



St Joseph's Catholic Primary School Bundaberg

2017 Annual School Report



Catholic Education
Diocese of Rockhampton

System:

Catholic Education Diocese of Rockhampton

Principal:

Mrs Kaye Beston

Address:

**22 Barolin Street
Bundaberg 4670**

Total enrolments:

163

Year levels offered:

Prep-Year 6

Type of School:

Co-educational

Curriculum Offerings

Distinctive Curriculum Offerings

St Joseph's school motto, 'Growing as One', highlights our school's vision with Gospel values and Restorative Practices underpinning life of regular prayer, liturgy, daily meditation and classroom teaching of Religion. Offerings include: School Counsellor onsite weekly, school-wide ICT culture, 1-1 device program, specialist science and physical education teacher, technology coach, verse speaking, choir, instrumental music, sporting schools (swimming, gymnastics, athletics), NAIDOC week activities, Reconciliation Action Plans, and Learning Support program. Student Wellbeing Programs (STAR and KidsMatter / Way to Go) are delivered. We are a Reef Guardian and eSmart School. St Joseph's provides Out of School Hours/Vacation Care.

Extra Curricula Activities

Instrumental Music Program - Strong student participation in a successful instrumental music program.

Junior/Senior Choir - Children involved in choir are prepared by our Music Specialist and perform for the wider community and compete at the eisteddfod.

Optiminds - a creative problem solving program in which children from year 4, 5 6 are involved.

Sporting activities - Children participate in interschool sports. All Students are involved in the school Swimming Program, cross country and Athletics Carnival. Teams are fielded at the annual Diocesan Challenge Cup.

Life Education program exposes students to the social and developmental changes they may experience at age appropriate levels. It supports and enhances our Personal and Social Development Education Program.

Further involvement in: eSmart Week, Writer's Festival, Readers' Cup, Premier's Reading Challenge, Daniel Morcombe Day, National Day of Action against Bullying, eSmart, Literacy, Numeracy, Book Week, Catholic School Webinars (Cybersafety), National Book Week, Indigenous Literacy Day, Science and Digital Technology Fair, Year 5/6 yearly School camps, University of New South Wales competitions in – Digital Technologies, Science, English, Maths, Spelling, Writing.

Students are involved in a number of service and community activities annually - ANZAC Day services, Cancer Fundraising – Arts Council – St Vincent de Paul, Caritas Australia, Clean-up Australia Day, Nude Food Day, Crazy Sock Day, Eco Challenge, Leaders Meet Leaders, Gracie Dixon visit, Spelling Bee, Under 8's Day, Youth Parliament, Future Leaders Eco Challenge. All our Year 6 students are recognised as student leaders and form leadership teams in which they work together in service for our whole school community.

How Information and Communication Technologies are used to assist learning

Technology features prominently in our daily school life. Wireless connectivity allows quick and easy internet access. Students are provided with laptops, desktops, iPads and introduced in 2014 our 1-1 device program is consolidated commencing in Year 4, whereby our students bring their device to/from school.

A Specialist Technology Coach supports students, staff and parents in the classroom, eSmart information in the Newsletter, PD with teachers and information sessions with parents.

On-site technical support is provided by qualified technicians on a daily part-time basis.

Interactive TVs and interactive whiteboards are in classrooms and modern, flexible furniture supports and enhances learning environments to enable learners to move around freely and work in different spaces.

They are developing their skills as self-managers in a vibrant, engaging, stimulating environment. We are an eSmart registered school that supports and teaches cyber safety.

Google Chrome is used throughout the school. Teachers are continually updating their professional learning in this area. All students have email access and have an ePortfolio. Educational Apps are used to enhance learning opportunities.

Social Climate

Catholic School Identity and Ethos – Structured age appropriate range of social action opportunities, the Charism of the School – Saint Mary MacKillop is articulated and embedded, Prayer, Assemblies and Liturgies, School Practices (Parish Mass, Liturgical Seasons).

School Counselling - St Joseph's funds a school counsellor who works at St Joseph's every Wednesday. A Student Welfare Worker is also employed under the School Chaplaincy Program and supports students, staff and parents. She delivers a weekly 'Way To Go' program to each class.

Wellbeing and Resilience Program is provided by a qualified teacher, STAR Program.

Pastoral Care - Families are supported with meals by other families during times of need.

Our Pastoral Care Student Leadership Team provides support for our younger students and welcomes new students and visitors to our school.

NET Team supported teachers and students in the classroom and outdoor activities.

Restorative Practices - Restorative Practices is a pastoral approach to healthy relationships and staff/student/parent welfare. This approach to conflict resolution promotes resilience in both the one harmed and in the one who causes harm. Restorative Practices emphasises the strength and potential for each staff/student/parent. Through a restorative philosophy we believe we can best facilitate the well-being of all students in our school community. Year 5 students take on the role of Peer Mediators during play time – they are trained in this role by the school Principal.

Cyber Safety and Anti-Bullying Strategies

-Our whole school Restorative Justice approach - with the skilling of the school community in the successful resolution of conflict and positive relationship building. A school produced video promotes our approach.

-We are a registered eSmart School.

-Strategies to respond to bullying include the following:

-Peer Mediation – Year 5 students are trained as peer mediators and support students with problem solving during play time.

-Our school has implemented Diocesan policies on ICT Acceptable Use Agreements for students and staff. The school regularly communicates to parents and the school community about cyber safety issues. We also have appropriate policies in place to deal with the use of mobile phones and other electronic devices.

-At the local school level we also have developed A Response to Bullying Brochure – a brochure developed in conjunction with Year 6 students and distributed to all students at St Joseph's and accessible on our school website.

- Every child has been involved in lessons based on the Feeling Unsafe Posters which are displayed throughout the school.

- Daniel Morcombe Personal safety program is taught across year levels.

- Each year St Joseph's participates in Child Protection Week activities with particular focus on internet safety activities that increase awareness of being 'cybersmart' in accessing the internet.

- Annual eSmart Week participation – class activities

- Our school Cybersafety Policy.

- Our school Behaviour Management Policy.

- Whole school Activities- annual participation e.g. 2017 National Day of Action Against Bullying.

Strategies used for involving parents in their child's education

We have an active P & F Association that works closely with staff to support the school financially and socially. They are also involved in organising community building events and parent education as well as taking responsibility for financial support of the tuckshop and resources requested by the school community. Working bees offer parents the chance to be involved socially and to offer practical support for the school.

The St Joseph's School Board supports the Principal with development and updating of school policies and is supportive practically in areas of finance and education in developing our school as a quality learning community.

Parents are regularly involved in class excursions and camps, Book Week, Mary MacKillop Festival, Grandparents Day, Catholic Education week, St Joseph's Day and regular weekly classroom activities.

We continue to provide opportunities to engage parents in student learning eg Student-led conferences, use of technology as 2-way communication.

The Seesaw is used to communicate to parents in real-time with particular focus on student learning.

Reducing the school's environmental footprint

St Joseph's is a Reef Guardian School.

School Projects:

Vegetable garden, Worm Farm, Tree Planting, Mulching, Weeding, Recycling, Book about our environmental projects, Woongarra Scrub plot, Wetlands education, Environment club, Pet turtle (Milbi), Litter collection, Food waste collection, Nude Food lunch awareness and encouragement, 'Cut the Glow to Help Turtles Go' public awareness campaign, clean up of Mon Repos Beach (significant turtle rookery for critically endangered loggerhead turtles).

Resource Management:

A rainwater tank for oval irrigation, tanks installed outside school hall for 'toilet flushing', Installation of 'timed' taps in students toilets, Half flush toilets, 68 solar panels installed.

School Participation in environmental days:

National Tree day, World Environment day, Science week, Future Leaders Eco Challenge, Clean Up Australia Day.

Characteristics of the Student Body

St Joseph's has a wonderful multicultural mix of students from a variety of backgrounds – India, Sri Lanka, Philippines, Solomon Islands, Fiji, Holland. There are a number of indigenous students who attend St Joseph's. These students and their families enrich our school community with their culture in many ways. English is the main language spoken with a number of students from Non English speaking and indigenous backgrounds. The school population is drawn from a broad demographic with varied socio-economic circumstances. The school population is reasonably stable with some movement with families relocating to other centres or moving to Bundaberg usually for work or work transfers.

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

Workforce Composition	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	15	14	1
Full-time equivalents	12.89	5.96	1.39

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	6.67 %
Bachelor Degree	86.67 %
Diploma	6.67 %
Certificate	

Expenditure on and teacher participation in professional development

TOTAL FUNDS

\$ 45,200

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Religion related PD - Annual Bishop's Inservice Day- Baptism, The Eucharist, Social Justice, Catholic Identity, Student Protection Inservice, Restorative Practices PD, WPHS/Fire safety, ICT Code of Practice, Code of Conduct, Reading - DRA, ASD workshop, Working Memory Workshop, Aboriginal Pedagogies, GAFE Summit.

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100 %

Average staff attendance

96.86 %

Percentage of teaching staff retained from the previous school year

88.24 %

School Income

<http://www.myschool.edu.au/>.

(The School information below is available on the My School website).

Find a school

Search by school name

GO

Search by suburb, town or postcode

Sector ☐ Government
☐ Non-government

SEARCH

PERFORMANCE of our STUDENTS

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at www.myschool.edu.au.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Key Student Outcomes

Reading continues as a major focus for St Joseph's School. The data collated enables teachers to identify student strengths and learning needs so that teaching, learning and assessment can be differentiated to year level National Curriculum expectations. Learning Support and classroom teachers work in partnership to support this process by gathering data related to specific students so that interventions target individual needs. Key outcomes for student cohorts based on NAPLAN results would indicate progress across the areas of Reading.

A data wall is a visual representation utilised as a whole school to identify student growth. Reading and Spelling data is used to identify starting points for teaching and to differentiate learning. Growth in learning is identified and evident in our data analysis. Whole school approach to reading and writing with clear expectations for teaching practice ensures consistency of language and pedagogy across all year levels.

St Joseph's continues growth across NAPLAN Years 3-5 especially in Reading and Numeracy. Our results indicate gains continuing as students progress from year 3 to year 5, supported by the 2014-2016 and 2015-2017 NAPLAN data. Our school continues our trend in demonstrating gains that was recognized in the 2016 data where we were identified by ACARA as demonstrating substantially above NAPLAN gains as our students progressed from year 3 to 5.

Student Attendance

Average student attendance rate (%)

93.9 %

Describe how non-attendance is managed by the school

Class Electronic Roll

Parents are required to inform the school of a student absences either by phone or written communication. Absences due to illness or appointments are also required to be reported to the school. Any unexplained absences are followed up with SMS contact after marking of the roll by 9.00am each day.

Value Added

Report on 2017 Strategic goals

Our goals for 2017 were:

1. Promote the Catholic identity of the school using data from Enhancing Catholic Schools Identity Project (ECSIP) to develop goals, incorporating values and Charism of Saint Mary MacKillop. (Challenge 1- High Literal Belief among the students and some adults; 2 Use of the Bible at school.)
2. Develop an explicit detailed agenda for improvement in terms of student behaviours and outcomes. (NSIT Domain 1- An Explicit Improvement Agenda)
3. Develop and maintain whole school approaches to teaching and learning in order to improve student outcomes in all areas. (NSIT Domain 6 - Systematic Curriculum Delivery)
4. Develop a feedback culture through coaching and mentoring. (NSIT Domain 5 - An Expert Teaching Team)
5. Refine the Whole School Assessment Plan for the regular and systematic collection, communication and analysis of individual student and cohort data. (NSIT Domain 2- Analysis and Discussion of Data)

The school made good progress on the goals for 2017 by:

- √ Providing professional development opportunities for staff
- √ Developing a MacKillop Scope and Sequence framework
- √ Purchasing class sets of resources eg Bibles, reading material, online surveys, Seesaw app
- √ Auditing teaching and learning practices in classrooms
- √ Applying whole school approach to teaching in identified areas eg Spelling, Daily 5, Restorative Practices
- √ Setting whole school, classroom, student, teacher goals as clear targets for improvement
- √ Monitoring progress towards targets
- √ Communicating the improvement agenda to parents
- √ Producing and sharing a whole of school video to highlight our Restorative Practices approach
- √ Introducing KidsMatter
- √ Continued application of 1-1 devices (4-6) to engage student learning
- √ Visible leaning in classes highlighted with learning intentions and success criteria documented
- √ Leadership Instructional Walks and Talks
- √ Teachers visiting other classrooms with clear observation intentions (linked to professional goals – AITSL)
- √ Continuing feedback culture within classes and teacher sharing of practice
- √ Ensuring yearly and term overviews of assessment are uploaded on staff landing page
- √ Collecting and analyzing, as whole of school, NAPLAN, Patmaths, DRA, Oral Language, Spelling Inventory and Wellbeing survey data
- √ Updating and revisiting Data wall to analyse progress and identify areas for further development

The story of where you are going

We collaboratively develop an agenda for improvement that is explicit and detailed, supported by:

- data analysis (NAPLAN, reading comprehension, spelling, writing, mathematics, wellbeing)
- professional development aligned with goals -
- 'ICT Integration into Teaching and Learning' Project as the platform for the development of a digital school culture
- 1-1 device implementation Years 4 – 6
- Flexible learning structures and learning spaces

- Feedback Culture
- collaborative planning days each term
- enrichment days for students (each term) with specialist teachers in Science, The Arts and Physical Education
- embedding of our Restorative Practices approach to sustain positive, healthy relationships.

The key goals for 2018 in our School Improvement Plan include:

1. Consolidate staff members' knowledge and understanding of the major features of Catholic social teaching.
2. Support transition in students from the Literal belief style to Post-critical belief style
3. Analyse and discuss the full range of systematically collected data
4. Continue to develop the data literacy skills of all staff members.
5. Build a school-wide, professional team of highly able teachers with shared responsibility for student learning and success.
6. Continue development of a culture of continuous professional improvement that includes classroom-based learning, mentoring and coaching arrangements.
7. Document a clear, consistent assessment plan based on the Australian Curriculum.
8. Strengthen positive and caring relationships that support a strong collegial culture of mutual trust in the community.
9. Develop greater engagement by parents and carers with school and community life and learning.

Parent, Teacher and Student Satisfaction

St Joseph's has a very positive profile within the community. The dedication, generosity, friendliness of staff and students and the strong, genuine support and engagement of parents are strengths.

"St Joseph's is very aptly described by parents and students as a family- oriented school. It provides a warm and nurturing environment in which 'catering for the individual learner' is recognized as a priority." (SR & I Report) Parents appreciate the learning support (human and physical resources) that St Joseph's offers to support student learning.

Parent, staff and student electronic Satisfaction Surveys were conducted and collected by an outside agency in 2017 across categories of Catholic Ethos and Identity, Effective Teaching and Learning, Pastoral support and Wellbeing Leadership, Partnerships and Resourcing. Results indicate a high level of satisfaction from all stakeholders and across all dimensions with *"a real commitment to address this issue in a tangible and relevant manner"*.

The P&F Association and School Board are very active in support of our school community. Students of Year 6 are members of a leadership team that sets goals to help to grow St Joseph's as a quality learning community. St Joseph's maintains a visible presence in the wider community and our activities and achievements are often featured in the local media.