Principal’s Foreword
Introduction

These are challenging yet exciting times to be in education! We recognise that the skills our students will need during their lifetime can no longer be taught while at school as they will be obsolete by the time they enter the workplace, except for one skill...the skill of being able to learn. Schools today must teach students "not to give the right answer to questions about what (you) were taught in school, but to make the right response to situations that are outside the scope of what (you) were taught in school. We need to produce people who know how to act when they're faced with situations for which they were not specifically prepared." (Seymour Papert, 1998) To this end, the staff of St Joseph's Primary continue to embrace the challenges teaching and learning in the 21st century offers.

The three year building program was completed mid-2012 with the construction of four new classrooms for the Year 4 and 5 students as well as the completion of major board walks, staircases and the installation of a lift. The completion of this final stage has brought us facilities that provide spaces for creative and flexible approaches to teaching and learning, second to none! And while much time and energy has gone into this aspect, it has been outstripped by the level of commitment and expertise staff have invested in ensuring that the students of St Joey’s receive an 'education with virtue'! (School Motto)
Characteristics of the student body

Students that 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. The school's enrolment increased in 2012 with 452 students commencing school. While the percentage of indigenous students continues to be quite small (1.1%), the percentage of students with disabilities remains relatively consistent at 3.7%. These disabilities include Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment and Speech Language Impairment. Additionally, 3.7% of the school community are students who speak English as a second language, an increase on previous year's.

St Joseph’s Primary 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 aftermath of yet more floods in Queensland, walking in the annual Relay for Life 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 schools' Vision Statement)

Our distinctive curriculum offerings

St Joseph’s Primary offers a broad and solid curricula. During 2012, staff engaged with the new Australian Curriculum by implementing and reporting on all Phase One areas - English, Mathematics, History and Science. 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 or enrichment. A co-teaching model operates regularly in each classroom with the class teacher and specialist teachers working in unison.

The school continues its distinctive focus on The Arts, not only though a classroom music program spanning Prep to Year 7, but the opportunity for performance in eisteddfods, coastal Choral and Musical festivals and in dance workshops. An Instrumental Immersion program commenced forin 2012 with all Year 4 students learning 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. Students in Year 6&7 also participate in a Friday afternoon inter-school winter sports' competition with local schools.

The school has a very successful Cultural Literacy program in Years 6&7 with a focus on the study of Indonesia, providing a solid basis for further study at high school.
Extra curricula activities

ACADEMIC - Readers Cup, 'Voices on the Coast', Maths Enrichment Challenge evenings (Years 6&7), Maths Olympiad (Years 6&7), Camps (Years 5,6&7), Chess Club, Inter-school Chess Tournaments,

CULTURAL - 'Senior Singers' and 'Junior Joey's' choirs, School Band, String Ensemble, Instrumental and Percussion lessons, Arts Council, Art classes, Dance classes, Inter-school Dance Challenge, 'A Little Dusk Music' Performances, Eisteddfods, 'Relay for Life' (Year 7).

SPORTING - Rugby, Cricket, Netball (including Year 6&7 in the QC Cup), Soccer, Swimming, Cross Country, Surf Skills (Years 5,6&7), Equestrian Team, 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) recognises 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 students to be flexible, adaptive, and interdependent learners for the living and working in the 21st century, the use of ICT must be as accessible as paper and pencils have been, to date. To this end, St Joseph’s Primary has continued to prioritise its budget allocation for the purchase and upgrading of ICT equipment including interactive whiteboards, digital projectors, desktop computer banks, wireless connectivity, and laptops for all teaching staff, all of which support teaching and learning across the school. To further enhance flexibility, the school began to replace desk tops with laptops during 2012.

The provision of equipment however is but the first step. The profound impact is that information communications technology is completely reorganising how, where, when, with whom, and even why people work. As Alan November (2012) writes, "The real revolution is not about computers, just like the industrial revolution was not about engines. We need to look beyond the technology to seek the ways of collaborating together to help children become independent, critical managers of their own work." (www.novemberlearning.com/). The challenge continues!

Social climate inclusive of pastoral care and our response to bullying

A strength of St Joseph’s Primary is its 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. The social-emotional well-being of our students is paramount with a variety of programs supporting the promotion of a healthy sense of self. These include the ‘Better Buddies’ program which teaches pro-social values and skills, aims to reduce bullying and promotes positive relationships between younger and older students. Another example is the Year 7 Committees where students belong to one of four committees, each promoting Benedictine values that come from our school’s founders - Liturgy (Prayer), Justice & Peace, Hospitality and Stewardship with students taking a leading role in activities that promote their Committee’s value.

The school has very clear guidelines in responding to bullying, outlined in the pamphlet, ‘An Anti-bullying Strategy for Parents’, available for download from the school’s website.
Parent, student and teacher satisfaction with the school

Parents and students are regularly consulted through both formal and informal processes at St Joseph’s. During 2012, multiple opportunities were provided with the community engaged in three formal processes - the school’s External Review (which occurs every 5 years), the Principal’s Appraisal and the school’s Cyclical Review. On each occasion, parents, students and staff were invited to complete a survey so as to provide feedback. Additionally, students were surveyed about their views of learning within their particular classroom, again providing essential feedback that influences practice. The Parents & Friends’ Association, the School Board and the Parent Contact Group are structures within the school that ensure the voice of the parent community is heard. For the first time, staff were surveyed by the Brisbane Catholic Education Office during 2012 to ascertain their attitudes toward their workplace and their profession.

Feedback consistently indicates that the satisfaction level with the school is high. Should concerns be raised, they are dealt with promptly, usually on the day the concern is received.

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 to the P. & F. Association, 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.

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>27</td>
<td>18</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>23.4</td>
<td>10.4</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td></td>
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Qualifications of all teachers

<table>
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<tr>
<th>Highest level of attainment</th>
<th>Percentage of teachers and leaders at the school attaining this level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>17</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>37</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>40</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>3</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $59,454.92.
The major professional development initiatives were as follows:

- Professional learning opportunities included both school-based and external workshops either during or out-of-school times. These included:
  - Religion and spirituality
  - Literacy - guided reading instructional strategy (with coaching), comprehension
  - Mathematics - numeracy
  - Inclusive education - differentiating curriculum strategies, behaviour management, working with autism, anxiety and emotional regulation
  - ICLT - Connected contemporary learning: technology conference, iPads and the Early Years

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.

Where it says ‘Search by school name’, 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 96.73% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 94.4% of staff were retained by the school for the 2012 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>93.6%</th>
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</thead>
<tbody>
<tr>
<td>Prep Attendance Rate</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 1 Attendance Rate</td>
<td>92.6%</td>
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<tr>
<td>Year 2 Attendance Rate</td>
<td>93.9%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>92.3%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>94.2%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>94.5%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>92%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>95.5%</td>
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</tbody>
</table>
Policy and practice to manage student attendance

The School Board ratified guidelines for student attendance in 2011. 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 Student 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 Office who in turn, notify the Non-Government Schools Office.

Attendance rolls are 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.

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.

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