



St Joseph's Primary
School, Nambour

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

School name:	St Joseph's Primary School
Postal address:	PO Box 569
Phone:	(07) 5441 9222
Email:	pnambour@bne.catholic.edu.au
School website:	www.stjosephsnambour.qld.edu.au
Contact Person:	Michelle Young - Principal

Vision, Mission and Values

Vision

St Joseph, the father of Jesus, models the values of commitment, constancy, humility and hard work, all for the good of others. At St Joseph's School, we strive to have children who, upon leaving our school will be young people who have a positive sense of self, who as a result of their efforts believe they can achieve, and who are seeking to positively contribute to our rapidly changing world.

Mission

Founded by the Sisters of the Good Samaritan in 1925, St Joseph's School stands strong in its traditions and history within the parish of Nambour. We draw upon this history to constantly find new ways of nurturing and encouraging each member to seek God, to value the dignity of others and to promote the connectedness that belonging to both family and community offers. As a Catholic school, St Joseph's is committed to providing a quality curriculum that nurtures the spiritual, intellectual, physical, social-emotional and creative development of our diverse learners. We value and encourage the different gifts, interests and abilities of our students as we aim to instil in them a zest for learning for life.

Values

Our core Benedictine values are Hospitality, Stewardship, Justice & Peace and Community.

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

While continuing to strive for improvement, many of the goals identified in the 2018 Annual Improvement Plan have been achieved, others continue to be a work in progress. Major achievements included –

- The self-funded building of the new Administration building accommodating office spaces, a staffroom, collaboration space and teaching resources was completed in third term and officially blessed and opened on Friday, 9 November 2018 by the Parish Priest, Fr Graham Gatehouse.

- Outreach activities provided an opportunity for our community to put intentions into action this year. Lent's Project Compassion focus enabled much needed funds to be raised for Caritas while locally, the focus was on raising funds for Orange Sky Laundry with their outreach to those in need right here in Nambour. The Drought Relief Appeal as well as the annual Archdiocesan Catholic Campaign saw the community again raising funds for in need and the year is ended with the Vinnies' Christmas hamper collections.
- The revitalisation of community and parent relationships was evident as a dynamic P&F Executive were elected early in the year with a team of parents volunteering as the 'Carnival Crew'. Each group worked hard throughout the year creating opportunities for active parent involvement in the life of the school. The Christmas Carnival, a highly successful community event was the culmination of much activity from both groups of parents. Other social events were also held during the year including the Opening School BBQ, an Easter Disco and a Family Fun Night of dancing & games. The School Board - with four elected parent reps - was also very active during the year seeking feedback from the community in the development of Home-School Communication Guidelines and a Parent/Guardian Code of Conduct.
- Excellent learning and teaching was evident by; the achievement of goals set at the beginning of 2018. Preps achieved their goal with 93% at the targeted PM benchmark, 82.7% of Year 1's and 84% of Year 2's achieved their target.
Years 3, 4 & 5 have achieved their goal with 86.2% of Year 3, 93.3% of Year 4 & 85% of Year 5 at BCE's target of 20-24.
A post staff survey indicated that teacher confidence and competence has increased substantially with a deeper understanding and consistent use of the effective and expected practices.

Strong Catholic identity

1. Enhance precision of pedagogical practice in the learning & teaching of Religious Education.
2. Expand and deepen the Catholic identity and spiritual formation of our community
3. Enhance community connections through providing opportunities for families to gather in prayer and to engage in outreach activities.

Excellent learning and teaching

1. By the end of 2018, 90% of students in Prep & Year 1 and 92% of students in Year 2 will have met or exceeded the BCE PM Benchmark targets by building teacher confidence and competence through developing a deeper understanding and consistent use of the effective and expected practices.
2. Develop a comprehensive, unified and equitable continuum of supports to achieve maximum learning potential for all students
3. Revitalise and enhance parent & community partnerships.
4. By the end of 2018, 80% of students in Years 3-6 will have demonstrated at or above expected levels in writing, achieved through building teacher confidence and competence through

developing a deeper understanding and consistent use of the effective and expected practices school-wide.

Building a sustainable future

1. Actively promote the school's exposure in the Nambour/Hinterland community so as to enhance the school's reputation and maintain its enrolment levels.

2. Optimise the use of technology to support teaching, learning and collaboration.

3. Self-fund and complete the building of an Administration Block to accommodate office spaces, staffroom, learning support and teaching resources.

Future outlook

The explicit improvement agenda for 2019 will focus on gaining improvements in building a strong Catholic Identity, developing excellent learning and teaching and building a sustainable future by focusing on

- Enhancing the classroom learning and teaching of religion with a re-contextualised Catholic world-view through effective teaching practice and monitoring of student progress.
- Providing rich learning environments where pedagogy engages each student ensuring progress, achievement and wellbeing for our diverse learners.
- Improving the accessibility of ICT for students and teachers to enhance learning and teaching.

Our school at a glance

School profile

St Joseph's Primary School is a Catholic 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	380	185	195	3

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

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 100kms north of Brisbane. The school's enrolment

remained near capacity in 2018 with 396 students. While the percentage of indigenous students continues to be very small (1.5%), the percentage of students with disabilities remains relatively consistent at 3.78%. These disabilities include Autism Spectrum Disorder, Intellectual Disability and Social Emotional (Anxiety). Additionally, 3.02% of the school community are students who speak English as a second language at home. 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)

Curriculum delivery

Approach to curriculum delivery

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 where required. 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 has a strong focus on The Arts, not only through a classroom Connected Arts program spanning Prep to Year 6 but with the opportunity for performance coastal Choral and Musical festivals and in other music workshops. An instrumental immersion program also occurs in Year 4 where all students have the opportunity to learn an instrument throughout the year.

Our physical education curriculum offers a broad range of sports including inter-House, interschool and after school competitions. Students learn a variety of sports and associated skills including; gymnastics, netball, tennis, cross country, athletics and swimming. Students go on to represent St Joseph's at many levels of competition including district, regional and state levels.

The school has a very successful Languages program with Indonesian being taught Prep to Year 6 in 2018, providing a solid basis for further study at secondary school.

Co-curricular activities

ACADEMIC – Readers Cup, 'Voices on the Coast' and Interschool Debating competition.

CULTURAL – 'Senior Singers' and 'Junior Joey's' choirs, school bands, string ensemble, instrumental and percussion lessons, Arts Council workshops, 'A Little Dusk Music' performance evening and an Artist-in-Residence with a mural created with paint and pottery continuing throughout the year.

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

Complementing the broad curricula offered, the school has a special focus on the social-emotional wellbeing of all students. The Peer Support program allows students to be given the opportunity to grow into young people who have a positive sense of self, who believe they can achieve and who are seeking to positively contribute to our rapidly changing world.

Year 5 and 6 students also benefit from opportunities to participate in school camps.

How information and communication technologies are used to assist learning

While progress has been made in this area with professional learning opportunities including a twilight staff meeting on Digital Citizenship, iPads in the early years and the inclusion of using technology to support learning & teaching in planning conversations, focus needs to remain in this area to achieve optimal use of technology. This is a major goal for 2019.

Social climate

Overview

A strength of St Joseph's Primary is our sense of being a community. This happens in 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.

Four Benedictine values set the tone of the school community and are highlighted, one each term at assemblies and in student awards as well as through various informal means of communication. These are Hospitality, Stewardship, Justice & Peace and Community.

The school community prioritises five learning dispositions we feel are necessary to successfully live and work in the 21st century. These are – risk taking, resilience, creativity, communication and reflection. One disposition is taught school-wide each term with student awards again reflecting their importance.

BCE Listens Survey - Parent satisfaction

Performance measure	
Percentage of parents/carers who agree# that:	2018
This school helps my child to develop their relationship with God	100.0 %
My child is encouraged to participate in spiritual and religious activities and projects outside of the classroom	100.0 %
Religious Education at this school is comprehensive and engaging	96.2 %
I see school staff practising the values and beliefs of the school	100.0 %
This school looks for ways to improve	89.3 %
The school is well managed	85.7 %
My child is making good progress at this school	86.2 %
This school is a safe place for my child	96.4 %
This school helps students respect the needs of others	96.4 %
Teachers and staff are caring and supportive	96.4 %
Teachers at this school expect my child to do their best	93.3 %
Teachers and staff relate to students as individuals	96.4 %
The teachers help my child to be responsible for their own learning	93.3 %
My child is motivated to learn at this school	93.3 %
I can talk to my child's teachers about my concerns	86.7 %
This school offers me opportunities to get involved in my child's education	86.7 %
My child's learning needs are being met at this school	80.0 %
I am happy with my decision to send my child to this school	89.3 %

BCE Listens Survey - Student satisfaction

Performance measure	
Percentage of students who agree# that:	2018
At my school, I can express my beliefs	86.2 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.8 %
Religious Education at my school is interesting and engaging	80.6 %
I see school staff practising the values and beliefs of my school	89.5 %
My school looks for ways to improve	92.1 %

Students at my school are encouraged to voice their concerns or complaints	87.6 %
Teachers treat students fairly at my school	91.4 %
Teachers recognise my efforts at school	88.1 %
I feel safe at school	90.9 %
My school helps me to respect the needs of others	98.1 %
I am happy to be at my school	92.3 %

BCE Listens Survey - Staff satisfaction

Performance measure	
Percentage of staff who agree [#] that:	2018
This school helps me to develop my relationship with God	96.7 %
My school encourages all students to participate in spiritual and religious activities and projects outside of the classroom	93.1 %
Religious Education at this school is comprehensive and engaging	96.6 %
I see school staff practising the values and beliefs of this school	100.0 %
This school is well managed	93.3 %
My concerns are taken seriously by the school	93.3 %
This school is a safe place to work	93.3 %
This school has an inclusive culture	96.7 %
This school has a culture of striving for excellence	96.7 %
All my students know I have high expectations of them	100.0 %
I am proud to be a member of this school	96.8 %
Overall, I am happy with my decision to work at this school	96.7 %

[#] '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

The school is integral to the local community. Parental involvement is valued and encouraged at St Joseph's, acknowledging both facts 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, being active members of the P&F committee, scheduling daily classroom support, becoming tuckshop volunteers or being extra hands on excursions. Such contributions are invaluable, adding richness to not only the life of the school but also sharing the message to the children that the school is an extension of family.

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

Sector:

Government

Non-government

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	27	19
Full-time Equivalents	24.3	10.7

Qualification of all teachers

TEACHER QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	7
Bachelor degree	20
Diploma	4
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 **\$65 747**

The major professional development initiatives are as follows:

Engagement in professional learning to build teacher confidence and competence by developing a deeper understanding of the effective and expected practices. This was achieved through mixed learning opportunities including support from Education Officers within the school context and the engagement of staff in offsite professional learning opportunities offered by BCE specifically around literacy.

Staff attendance and retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)	
Description	2018
Staff attendance for permanent and temporary staff and school leaders.	96.3 %

Proportion of staff retained from the previous school year.

From the end of the previous school year, 98.8 % 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).	91.4 %

*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	92.2 %	91.9 %	89.3 %	93.4 %	90.3 %	93.7 %	88.9 %

*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

The School's Student Attendance Guidelines promote regular attendance at school so as to increase the opportunity for children to participate in the life of the community and to optimize learning.

Importantly, the guidelines recognize the detrimental impact on learning that absences can have. To this end, 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. The attendance database is completed twice daily by 8.45am and again at 1.45pm.

NAPLAN

Average NAPLAN results

	Year 3		Year 5	
	School	Australia	School	Australia
Reading	430.0	433.8	521.9	509.0
Writing	397.8	407.2	500.0	464.6
Spelling	416.1	417.8	515.9	502.5
Grammar & Punctuation	448.7	431.7	540.8	503.6
Numeracy	408.2	407.7	510.0	494.2

