St Joseph's Primary School is situated in the green, country setting of Nambour, a rural town nestled in the hinterland of the Sunshine Coast. Indeed, the school has been referred to as Nambour’s ‘best kept secret’ as the facilities and playing fields are largely hidden from sight to the passer-by. The school community values our long history of educating children from the area and our reputation for being a family-oriented school, inclusive of all.

Joey's is a vibrant learning community, busy with the core business of providing a quality Catholic education for our 21st century learners. There is a strong emphasis on literacy and numeracy across the curricula as well as opportunities for participation and excelling in the Arts, sports and a range of activities beyond the classroom. The school's staff are highly competent professionals as are the private providers who offer tuition in instrumental music lessons and dance. Our staff work collaboratively to meet the educational and pastoral needs of every learner in our school. We encourage our students to strive for personal excellence in all areas of the curriculum, believing that given the right support and time, all will be confident and engaged learners capable of achieving the high standards necessary for their future as life-long learners in the 21st century.

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” - Alvin Toffler

School Profile
St Joseph's Primary School is a Catholic school administered through Catholic Education, Archdiocese of Brisbane.

Coeducational ☒ or Single Sex ☐
Year levels offered: Primary ☒ Secondary ☐ P-12 ☐
Total Student Enrolments 398 Girls 196 Boys 202
Characteristics of the student body

Students who attend St Joseph's Primary are drawn from the Maroochy area with the majority living in Nambour itself, a country town approximately 100 kms north of Brisbane. Even with the move of Year 7 to secondary school, the school's enrolment remained near capacity in 2015 with 398 students. While the percentage of indigenous students continues to be very small (0.7%), the percentage of students with disabilities remains relatively consistent at 2.7%. These disabilities include Autism Spectrum Disorder, Intellectual Disability and Social Emotional (Anxiety). Additionally, 2.0% of the school community are students who speak English as a second language.

St Joseph's Primary's students are 'country kids', generally easy-going, resilient, resourceful, generous, well mannered and willing to get involved. This is most evident in times of crisis, whether that be responding to the call to support families in need in the local community or the way they look out for each other in the playground. Visitors often describe them as 'welcoming' and 'happy', two qualities that enhance their capacity for learning and indicate a readiness to "positively contribute to our rapidly changing world."
(Extract from the school's Vision Statement)

Our distinctive curriculum offerings

The school has a proud reputation for its inclusive approach to education, embracing and catering for the needs of all learners by making individual adjustments, providing learning support and enrichment. The school's curriculum is framed by the Australian Curriculum and our response to current research about which strategies have the largest positive impact on student learning progress and achievement. We believe that students must be active participants in their learning and should have all the necessary information about their own learning progress and achievement to assist them in further learning.

The school continues its distinctive focus on The Arts, not only through a classroom Connected Arts program spanning Prep to Year 6 but with the opportunity for performance in the school's musical, coastal Choral and Musical festivals and in dance workshops. An Instrumental Immersion program also occurs in Year 4 where all students learn two of three instruments - violin, trumpet and/or flute.

Sport is another distinctive curriculum offering with a broad range of sports including inter-House, inter-school and after school competitions.

The school has a very successful Languages program with Indonesian being taught in Years 4, 5 & 6 in 2015, providing a solid basis for further study at secondary school.
Extra curricula activities

ACADEMIC - Readers Cup, 'Voices on the Coast', Camps and Chess Club.

CULTURAL - 'Senior Singers' and 'Junior Joey's' choirs, school bands, string ensemble, instrumental and percussion lessons, Arts Council workshops, art classes, dance classes, inter-House dance challenge, 'A Little Dusk Music' performance evening, and a school Musical.

SPORTING - Rugby, cricket, netball, soccer, football, touch football, swimming, cross country, surf skills (Years 5 & 6), all offering the opportunity for district, regional, state and national team selection.

How Information and Communication Technologies are used to assist learning

The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognised that in a digital age and with rapid and continuing changes in the ways that people share, use, develop and communicate with ICT, young people need to be highly skilled in its use. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities.

In order to prepare our students to be flexible, adaptive and collaborative learners for living and working in the 21st century, we aim to make ICT as accessible as paper and pencils were last century. To this end, St Joseph's Primary continued to prioritise the purchase and upgrading of ICT equipment and devices including interactive whiteboards, digital projectors, laptops and iPads, all of which support learning and teaching across the school.

Social climate inclusive of pastoral care and our response to bullying

A strength of St Joseph's Primary is our sense of being a community with many and varied ways where members are both 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.

In 2015, the KidsMatter framework again providing a whole-school approach to the promotion of well-being. Students were engaged in the Peer Support program completing a module titled 'Keeping Friends'. This aimed at supporting children in developing knowledge, skills and attitudes enabling them to make friends more readily and to maintain those friendships. It was underpinned by the premise that resilient children have a broad range of supportive networks as opposed to a single best friend. Thus, they are more able to move from group to group as the situation arises without relying on the presence of only one other student to influence the quality of their day.

The School Board reviewed the anti-bully processes and published an updated pamphlet, 'An Anti-Bullying Strategy for Parents' which includes addressing online issues, in 2015.
Parent, student and teacher satisfaction with the school

Parents and students are regularly consulted through both formal and informal processes at St Joseph's Primary. During 2015, multiple opportunities occurred ensuring the voice of the community was heard including a ‘Meet & Greet’ evening, parent-teacher conversations, School Board meetings, Parents & Friends' meetings, and Parent Contacts' meetings. A more formal opportunity also occurred in the cyclical review process where parents, students and staff were invited to complete surveys so as to provide feedback that informed the development of the 2016 Annual Action Plan.

Parent involvement in their child’s education

Parental involvement is valued and encouraged at St Joseph's Primary, 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 parents may be involved varies from being elected to the School Board to active membership of the P. & F. Association committee and activities, daily classroom support to tuckshop volunteers, or 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.

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>25</td>
<td>21</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>21.87</td>
<td>10.12</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islanders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>4</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>10</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>10</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>1</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2015 was $50,690.58. The major professional development initiatives were as follows:

Professional learning opportunities included both school-based and external professional development workshops either during or out-of-school times. These included:

- Religion and Spirituality
- Literacy - Tracking of Progress team meetings, analysis of data, Data Walls
- Indonesian - 2 week immersion program in Indonesia for three staff
- Maths - numeracy
- Inclusive education - Action Plan meetings, workshops on ASD and behaviour support.
- The Arts - various workshops and a conference
- Professional capacities - Teacher Learning Communities, Coaching workshops, cycles of peer observation & feedback.

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 96.14% in 2015.

Proportion of staff retained from the previous school year

From the end of the 2014 school year, 84.0% of staff were retained by the school for the 2015 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Class</th>
<th>Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole School</td>
<td>94.00%</td>
</tr>
<tr>
<td>Prep</td>
<td>94.00%</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.00%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.00%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93.00%</td>
</tr>
<tr>
<td>Year 4</td>
<td>95.00%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.00%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.00%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

The School Board reviewed and ratified Student Attendance Guidelines in 2015. These guidelines promote regular attendance at school so as to increase the opportunity for children to participate in the life of the community and to optimise learning. Importantly, the guidelines recognise the detrimental impact on learning that absences can have. To this end, the guidelines include the requirement for parents to complete a 'Notification of a Planned Absence' form if their child is to be away for 3 or more days (not absences due to illness, accident or unforeseen circumstances).

Additionally, the guidelines detail the steps a teacher must take if concerned about a student's attendance history, including in rare cases, the need for notification to Brisbane Catholic Education who in turn, notify the Non-Government Schools Office.

The attendance database is completed twice daily, by 8.45am and again at 1.35pm. Parents of students who are absent without a known explanation are sent a text requesting they contact the school immediately, so as to ensure the safety of the student.

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/.

To access our NAPLAN results, 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 whose NAPLAN results 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 able to access our NAPLAN data.