**Principal's Foreword**

**Introduction**

This report gives an insight into the achievements made by our school and the focus in learning that our school values and promotes. There is no doubt that our school maintains the core business of improving the literacy and numeracy skills of every student; no matter what difference exists amongst our students with regard to learning needs, cultural and language differences, religious and family circumstances, behavioural and social/emotional needs, gender and age.

Entrenched within this primary goal for learning are various mandates and initiatives that we continue to progress such as early years, middle schooling, new technologies, curriculum and assessment, special needs, responsible and safe behaviour, and student welfare.

Our school does and will continue to value the partnership in education, a partnership that includes students, teachers, parents, support personnel and outside agencies. Our school will continue to reflect on and review the progress made to date and plan for further school and student improvement.

**Value-Added by School**

See separate attached report on Achievements for 2010 relative to School Renewal Plan Goals

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**School Profile**

St. Joseph's Primary School Kangaroo Point 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 for this school 233

Total Enrolment 233

Girls 131

Boys 102
Curriculum offerings

Our distinctive curriculum offerings

St Joseph’s offers a wide variety of subjects. The basic core skills are covered in English, Mathematics, Study of Society and the Environment (S.O.S.E), Science and Technology. Religious Education is provided to all students as an integral part of our curriculum and ethos of our school community. Our Curriculum is essentials and outcomes based and integrated. The curriculum is diverse, to provide a range of learning opportunities and caters for the individual style of learning that each child possesses. We believe that students are life long learners and that the curriculum must be dynamic and continually changing.

At St Joseph’s we offer:

• 1:1 Student Laptop Program for all students in Years 5 to 7
• Diversity in programs catering for differences in learner’s needs in learning difficulty and enrichment
• Comprehensive, integrated learning opportunities focusing on the development of the whole child
• By learning together, our highly professional, experienced and dedicated teachers are able to present high quality programs based on the future learning goals required for our students to successfully engage in life long learning.
• These goals aim to develop and enhance the skills and knowledge required in literacy, numeracy, information technology and relationships within a structure which is meaningful and relevant to all the student learners.
• Proudly we offer all students the opportunity to participate and excel in key learning areas, in our instrumental music and choir programs, school musicals and concerts, sport at school, district and regional level.

Extra curricula activities

Parents may nominate and pay for their children to enter the Westpac Mathematics Competition
- Choir
- Tennis
- Art
- Speech & Drama
- Music
- Chess
- Aus Kick Football Program
- Interschool Sports Competitions
- Cricket
- Netball
- Soccer
How Information and Communication Technologies are used to assist learning

St Joseph’s students increasingly live and thrive in the digital environment, comfortable with virtual, screen-to-screen and face-to-face relationships. Our goal is to look for meaningful, relevant and rich ways to embed technology in the learning and teaching to seamlessly bridge the gap between the home/school environments. In 2010 St Joseph’s School community implemented significant changes in the area of ICT. This included the provision of wireless internet access; the purchase of staff laptops; the introduction of a 1:1 laptop program for Years 5, 6 and 7; and increased access to computers in all other classrooms. It is expected that improved outcomes for learners will be evident (and measurable) in a number of ways. Students will be given the opportunity to; Engage with high quality commercial computer programs to assist with reading, comprehension, Maths skills, Demonstrate independence and initiative, Work collaboratively with other students via wikis and blogs, Effectively communicate to achieve a purpose eg. Email accounts, digital storytelling, Select the most appropriate technology to complete tasks and discuss and evaluate the consequences of their choice.

Social climate

St Joseph’s caters for children from many and varied backgrounds, ability levels and cultures. All children are treated equally and given equal opportunity in their educational and extra curricular activities. Ethnic backgrounds and religion are always taken into account when planning special occasions that may involve particular religious celebrations.

Our Guidance Counsellor offered:
- Individual support (counselling) for identified students & assisted parents of these students in developing strategies for success
- Student Protection Professional Development for staff
- Guidance Counsellor Cluster Meetings were held at St Joseph’s providing networking opportunities
- Friends Program
- Rock & Water
- Pearls for Girls
- Various Social Skills Programs

Various Other Initiatives supported by the School:
- Our Guidance Counsellor, and Special Needs Consultants Inclusive Education attended interviews for students identified as requiring additional support
- Beating Bully Bulldozer - A Whole School Bullying Program for Schools
- A number of Professional Development opportunities were provided by the for Support Teacher – Inclusive Education
- Special Consideration was provided for eligible students for NAPLAN Testing
- In-class, small-group and individual literacy, numeracy & organisation & study skills & Social Skills (Stop, Think, Do ) provided for individual students: on-going and occasional, depending upon identified needs
- Support Teacher Inclusive Education had liaison with class teachers to work collaboratively in the development of - Behaviour Management Plans and curriculum adjustments

Parent, student and teacher satisfaction with the school

During 2010 the school made available to all parents a comprehensive survey that asked them to rate their perceptions of the school in seven main categories including:

- Priority 1 - Prayer & Worship
- Priority 2 - Curriculum
- Priority 7 - Equity & Stewardship
- Priority 5 - Partnerships
- Priority 8 - Planning & Reporting, Accountability, Monitoring & Internal School Review Process

The data collated was overwhelmingly supportive of the school and its endeavours with almost all respondents providing answers that either agreed or agreed strongly with the posed questions.
Involving parents in their child’s education

St Joseph’s School actively welcomes Parents’ involvement within the school and their child’s education. Teachers are happy to give interviews at any suitable time but an appointment must be made. Parent-teacher interviews may also be requested following reports each Semester. At the beginning of the year, a Parent-Teacher Information Evening is held where the teacher will give an overview of the curriculum for the year, the organisation of the class is discussed, procedures explained and parents are informed of excursions etc that they can expect their child to be involved in during the year.

St Joseph’s School has an active Parents and Friends Association which always welcomes new members. Through our P&F we raise much needed funds for equipment, resources and computers. Parent Representatives As part of the P & F group each class has a nominated Parent Rep. who acts in a liaison role with the class teacher, parents and the P & F Association. Many parents volunteer their time as classroom helpers, either directly through their child’s teacher or through one of the excellent programs we run to assist children with learning difficulties. Parents may also be trained as support a reader helpers.

### 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>18</td>
<td>7</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>38%</td>
</tr>
<tr>
<td>Post Graduate Diploma</td>
<td>38%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>94%</td>
</tr>
<tr>
<td>Diploma</td>
<td>27%</td>
</tr>
<tr>
<td>Certificate</td>
<td>11%</td>
</tr>
</tbody>
</table>

#### Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2010 was $24,000.

The major professional development initiatives were as follows:

The teaching staff at St Joseph’s are a very experienced, dedicated and professional group who are willing to research and explore pedagogies that will engage students in the early and middle phases of learning; teachers plan cooperatively. Teachers at the school provide a challenging curriculum that is aimed at achieving excellence.

The major Professional Development initiatives were:

- Early Years Curriculum Development
- ICLT – Embedding ICT in the Classroom
- Interactive White boards
- Australian Curriculum, Spelling
- Staff Well being Initiatives
- Curriculum Development
- Religious Education/Catching Fire/Mercy Charism
- Accessing Curriculum
- Student Protection
Average staff attendance rate

The staff attendance rate was 98.18% in 2010.

Proportion of staff retained from the previous school year

From the end of the 2009 school year, 94% of staff were retained by the school for the 2010 year.

Key Student Outcomes

Attendance
Student attendance - 2010
The average attendance rate for the whole school as a percentage in 2010 was ____%.

Student Achievement – NAPLAN for Years 3, 5, 7 and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Measures</th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
<th>Yr 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average score for the school in 2010</td>
<td>438.1</td>
<td>493.3</td>
<td>578.5</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Average score for Australia in 2010 (Do not change)</td>
<td>414.3</td>
<td>487.3</td>
<td>546.0</td>
<td>573.6</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2009</td>
<td>96.7%</td>
<td>86.7%</td>
<td>100%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>91.3%</td>
<td>92.3%</td>
<td>100%</td>
<td>%</td>
</tr>
<tr>
<td>Writing</td>
<td>Average score for the school in 2010</td>
<td>430.8</td>
<td>514.4</td>
<td>597.7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010 (Do not change)</td>
<td>418.6</td>
<td>485.2</td>
<td>533.4</td>
<td>567.7</td>
</tr>
<tr>
<td></td>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>2009</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>%</td>
</tr>
<tr>
<td></td>
<td>2010</td>
<td>91.3%</td>
<td>100%</td>
<td>100%</td>
<td>%</td>
</tr>
<tr>
<td>Spelling</td>
<td>Average score for the school in 2010</td>
<td>393.3</td>
<td>482.4</td>
<td>586.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average score for Australia in 2010 (Do not change)</td>
<td>399.2</td>
<td>487.1</td>
<td>544.6</td>
<td>564.0</td>
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<td></td>
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<td>100%</td>
<td>100%</td>
<td>%</td>
</tr>
<tr>
<td></td>
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<td>91.3%</td>
<td>100%</td>
<td>100%</td>
<td>%</td>
</tr>
</tbody>
</table>
### Grammar and Punctuation

<table>
<thead>
<tr>
<th>Measures</th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
<th>Yr 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score for the school in 2010</td>
<td>438.7</td>
<td>532.4</td>
<td>583.2</td>
<td></td>
</tr>
<tr>
<td>Average score for Australia in 2010 (Do not change)</td>
<td>416.9</td>
<td>499.7</td>
<td>535.1</td>
<td>578.8</td>
</tr>
<tr>
<td>For the school the percentage of students at or above the national minimum standard.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>100 %</td>
<td>100 %</td>
<td>100 %</td>
<td>%</td>
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<tr>
<td>2010</td>
<td>91.3 %</td>
<td>100 %</td>
<td>100 %</td>
<td>%</td>
</tr>
</tbody>
</table>

### Numeracy

<table>
<thead>
<tr>
<th>Measures</th>
<th>Yr 3</th>
<th>Yr 5</th>
<th>Yr 7</th>
<th>Yr 9</th>
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<td>584.9</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>100 %</td>
<td>100 %</td>
<td>100 %</td>
<td>%</td>
</tr>
<tr>
<td>2010</td>
<td>90.9 %</td>
<td>100 %</td>
<td>100 %</td>
<td>%</td>
</tr>
</tbody>
</table>

### Attainment and Achievement – Year 12

**Apparent retention rates Year 10 to Year 12**

Year 12 student enrolment as a percentage of the Year 10 student cohort.

### Outcomes for our Year 12 cohort of 2010

(Data are available to schools from the QSA secure website using your existing security code)

- Number of students receiving a Senior Statement.
- Number of students awarded a Queensland Certificate Individual Achievement.
- Number of students receiving an Overall Position (OP).
- Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.
- Number of students awarded one or more Vocational Educational Training qualifications.
- Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.
- Number of students awarded a Queensland Certificate of Education at the end of Year 12.
Number of students awarded an International Baccalaureate Diploma (IBD).

Percentage of OP/ IBD eligible students with OP 1-15 or an IBD. %

Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification. %

Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. %

### Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.