### Principal’s Foreword

Introduction

St Joseph’s is a Catholic primary school in the Corinda-Graceville Parish. We endeavour to provide an authentic Catholic education so that our children grow into responsible Christian adults with a love and respect for themselves, for others and for God.

We work in partnership with our parents, with our Parish and with the community. We are fortunate to be situated in an area with a community that is connected and supportive of each other. Parents play a vital role in the education of their children and can often be seen in classrooms and attending significant events.

Children, staff and parents work collaboratively to live our mission - "Act Justly, Love Tenderly and Walk Humbly With Our God."

### School Profile

St Joseph’s 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 471

| Total Enrolment | 471 | Girls | 255 | Boys | 216 |
Characteristics of the student body

- Coeducational school for children from Prep to Yr 7
- 471 students spread across 18 class groupings
- Approx 80 students with a language background other than English
- Student population is primarily from the Corinda-Oxley area, with others drawn from surrounding suburbs such as Seventeen Mile Rocks, Darra, Durack, Forest Lake and Sinnamon Park.
- St Joseph’s students progress to secondary schools such as Brigidine College, St Laurence’s College, Corinda State High and St Peter’s College

Our distinctive curriculum offerings

The school uses the Brisbane Education Teaching and Learning Framework along with the Australian Curriculum guidelines and relevant Queensland Studies Authority (QSA) Syllabus. All Key learning Areas are included in the Curriculum P – 10 along with Religious Education.

Distinctive Curriculum Offerings
In addition to the mandated Key Learning areas, St Joseph’s offers a range of distinctive curriculum offerings to engage students in a range of learning opportunities.

Specialist Teachers provide and enhance learning programmes:
- Inclusive Education
- Information Literacy
- Information Communication & Learning Technology
- Design Thinking processes
- English as a Second Language
- Language Other than English (Japanese)
- Music
- Physical Education
Extra curricula activities

Instrumental Music – Piano, Band, Guitar
- Tennis
- Netball
- AFL
- Soccer
- University of Queensland Sports Clinics
- Dance Lessons
- Readers Cup
- Catholic Schools Sport

How Information and Communication Technologies are used to assist learning

In every learning space at St Joseph’s there is digital projection or interactive board systems to assist the embedding of ICLT’s into the curriculum. Throughout their engagement with the curriculum children have access to a variety of devices including laptops, iPads and iPods. Teachers are beginning to incorporate more online technologies into their teaching and homework tasks. St Joseph’s is beginning to incorporate an online Learning Management System (LIFE) into classroom use and also provide home access for students.

Social climate inclusive of pastoral care and our response to bullying

The families of St Joseph come from a range of socio-economic and cultural backgrounds. Our school community values the uniqueness and richness that this brings to our community. In keeping with the Mission Statement, St Joseph’s provides opportunities for students to interact pastorally and socially as well as in the context of their curriculum work:

• School-wide Positive Behaviours 4 Learning program
• Family Groups
• Student Leadership
• Social Skills Program
• Student Led Assemblies
• Sporting Groups/ Houses

St Joseph’s operates under our “Prevention of Bullying Behaviour” policy which has been endorsed by the School Board.
Parent, student and teacher satisfaction with the school

In our last School External Review and Compliance processes Parents expressed satisfaction with:
- Liturgy
- Enhancement of built environment through master planning
- Curriculum offerings
- Students individual needs being addressed
- Students achievements in National Testing
- Students feeling of safety and of being well cared for.
Focus for the future will be:
- Enhancing communication practices - introduction of Parent Portal.
- Continued upgrade of ICLT resources.

Parent involvement in their child’s education

Parents are strongly encouraged to become involved in their child’s education through a variety of activities.
- Parent/Teacher meeting at the beginning and mid year
- Individual parent/teacher appointment times
- Parents and specialists to plan ILP’s
- Listening to reading in the lower grades
- Parents and Friends Association and School Board
- Assisting in the tuckshop, fetes, working bees
- Assisting in the stall for Mother’s, and Father’s Day
- Assisting on excursions and special classroom activities
- Attending Student Assemblies and Prayer Assemblies
- Participation in parish sacramental programme

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>27</td>
<td>12</td>
</tr>
<tr>
<td>Full-Time equivalents</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>0</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>17</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>24</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>49</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>10</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning
The total funds expended on teacher professional learning in 2013 was $71,565.
The major professional development initiatives were as follows:
- Implementation of Design Thinking - pedagogical practices and fostering student creativity and engagement. Supported by BCE and external educational consultants NoTosh.
- Whole staff focus day on the structure and content of the new Brisbane Catholic Education Religion Curriculum. Subsequent formation of RE curriculum implementation team.
- Support and training days for staff learning LIFE LMS package.
- Individual staff attending Professional development as identified in their professional learning plans, covering areas such as teaching of History, Geography, the Arts, cross curriculum priorities and establishing creative learning environments.

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 98.39% in 2013.

Proportion of staff retained from the previous school year
From the end of the 2012 school year, 95.83% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>96 %</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>95 %</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>96 %</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>95 %</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>96 %</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>94 %</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>97 %</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

- use BCE eMinerva software package to track and report student attendance
- absentee line available for parent notifications
- follow relevant guidelines in extreme cases
- attendance reported to parents as part of school reporting procedures
- prior notification required for planned absences e.g. holidays

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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St Joseph’s Primary

School Renewal Goals

2013
## Priority 1: Mission and Religious Education

<table>
<thead>
<tr>
<th>Goals</th>
<th>2013 Strategies</th>
<th>Leadership</th>
<th>Review</th>
</tr>
</thead>
</table>
| To improve family participation in School-sponsored parish masses. | ✓ School involvement in parish masses – 4 per year.  
✓ Invite families of specific year levels to each of the 4 masses. | Principal  
APRE  
Class teachers  
Nik Seow | Some improvement – but needs constant monitoring. |
| Implementation of new RE curriculum. | ✓ Staff PD with Pat Lavercombe – new curriculum orientation in January  
✓ Religious Education Curriculum Implementation team formed. Attended BCE hosted days focused on school-wide implementation strategies.  
✓ Attended launch of new Curriculum in October. | All staff  
Leadership team, APRE, Keryn Newton, Helen Paterson, Kym McGregor | Pat Lavercombe EO-RE booked for term 1 PD with CTK. Focusing on resources to support the teaching of the new curriculum. Teachers have engaged well with the new curriculum – 2014 to look at ways to integrate other learning areas with new RE curriculum. Initial meetings held. Further discussions required leading up to and preparing for school centenary in 2017. Formation of committee suggested. |
| To continue to work towards a knowledge and understanding of the school’s origins and charism | ✓ Engage Suzanne Bell in consultation. | Suzanne Bell  
Principal  
APRE | |
## Priority 2: Learning and Teaching

<table>
<thead>
<tr>
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</table>
| Increase use of SRS data, BI Tool, NAPLAN and ACER testing data during teacher planning | - Teachers to be introduced to potential for use of data.  
- Teachers to become familiar with reports and data available through BCE initiatives (BI tool etc)  
- Reviewed resources available – and current usage. | Bryan, Malone                    | Teachers have increased understanding of where to find student learning data |
| Continue to explore the use and benefits of mobile technologies in classrooms. | | Maryanne, Bryan, Jenny            | Visible Learning foundation day attended by team. Further work in 2014 planned |
| To have all teachers familiar with, and ready to engage with next phase of National Curriculum implementation. | | Staff.                           | Devices well used according to curriculum needs. Purchase of 35 additional devices to occur in term 1 2014. |
| To continue work on SWPBS.                                           | - Bryan to co-ordinate PD activities with BCE personnel at school level  
- Individual staff to identify specific areas of professional development – Geography, History, Arts and HPE. | Bryan + BCE specialist staff, Sarah, Skye, Nik, Belinda, Kym, Jenni, Teneile. | Highly successful process of providing in-house PD for teachers. Yr 2 and 3 teachers engaged in Design Thinking project at invitation of BCE Education Officers. To date, this has been very successful, with a high level of interest from other staff and schools. |
|                                                                     | - Active promotion and teaching of targeted behaviours.  
- Positive behaviour weekly raffle on assembly.                        | Sue – Ellon, Kathryn, Joy, Kym and Leah + Tricia Galea BCE | Committee has met regularly and continues SWPBS process. Rules and raffle have been a success. |
### Priority 3: Professional Practice and Collaborative Relationships

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<th>Goals</th>
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<tbody>
<tr>
<td>Begin process of implementing Australian Teacher Performance and Development Framework.</td>
<td>➢ Familiarisation activities to be undertaken</td>
<td>Leadership team</td>
<td>Recent graduates are more familiar with framework. Work to continue with whole staff.</td>
</tr>
<tr>
<td>To development effective professional learning communities both within school and across the wider BCEO community.</td>
<td>➢ To become part of BCE-wide initiatives such as Design Thinking and Visible Learning to enhance pedagogical practice.</td>
<td>All Staff Focus groups/teams</td>
<td>Teachers involved in Design thinking processes have formed strong working relationships with BCE staff and teachers from other schools. Additional staff have indicated willingness to be involved in Design Thinking in 2014. Visible learning and other inquiry and design processes supporting Draft Technology Curriculum to be further investigated in 2014.</td>
</tr>
</tbody>
</table>

### Priority 4: Strategic Resourcing

<table>
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<tr>
<td>To further staff with engagement with Learning Management Systems.</td>
<td>➢ Teachers in yrs 2-7 to trial use of Life (LMS).</td>
<td>Leadership Team, Staff David Gall (BCEO)</td>
<td>Initial engagement was very positive. Technical difficulties with vendor resulted in system-wide interruption to full implementation. BCE worked with vendors to eliminate technical difficulties and improve experience for teachers and students.</td>
</tr>
<tr>
<td>To ensure that contemporary learning approaches inform the planning, design and use of facilities, in particular – approved BGA project.</td>
<td>➢ Consultation with Building and Planning and consultants</td>
<td>Leadership team</td>
<td>Ongoing. Library complete – administration and learning support areas underway</td>
</tr>
<tr>
<td>➢ Staff visit other new &amp; refurbished schools to research and investigate options.</td>
<td></td>
<td>Denise &amp; Maureen, Shar &amp; Toni</td>
<td></td>
</tr>
</tbody>
</table>

**“BIG TICKET”**
National curriculum – next phase
Building completion of existing projects and investigation of landscaping
Staff – investigating and engaging with contemporary pedagogical practice.