Descriptive Information

Distinctive Curriculum Offerings

St Joseph's School offers a broad curricula based on the Queensland Studies Authority syllabus documents. The school has a proud reputation for its inclusive approach to education, embracing and catering for the needs of learners ranging from individual adjustments, learning support to enrichment.

The school is distinctive in its emphasis on The Arts with not only a classroom music program spanning Prep to Year 7, but the opportunity for performance in the school's musical and in dance workshops. Sport is another distinctive curriculum offering with a broad range of sports on offer including interhouse and interschool competitions.

The school has a very successful Cultural Literacy program in Years 6&7 with a focus on the study of Indonesia. This provides a solid basis before further study at high school.

Extra-Curricula Activities

ACADEMIC - Readers Cup, 'Voices on the Coast,' Book Week activities, Excursions, Maths, Enrichment Challenges (Years 6&7), Camps (Years 5,6&7), Chess Club, Interschool Chess Tournaments, Science Expo.

CULTURAL - Senior Choir, 'Jolly Joey's' Junior Choir, School Band, Piano, Percussion, Violin, Brass & Wind, Guitar, Eisteddfods, Arts Council, Art classes.

SPORT - Rugby, Netball (including participation in the QC Cup), Soccer, Swimming, Cross Country, Surf Skills (Years 5,6&7), and Dance.

Staff Development Priorities for the Year

The staff of St Joseph's is a very experienced, committed and professional group who work together in providing a flexible, stimulating learning environment for all students. Personal prioritised plans are developed annually in collaboration with the Principal, to meet the professional development needs of staff.

During 2009, these included -
+ opportunities for the continued faith development and formation of staff, working with the Good Samaritan Schools’ Team;
+ further development of the quality and effectiveness of the pedagogy of religious education, facilitated by BCE staff;
+ the continued use of data and evidence-based processes to inform teaching and learning;
+ a focus on the pedagogy of writing by the completion and implementation of six modules of 'First Steps: Writing'; and
+ implementing quality pedagogy that is underpinned by contemporary research.
Social Climate of the School

There are many and varied ways the community of St Joseph's is engaged and supported. Our Vision Statement promotes COMMUNITY-LEARNERS-CONTRIBUTION as its banner and this in no small way, summarises the climate that the school promotes.

One of the programs that involves all students is the Buddy Program where each child has another child from an older/younger class as a 'buddy'. Weekly activities occur that enables these students to spend time together. It is not uncommon to hear that these buddy relationships develop into lifelong friendships!

A distinctive program in our school is the Year 7 Student Parliament with all students taking on a role, either in government or in the opposition for the year. Their parliamentary committees are responsible for various aspects of school life including health & recreation, welfare, service, environment and public relations. The local State Member of Parliament joins the Year 7 students and their families for the annual opening of Parliament, with the closing ceremony conducted as part of their graduation evening at the end of the year.

The social-emotional well-being of our students is paramount and a variety of programs are conducted to promote a healthy sense of self. This includes the Peer Support program where the Year 7 students participate in 5 leadership workshops preparing them to be facilitators of groups of students from Prep-Year 2, and later, Years 3-5. During the weekly group sessions, a serious topic is explored with children teaching children. This year's topic was 'Building Connections.'

Other processes that support the social climate of the school include the weekly Student Support Team meetings where the Principal, APRE, Guidance Counsellor, and Learning Support teacher meet to discuss the learning and social-emotional needs of students.

Strategies used for Involving Parents in their Child's Education

Parental involvement is valued and encouraged at St Joseph's, acknowledging both that parents are the 'first educators of their child' and that there are competing demands on families in the complexity of today's society. The range of ways involvement may occur varies from being elected as a Parent Rep. on the School Board, to active membership of the P. & F. Association, to daily classroom support or being a tuckshop helper, to being 'extra hands' on excursions. Such contributions are invaluable, adding richness to not only the life of the school but giving the message to the child that the school is an extension of the family...because everyone is involved.

Professional Engagement

Teacher Qualifications

Highest Qualifications of 27 teaching staff:
Masters Degree 2
Bachelor / Graduate Diploma 24
Diploma 1

Expenditure on and Teacher Participation in Professional Learning

$33515.00 was expended facilitating professional learning opportunities for staff during the 2009 school year. This included external professional development days as well as opportunities for level planning each term. All staff were involved in an additional 7 days (pupil free days) of professional learning focussed on the development, alignment and evaluation of school programs.
Proportion of Teaching Staff Retained From the Previous School Year?

Teaching Staff = 27
Three teachers retired.
Retained 88.8%

Average Staff Attendance for the School %
97.1%

Key Student Outcomes

Average Student Attendance Rate (%)
93%

School Reflection on Student Performance in Literacy and Numeracy

While it is widely recognised that NAPLAN testing is but a 'snapshot' of a student/school's performance, 2009 results are reflective of the school's internal data. Please note: the school's percentile results in this report include those students who are exempt (due to having a diagnosed disability).

Value Added


Parent, Teacher and Student satisfaction with the School

In early March 2009, all Year 3 and Year 6 students and their families completed a survey titled, "Who's Coming to School today?" This data gathering exercise, conducted by ACER on behalf of the Archdiocese, saw all Brisbane Catholic Education schools participate. The results provide a comparative snapshot of parental and student opinion reported against the average of all responses received across the whole Archdiocese in 8 key areas: Identity, Evangelisation, Prayer, Social Action, Curriculum and Wellbeing. Parents were asked additional questions in two more areas - Learning and Relationship.

Parents of St Joseph's recorded an 'above average' satisfaction in all areas, particularly Identity, Learning and Relationship yet recorded a slightly 'below average' response to the area of Curriculum.

The students of Years 3 & 6 also recorded 'above average' responses including Curriculum though the Year 3's recorded slightly 'below average' ratings in Identity and Evangelisation.

Generally, the report from this survey affirms the good work the school is doing in all areas by a cross section of both parents and students, when compared to all other schools in the Archdiocese.
(Goals and Strategies) in Relation to School Strategic Renewal Plan Goals for the Year


Schools Progress (achievements) in respect to the strategic renewal plan goals

# NAPLAN

## Average School Scores in Comparison to QLD Average School Scores

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## Percentage of School Students at or above National Minimum Standard in comparison to QLD

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