Principal’s Foreword
Introduction

St Joseph’s is unashamedly a Josephite school. With a Josephite Sister on staff as our pastoral worker, we are fortunate to have a tangible connection with the Josephite tradition and the charism of St Mary MacKillop.

2012 was another busy year at St Joseph’s Tobruk. After trialling Australian Curriculum materials in English, Mathematics, History and Science in 2011, the staff pressed on with implementing the new curriculum in 2012. Our familiarity with inquiry learning processes enabled a relatively smooth transition to the new curriculum. We anticipate the introduction of the new Religion and Geography syllabi either late this year or early in 2013.

A plan for the renewal and maintenance of technology at St Joseph’s was implemented in 2012 allowing us to replace computers across the school and ensuring that each class had access to at least four laptop computers in the classroom. Computers in the school library/resource centre will be replaced in 2013. I acknowledge the support of families at St Joseph’s which has enabled us to implement the ICLT plan. I also thank the P & F for their dedicated and enthusiastic support which has led to the purchase of other ICLT such as robotics and touch technologies.

Artworx was located in the school hall in 2012, the first time that we were able to be housed in the one space. It was a wonderful celebration of children’s art and a genuine expression of the spirit of the community here at St Joseph’s.

School Profile

St Joseph’s Tobruk Memorial 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 for this school 420

Total Enrolment 449 Girls 238 Boys 211
Characteristics of the student body

The traditional inhabitants and custodians of the area were the Yugambeh people. St Joseph’s was opened and blessed in 1953, opening its doors to students in 1954. Beenleigh has its roots in sugar cane and cattle. There are still remnants of this farming activity in the surrounding areas. With growth in Brisbane south and Gold Coast north, there has been a gradual intensification of population in the Beenleigh area. This has been more pronounced in recent years. St Joseph’s draws the bulk of its enrolments from Beenleigh, Eagleby, Logan Reserve, Mt Warren, Bolivah, Tamborine Village, Windaroo, Waterford and Edens Landing.
Most of the children leave St Joseph’s after Year 7 and then move to Trinity College for their secondary education, although some students travel to schools in Brisbane City or Gold Coast City for their secondary years.
Our three sporting houses - Green (MacKillop); Red (Steele) and Blue (O'Shea) - are named after St Mary MacKillop (co-founder of the Sisters of St Joseph), Fr Owen Steele (Chaplain to Australian Forces in Tobruk during WWII) and Fr Bill O'Shea (Beenleigh Parish Priest from 1979-1987). Essentially we are a two stream school.

Our distinctive curriculum offerings

St Joseph’s Tobruk provides a comprehensive, inclusive, holistic and future focused education.

Specialist lessons in Art, Music and ICT
Interschool gala sporting days (Years 6-7)
Choir and instrumental music programs
Classroom computers (minimum of 4 laptops per class), laptop bank, iPad/iPod Touch bank, and library computer lab
School camp program (Years 5-7)
Chess
Lunch time clubs
Innovative early childhood programs
Focus on developing early Literacy and Numeracy skills
Early intervention
Inquiry learning
Swimming lessons (Years 1-7)
Outside School Hours and Vacation Care
Audiance
Printmaking and photography
Celebrations of Learning
Extra curricula activities

Outside agencies offer programs in Soccer and Tai Kwon Do making use of the school oval and hall respectively.
The school takes part annually in the Beenleigh ANZAC Day march. Many families attend the special
ANZAC Day Mass at St Patrick’s Church prior to the march.
Over 120 children are involved in our instrumental music program at St Joseph’s. Lessons are conducted
primarily during school time. Parents pay for these half-hour, small group lessons. The school has an
instrumental band which rehearses once a week before school. The school choir is selected by audition
from children in Yrs 2-7. The choir is entered annually into the Beenleigh Quota Eisteddfod and the
Catholic Schools Music Festival. The school band and choir perform at school events such as Artworx
and the fete.
Every year the school holds a Talent Extravaganza and Christmas Concert. The school holds an
Artworx and fete biannually.

How Information and Communication Technologies are used to assist learning

At St Joseph’s Tobruk, ICLT’s are embedded into the everyday classroom experience of the children.
Every classroom is equipped with a minimum of four (4) laptop computers which are used on a daily
basis in activities such as literacy and numeracy rotations, Mathletics, Literacy Planet and rostered group
work. Early Years’ classrooms feature Interactive Whiteboards (IWB’s). All other classrooms have digital
data projectors which are used by teachers and students on a daily basis. The library/resource centre
stores a bank of laptops which are borrowed by classroom teachers for in-class group work/assignments.
The library/resource centre also holds 30 iPads which are similarly borrowed by classes. A computer lab
is located in the Library/Resource Centre and is used, for example, for whole class lessons in cyber
safety, information literacy, Mathletics and Literacy Planet. Other touch technologies (iPod Touch) are
growing at the school. Learning Support staff use ICLT’s to assist children to learn in targeted areas of
need.
Staff and students have wireless internet access throughout the school making the use of ICLT’s
possible in a variety of learning environments. There is a growing use of the internet at home and at
school. Children are increasingly able to access homework and other tasks online through the use of the
school portal and LIFE (Learning Management System). Children use ICLT’s to research, create, present and / or publish work.

Social climate inclusive of pastoral care and our response to bullying

Children at St Joseph’s abide by four main school rules: Respect for Self; Respect for Others; Respect
for the Environment; and Respect for Learning. These rules guide positive behaviours both in the
playground and in class. Classes are connected pastorally to one another through a buddy system.
Various student supports are in place including a pastoral care worker (Sr Jenny), a guidance counsellor,
inclusion teachers, the school administration and other specialists who comprise the student support
team. To develop in children capacities for dealing with bullying or anti-social behaviours, we teach
TWISTS Strategies (T Tell them to stop. W Walk away. I Ignore. S Stand up for yourself. T Tell a
teacher. S Stay calm). Children are encouraged to report any instances of bullying to their class teacher
in the first instance. Parents are also asked to report suspicions of bullying to the school administration
or to the class teacher. At St Joseph’s we have a zero tolerance for bullying and always attempt to deal
with instances promptly and without blame. Parents are notified when their children are involved in
bullying instances.
Parent, student and teacher satisfaction with the school

St Joseph’s has a high student / family retention rate. Families tend to want to stay at the school. Some families have left the school due to work transfers and have returned to St Joseph’s when circumstances have changed. Some families leave because they perceive that the school is not meeting their children’s needs - we cannot please everyone.

Our school numbers have increased since 2006 from 353 students to 427 students in 2012.

The school does not advertise in newspapers or other forms of media, relying on its reputation for quality teaching and learning in the Beenleigh area to speak for itself. Many families have a long history of association with the school. Following enrolment interviews, the principal often comments on the number of parents who themselves attended the school at sometime in the past. The high retention rate of teachers and their professionalism and dedication indicate high teacher satisfaction with the school.

Parent involvement in their child’s education

At St Joseph’s Tobruk, we encourage families to continue to be actively involved in their children’s education through purposeful partnerships with their children’s teachers and the wider school community.

We invite partnership through
the Parent Information/Orientation evening; Parent / Teacher interviews; Parent education sessions such as Wonder Words / Reading / Writing workshops; Parents and Friends Association: Classroom, library, art room help; Coaching / management of sporting teams; Involvement in lunch time clubs; attendance at Sr Jenny’s Cuppa; participation in the school worship celebrations, class masses and morning teas: attendance at weekly assemblies and prayer times; assisting when transport is required; volunteering for tuckshop days; contributing to the Mother’s Day/Father’s Day Stalls; assisting with Carnivals or Fetes; cooking at sausage sizzles and participation in fun days; involvement in the Lenten Fair.

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>26</td>
<td>16</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>22.9</td>
<td>10.1</td>
</tr>
<tr>
<td>Indigenous</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<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>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>28%</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>16%</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>48%</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>8%</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2012 was $38365

The major professional development initiatives were as follows:

- Implementation of the Australian Curriculum - English and Science focus.
- Planning in Religious Education using online resources. Jesus in the Gospel of St Mark.
- Colloquium - Immersion in the Charism of St Mary Mackillop
- Performance and Development - Teacher Goals Setting / 1st Aid and CPR / Teaching Grammar
- Principals' Conference in Melbourne / Numeracy across the curriculum
- eMinerva Training (AP) and SRS - Student Reporting System
- Providing Effective Feedback to Students (Hatti)

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 97.74% in 2012.

Proportion of staff retained from the previous school year

From the end of the 2011 school year, 100% of staff were retained by the school for the 2012 year.

Key Student Outcomes

| Whole School Attendance Rate | 93.3% |
| Prep Attendance Rate         | N/A   |
| Year 1 Attendance Rate       | 91.1% |
| Year 2 Attendance Rate       | 93.7% |
| Year 3 Attendance Rate       | 94.9% |
| Year 4 Attendance Rate       | 93.7% |
| Year 5 Attendance Rate       | 93.5% |
| Year 6 Attendance Rate       | 93.5% |
| Year 7 Attendance Rate       | 93.2% |
Policy and practice to manage student attendance

Children who are late to school are signed in by a parent and the reason recorded. Children who leave the school during the school day for appointments are dismissed through the school office when a parent arrives to collect the child. Office staff update the roll on these occasions. Teachers mark the roll online for each morning and afternoon session. Families are asked to contact the school to explain any absence. The reason for a child's absence is recorded online. Prolonged/unexplained absences are checked by office/teaching staff through contact with the family. Attendance record and days late are published in the child's report formally issued each semester.

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/.

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