School Name  St Joseph’s School, Murgon
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Contact Person  Greg Cran

Principal’s Foreword
Introduction

St Joseph’s Murgon has a unique rural character. We have children from farming, professional, retail and non-working households. We also have the largest indigenous community in the Brisbane archdiocese. We have families with varied religious backgrounds other than Catholic.

Taking into account the varied backgrounds and needs of our students and in partnership with our parents, our mission is to promote the Catholic ethos founded on the life and teachings of Jesus, Mary and the saints.

We are promoting a lifestyle based on the nation of caring for others, acceptance of the diversity and uniqueness of people from all cultures and a selfless desire to act for the common good.

This report is a summary of the 2013 school year at Saint Joseph’s Murgon. It included data such as enrolment numbers, staff numbers, attendance rates and NAPLAN results.

Saint Joseph’s school has a special culture and many challenges. This report also outlines what is special to our school and how we strive daily to meet these challenges. The variety and effectiveness of the programmes in place are a reflection on the dedication, hard work, and initiative of the staff.

Among the key features of the school are the rich Indigenous connection and the Religious climate which permeate all that happens in the school.

School Profile

St Joseph’s Murgon  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  130

Total Enrolment  130  Girls  54  Boys  76
Characteristics of the student body

St Joseph's has 130 enrolled in the school from Prep to Year 7. The enrolment of 54 Indigenous children is the largest enrolment of Indigenous children in any Catholic school in the Brisbane Archdiocese. The children are largely from Murgon but a small number commute each day on a special buses (provided by the school) from Wondai and Cherbourg. Other children come from Goomeri, Proston, and some farms.

There are 15 children in the Care of the State, and 7 children with verifications including Hearing Impairment and Intellectual Impairment.

Our distinctive curriculum offerings

The teaching staff at St Joseph’s have continued their commitment to cater for the varying academic range and needs of the students. Experienced teacher aides support teachers with students both within the classroom and in individual situations. Students have access to a variety of state and national competitions with the results indicating the curriculum offered to these students enables them to achieve good results.

In addition to Religious Education the school implements the 8 Key Learning Areas of the State Education curriculum. Other distinctive curriculum offerings relate to the provision of a comprehensive sport program and to the provision of art education including Indigenous Art Programme - All Year Levels.

Support of children’s learning is implemented through designation of a Learning Support teacher, a Guidance Counsellor, school officers supporting students requiring individual or small group assistance including Indigenous Support Staff.

Children with special needs are also monitored through regular meetings with all stakeholders.

Other curriculum offerings distinctive to the school include regular Pastoral Care initiatives each term which include Healthy Breakfast Programme, Cherbourg Junior Police Rangers Programme, Boy's Club Programme, Girl's Club Programme.
Extra curricula activities

Inter-school Sport for Years 5/6/7 - Netball & Football
Brisbane catholic Schools Netball Carnival
Outdoor education Camp for Yrs 5, 6 and 7
Sydney Canberra Trip
Active After School Activities Programme
Parish Sacramental Programme
Kingaroy Eisteddfod (Year One)
All Stars Rugby League Trip
Intra-school Sport for the whole school
South Burnett district Sport

How Information and Communication Technologies are used to assist learning

All classrooms are now equipped with Electronic White Boards which are used each day. All staff (teachers and school officers) have been in-serviced in their use.
There is Internet connectivity in all classrooms and wireless connection is available in all areas of the school including outdoors.
Data Projectors are available in all classrooms and used frequently.
There is a computer room with a bank of 30 desktop computers, and a multi media room which are used constantly.
There are two banks of 8 notebook computers available for small group work and these are also in constant use.
The P&F have also purchased 20 Ipad to used within classrooms
Children frequently access the Internet as part of their research, and power point presentation and movies are now a common form of project activity.

Social climate inclusive of pastoral care and our response to bullying

Saint Joseph's is situated in the South Burnett region and draws its enrolments from the towns of Murgon & Wondai, the surrounding villages and farms, and the Indigenous community at Cherbourg. Of the 50+ Indigenous children enrolled the greater majority live in Cherbourg. The school is in the Wide Bay Federal Electorate which has the lowest SES in the state, and Cherbourg is among the most disadvantaged communities in the state.
There are a number of programmes in the school to support children including a Breakfast programme, and the provision of morning tea and lunch for children in need. We have 3 Indigenous support staff and a number of school officers to support children individually and in small group work sessions. The school also provide a Guidance Counsellor to assists children . The school has an anti-bullying policy, and through the Kids Matter Programme and the "You Can Do It" this issue is addressed regularly.
Parent, student and teacher satisfaction with the school

The school climate is generally a positive one. This is confirmed through parent and community feedback, as well as formally at P&F Meetings and Indigenous Parent Forums. The low turnover of staff, their high attendance rate (96.94%), and personal reflection at staff interviews indicate a high satisfaction rate among the staff. Children are generally happy and for many of them their time at school is the safest and happiest part of their day.

Parent involvement in their child’s education

Parents are always welcome in the school, and a number of parents assist in the classrooms, and with sporting activities and excursions. Parents are always notified about assemblies and liturgies, and always given a personal invitation when their child is due to receive an award. NAIDOC celebrations and Sorry Day are major celebrations involving parents and the wider community. There is a special Indigenous Centre of welcome and hospitality for parents which is well utilized. Grandparents and Parents attend in large numbers at our annual Grandparents day.

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>14</td>
<td>17</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Indigenous</td>
<td></td>
<td>5</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></td>
</tr>
<tr>
<td>Masters</td>
<td>15</td>
</tr>
<tr>
<td>Post Graduate Diploma/Certificate</td>
<td>13</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>43</td>
</tr>
<tr>
<td>Diploma/Certificate</td>
<td>25</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in Professional Learning

The total funds expended on teacher professional learning in 2013 was $18,216.65.
The major professional development initiatives were as follows:

- School Wide Positive Behaviour
- Religious Education - Theme, resources and asking fertile questions & Staff prayer
- Shared Vision/Development of Education Brief
- Strategic Renewal Plan
- Goal Setting
- You can Do It Program
- Planning with Curriculum Support Teacher and Education Officer
- I Believe Marist spirituality

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 96.94% in 2013.

Proportion of staff retained from the previous school year

From the end of the 2012 school year, 87% of staff were retained by the school for the 2013 year.

Key Student Outcomes

<table>
<thead>
<tr>
<th>Whole School Attendance Rate</th>
<th>89%</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%</td>
</tr>
<tr>
<td>Year 2 Attendance Rate</td>
<td>91%</td>
</tr>
<tr>
<td>Year 3 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 4 Attendance Rate</td>
<td>93%</td>
</tr>
<tr>
<td>Year 5 Attendance Rate</td>
<td>82%</td>
</tr>
<tr>
<td>Year 6 Attendance Rate</td>
<td>95%</td>
</tr>
<tr>
<td>Year 7 Attendance Rate</td>
<td>83%</td>
</tr>
</tbody>
</table>
Policy and practice to manage student attendance

St Joseph’s School uses the BCE eMinerva system for managing enrolments and monitoring student attendance. The teaching staff are required to mark the roll twice per day in accordance with BCE procedures. Concerns regarding frequent student absences are managed between the class teacher and Principal.

The provision of two special school buses at a nominal fee to parents assists children to attend school regularly.

Due to the difficulty communicating with some families by telephone visits by Indigenous support staff are made when there is an unexplained absence for two or more days. Most long absences are due to family reasons - funerals or illness requiring the family to relocate temporarily.

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/.

To access our NAPLAN results, 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.

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