



St Joseph's School,
Murgon

ANNUAL REPORT 2018

As a Catholic community of faith, Brisbane Catholic Education inspires students with a love of learning and a heart of hope, empowering them to shape and enrich our world.

Contact information

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Vision, Mission and Values

Vision

Our vision is to be a Catholic School community which mirrors the example of “Jesus, Mary and our Saints”, through:

Nurture

Every child is supported by others to achieve to the best of their ability.

Respect

Every person is able to respect other and themselves in the school environment.

Faith

Every child believes that they can be an innovative learner who work consistently to achieve.

Mission

We believe that every member of the St Joseph’s community will have the opportunity to be an innovative learner, and to be encouraged to take responsibility for their own growth. We believe in respect for our self and our diverse culture. We have faith in our self, others and God to achieve success.

Principal’s foreword

Introduction

The 2018 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, environmental footprint, school funding, workforce composition and student performance.

School progress towards its goals in 2018

Strong Catholic identity

1. By the end of 2018 we will have developed an effective Religious Education program that aligns with the Scope and Sequence that has consistent language and aligned assessment.

We continue to work towards building our resources for teachers, so they have units of work that aligns with our Scope and Sequence.

Excellent learning and teaching

1. By the end of 2018 students will progress and show achievement in reading and writing through the use of a shared common language of learning and excellent learning and teaching practices.

Students continued to show positive progression in reading and writing against the Brisbane Catholic Education targets. Students are progressively communicating about their own learning and accepting responsibility for their learning progression.

Building a sustainable future

1. By the end of 2018 we will have built capacity around stewardship of resources and effectiveness of external agencies.

St Joseph's has progressively moved to using technology to communicate, thus preserving resources. They have embedded many agencies to support the needs of the students and continue to obtain resources that target the student's needs. St Joseph's has an ICT plan in progress to support the continual replacement and enhancement of ICT resources.

Future outlook

St Joseph's will continue to build on the success of 2018 and focus on the 2019 goals in literacy. They will continue through 'Excellent Learning and Teaching' to assist students to reach their goal in reading. To achieve this, St Joseph's resourced each classroom to provide additional support for all learners through providing a full-time School Officer in each classroom, together with additional support during literacy learning from support teachers and Primary Learning Leader. We will continue to be innovative in providing learning spaces that support effective learning and teaching.

Developing St Joey's

What are we working toward at our school?

- A new school bus to replace a retiring bus.
- Completing the outdoor reading spaces.
- Upgrading our gardens.
- Purchasing more iPads and creating an ICT plan for continual upgrades.
- Preparation for Naplan on-line in 2020.
- A new playground.
- Teacher professional development in writing and numeracy.
- Private music lesson.
- Eisteddfod for students.

Our school at a glance

School profile

St Joseph's School is a Marist Catholic Parish school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2018: Primary

Student enrolments for this school:

	Total	Girls	Boys	Indigenous
2018	107	52	55	35

Student counts are based on the Census (August) enrolment collection.
DW = Data withheld to ensure confidentiality.

Characteristics of the student body

The town of Murgon is situated in the South Burnett region, approximately three hours' 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, Kandy Kids, Gundoo and Like Home Early Learning Centre. St Joseph's is a multicultural school with 6 different cultures present, including Aboriginal, Filipino, Thai, Indian and Italian. There are 52% Indigenous students. The majority of the Indigenous students live in Cherbourg (100% indigenous 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 6, students will transition to a variety of secondary schools including Murgon State High School, St Mary's Catholic College, Kingaroy and boarding schools.

Curriculum delivery

Approach to curriculum delivery

Religious Education: prayer and liturgical celebrations;

Arts Program; Cultural Literacy: Indonesian;

Extension and Support Teacher; Life Education Van; 1-1 laptop program Year 2 - 6; iPads Prep -1. Year 5&6 Leadership Program, Year 5 and 6 Relationships and Sexuality Education Program; STEM programs, Gifted and Talented Program

Prep-6 Physical Education program

In English, St Joseph's use many strategies to enhance learning including:

- additional teacher support in literacy blocks at least three times per week.
- targeted support for students who are experiencing learning difficulties or require extension learning.
- withdrawal of students with a learning level of greater than one year behind the cohort for intensive teaching sessions.
- guided reading three times a week, supported by leadership to enhance reading levels.
- learning to read 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 reteach and enrich, where an additional teacher is present three times per week to extend the students who have grasped the concept from the previous week, while the class teacher, reteaches the previous concept.

Co-curricular activities

- NRL program delivered by NRL Development Officers.
- Cricket skills development delivered by Queensland Cricket.
- QC Cup Program.
- Ekka and secondary school experience with St Rita's School.

How information and communication technologies are used to assist learning

Social climate

Overview

St Joseph's has a strong pastoral care program, creating a climate and environment that supports positive and enriching relationships with the community. We live by the values of Nurture, Respect and Faith and these underpin our social, emotional and cognitive learning.

Many strategies have been implemented for the holistic development of every child. These include: Kids Matter, Buddy System, Recognition of Student Achievement, Acknowledgement of birthdays, Acknowledgement of Country at all gatherings, Daily School Prayer, Daily recognition of Mary during the month of May and October, Book Week Celebration, Fete, Celebrations for Mother's Day, Father's Day, Grandparents Day, Sorry Day, NAIDOC, National Simultaneous Storytime, Music Count Us In and Nano Nagle, Marcellin Champagnat, Edmund Rice and St Joseph's Feast Days, Year 6 Leadership Day, Year 6 Reflection Day, Cherbourg Family BBQ's, Parent Information Evening BBQ, School Immersion Programs with connected High Schools, Cherbourg Police Rangers, Daily Circle Time and Mindfulness. At St Joseph's we foster the Positive Behaviour for Learning Program, which approaches behaviour from a learning aspect using positive approaches. We use the strategy of restorative practice to restore relationships and promote positive changes in the future. We believe the best way to deal with inappropriate behavioural choices is to work together with parents, students and staff.

BCE Listens Survey - Parent satisfaction

St Joseph's is very well resourced and are continually expanding our vast range of ICT resources. In our ever changing and rapidly advancing world, we recognise engagement with, and safe use of, ICTs are key skills students require now and in the future. Every student has access to a device at St Joseph's. Students in Prep and Year 1 access iPads and students in Year 2 to 6 have one to one laptops or iPads. Technological devices are embedded in the classroom as learning tools to enhance learning outcomes and student engagement. The use of ICT devices are also providing more opportunities for self-paced learning and allows students to investigate, create and communicate using ICTs.

Performance measure

Percentage of parents/carers who agree# that:

2018

This school helps my child to develop their relationship with God

My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom

Religious Education at this school is comprehensive and engaging

I see school staff practising the values and beliefs of the school

This school looks for ways to improve

The school is well managed

My child is making good progress at this school

This school is a safe place for my child

This school helps students respect the needs of others

Teachers and staff are caring and supportive

Teachers at this school expect my child to do their best

Teachers and staff relate to students as individuals

The teachers help my child to be responsible for their own learning

My child is motivated to learn at this school

I can talk to my child's teachers about my concerns

This school offers me opportunities to get involved in my child's education

My child's learning needs are being met at this school

I am happy with my decision to send my child to this school

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree [#] that:	2018
At my school, I can express my beliefs	92.5 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	92.5 %
Religious Education at my school is interesting and engaging	92.3 %
I see school staff practising the values and beliefs of my school	95.0 %
My school looks for ways to improve	95.0 %
Students at my school are encouraged to voice their concerns or complaints	92.3 %
Teachers treat students fairly at my school	95.0 %
Teachers recognise my efforts at school	93.3 %
I feel safe at school	97.5 %
My school helps me to respect the needs of others	97.4 %
I am happy to be at my school	95.0 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	100.0 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	100.0 %
I see school staff practising the values and beliefs of this school	100.0 %
This school is well managed	100.0 %
My concerns are taken seriously by the school	100.0 %
This school is a safe place to work	100.0 %
This school has an inclusive culture	93.3 %
This school has a culture of striving for excellence	100.0 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	100.0 %
Overall, I am happy with my decision to work 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 acknowledge that parents are the first educators of their child and we work in partnership based on mutual support and respect for the benefit 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 evenings, parent teacher interviews, start of term class letters and Cherbourg BBQ's at Cherbourg. We seek parental assistance with reading, tuckshop, sporting teams, general classroom assistance and guest speakers. St Joseph's extends invitations to all liturgies. For Mother's Day, Father's Day and Grandparent's Day, a special event is added to build community. There is a strong parent

commitment to the P&F from a dedicated group of parents. Their ongoing support has seen many changes in the school, including air conditioning and technology.

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 at <http://www.myschool.edu.au/>.

To access our 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.

Find a school

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our staff profile

Workforce composition

Staff composition

2018 WORKFORCE COMPOSITION		
Description	Teaching Staff	Non-Teaching Staff
Headcounts	14	15
Full-time Equivalent	12.8	10.0

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	3
Bachelor degree	15
Diploma	
Certificate	

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$ 28, 500.

The major professional development initiatives are as follows:

- Lyn Sharrett's and Michael Fullan presentation.
- Natasha Reid assisting with student psychological development.
- Speech and Language professional development.
- Peta Ruwoldt with assistive technology.
- EO developing Early Years skills.
- Early Career teachers attending development initiatives.

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	98.8 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 79% of staff was retained by the school for the entire 2018.

Performance of our students

Student attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2018	
Description	2018
The overall attendance rate* for the students at this school (shown as a percentage).	90.0 %

*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.

The overall student attendance rate in 2018 for all Brisbane Catholic Education schools across years Prep-6 was 92.0 %.

AVERAGE STUDENT ATTENDANCE RATE (%) FOR EACH YEAR LEVEL							
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2018	90.5 %	86.0 %	92.2 %	87.5 %	89.9 %	90.6 %	93.2 %

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. 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.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school

Roles are marked twice a day as per eMinerva. Student absences are noted, and parents are text to ascertain 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 Indigenous 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.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	338.7	433.8	396.5	509.0
Writing	292.1	407.2	396.3	464.6
Spelling	308.5	417.8	403.3	502.5
Grammar & Punctuation	318.3	431.7	407.3	503.6
Numeracy	321.5	407.7	423.9	494.2