural school with many different cultures present, including Aboriginal (60%), Filipino and Italian. Most of the Aboriginal and Torres Strait Islander Peoples students live in Cherbourg (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 Six, 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

#### Approach to curriculum delivery

- ❖ 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

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 support for students who are experiencing learning difficulties or require extension learning.
- ❖ support of 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 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 are using 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.

**LOTE;** Indonesian

#### Prep-6 Physical Education program

**Additional Programs;** Cultural Literacy: Extension and Support Teacher; Life Education Van; Year 5&6 Leadership Program, Year 5 and 6 Relationships and Sexuality Education Program; STEM programs, Gifted and Talented opportunities

## Co-curricular activities and Extra-curricular activities

- ❖ NRL program delivered by NRL Development Officers
- ❖ Cricket skills development delivered by Queensland Cricket
- ❖ Dance Fever in Term One
- ❖ Gymnastics in Term Four
- ❖ Music tuition
- ❖ Camps in Year 6 to Mapleton due to COVID
- ❖ Buddy system in all years
- ❖ Parish based Sacramental program
- ❖ Year 6 Leadership opportunities
- ❖ Premier's Reading Challenge
- ❖ Police Junior Rangers

## 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 Office 365 applications such as, Teams, Forms, Sways and emails. To effectively support student learning we have implemented a 1-1 laptop/iPads program from Year 1 – 6 and shared iPads in Prep.

During the COVID 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 celebration, 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, Year Five and Six 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.

Percentage of parents/ carers who agree that:	2018	2020
This school helps my child to develop their relationship with God	NA	100%
School staff demonstrate the school's Catholic Christian values	NA	100%
Teachers at this school have high expectations for my child	NA	100%
Staff at this school care about my child	NA	96%
I can talk to my child's teachers about my concerns	NA	100%
Teachers at this school encourage me to take an active role in my child's education	NA	96%
My child feels safe at this school	NA	96%
The facilities at this school support my child's educational needs	NA	100%
This school looks for ways to improve	NA	100%
I am happy my child is at this school	NA	100%

Percentage of students who agree that:	2018	2020
My school helps me develop my relationship with God	92%	96%
I enjoy learning at my school	98%	94%
Teachers expect me to work to the best of my ability in all my learning	73%	94%
Feedback from my teacher helps me learn	100%	100%
Teachers treat students fairly at my school	95%	98%
If I was unhappy about something at school I would talk to a school leader or teacher about it	92%	94%
I feel safe at school	98%	94%
I am happy to be at my school	95%	96%

Percentage of staff who agree that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	100%	100%
School staff demonstrate this school's Catholic Christian values	100%	100%
This school acts on staff feedback	100%	100%
This school looks for ways to improve	100%	100%
I am recognised for my efforts at work	87%	96%
In general, students at this school respect staff members	80%	96%
This school makes student protection everyone's responsibility	100%	100%
I enjoy working at this school	100%	100%

## 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 includes: newsletters, Facebook, electronic notice board, 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 event build community connections and encourage engagement in the school life. This was all interrupted by COVID 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 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.

## Environmental footprint

### Reducing the school's environmental footprint

St Joseph's continues to monitor the school's electricity usage. Responsible energy usage supports the school's efforts towards a living response to Pope Francis' Encyclical *Laudato Si'* on Care for our Common Home. St Joseph's began a journey of energy reduction by engaging an external agency to conduct an audit on the energy usage in the school. This team then proposed ways to reduce the energy consumption. The school then implemented some of the changes, such as, changing the light globes to LED, switching off items not required, educating staff on energy reduction strategies and engaging students in the recycling process.

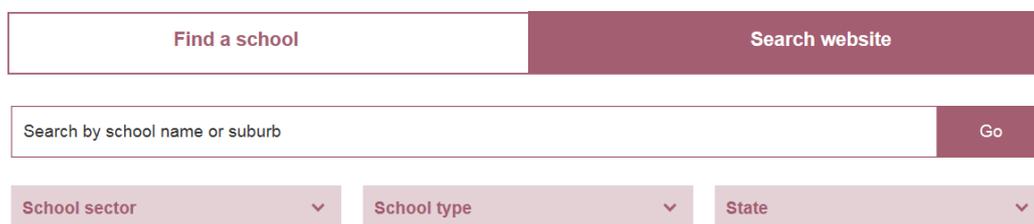
## School funding

### 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	15	15
Full-time Equivalents	12.8	10.1

\*Teaching staff includes School Leaders

### Qualification of all teachers\*

Doctorate	
Masters	4
Graduate diploma etc.**	
Bachelor degree	11
Diploma	
Certificate	

\*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:

- NuMa Trusting the Count
- Staff Spirituality
- ICT Capabilities
- Marist Spirituality
- Mandatory Compliance Training

- NCCD
- FASD Training
- Psychology Education-Neuroscience Principals and Supporting Students with Anxiety
- Math Routines
- Catholic Perspectives in English
- Educational Model for teaching Scripture
- Trauma Informed Practices
- Spelling Webinar
- Whole Part Whole
- Formation for Mission (Community: Made for Each Other)
- Moving Forward with NuMa
- Managing Actual and Potential Aggression

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

## Staff attendance and retention

### Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	98.1%

### 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 2020.

Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%.

Description	%
The overall attendance rate* for the students at this school	88.3%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	86.5%

Average attendance rate per year level			
Prep attendance rate	83.2%	Year 4 attendance rate	89.1%
Year 1 attendance rate	87.2%	Year 5 attendance rate	89.8%
Year 2 attendance rate	87.8%	Year 6 attendance rate	90.4%
Year 3 attendance rate	90.5%		

\*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-due to COVID there was no Naplan in 2020

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.