



**St Joseph's School,
BARDON**

Annual Report 2020

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**



**Brisbane
Catholic
Education**

teaching • challenging • transforming

Contact information

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Principal's foreword

The 2020 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

School progress towards its goals in 2020

St Joseph's inclusive community values authentic Parent engagement and embraces diversity. Each student is a unique individual valued for his or her identity, gifts and talents. Together as a team, we have one goal, joy-filled learning, where our students strive to achieve high expectations in a safe, happy environment fostering humility, care and respect.

We are committed to improving student performance academically, culturally, spiritually, physically and socially. We recognise we educate the leaders of our tomorrow. We stimulate curiosity, creativity, innovation, imagination, investigation, problem solving, making connections, collaboration and self-reflection. We build positive parent partnerships as we journey together in the excitement of learning. Learning is our work. Students thrive as they are challenged, supported and encouraged to be more.

Goal	Progress
In our second year of NUMA we will continue with a focus on Trusting the Count and introduce Place Value as a priority. By the end of 2020, 90% of Prep students will score a 2 for 1.1 and a score of 1 for 1.2 and 1.3 for Trusting the Count. 90% of Year 1 students have demonstrated a consolidated understanding of Trust the Count mid year 1. By the end of Year 2, 90% students will have demonstrated a full score in sections 2.1, 2.2, 2.3, 2.4A and a count of 1 in tool 2.4B. 90% of students in Year 3 will have demonstrated full conceptual understanding all tools by end of Year 3.	Achieved
SMART goal for literacy: continue to prioritise the teaching and learning of literacy across the school with a focus priority on reading and writing. By the end of 2020, the consistent use of Effective and Expected Practices in the teaching of Reading will result in: 95% or greater of students in Prep. 95% or greater of students in Year 1, 95% or greater of students in Year 2 reading beyond the minimum BCE PM Benchmark: Prep-PM 5, Year 1-PM 14, Year 2-PM 22	Achieved
To strengthen teachers' capacity in making connections with Judaism and Catholic Perspectives.	Achieved
Continuation of our ongoing school improvement agenda to resource equitably, strategically and sustainably.	Achieved

Strong Catholic Identity: Franciscan spirituality is embedded and permeates St Joseph's ethos and culture. In 2020, our professional learning community aligned and deepened their understandings in making connections with Judaism and Catholic Perspectives. We identified and

engaged in the facilitation of opportunities for spiritual formation for staff such as our Lenten Staff Program, Staff Prayer, Mindfulness Experiences, Liturgies and Eucharistic Celebrations.

Excellent Learning and Teaching: At St Joseph’s our staff are committed to accelerating numeracy and literacy learning for each student through embedding effective and expected teaching practices. In 2020, our NUMA teachers along with our PLL worked in positive partnership to build our professional learning collaborative to deepen and broaden the teaching of numeracy and literacy across our school. We continued to utilise the 4 C model of pedagogical practice: co-debrief, co-plan, co-teach and co-reflect on a cycle.

Building a Sustainable Future: Our continued strategic priority of effective and efficient allocation of financial resources to deliver St Joseph’s master plan and the consistent delivery of contemporary, high quality education. Allocation of resources were equitable and strategic ensuring sustainability. This success is evidenced by positive financials.

Future outlook: The explicit improvement agenda for 2021:

Strong Catholic identity: To develop a comprehensive formation plan for staff, student and parents that provides experiences to deepen the understanding of Catholic traditions, guide the development of personal faith, support social justice and ministry programs, and shape the habits of mind and heart of the community. To educate parent stakeholders on St Joseph’s implementation and embedding of a Catholic Perspective on Relationships and Sexuality Education as part of the teaching and learning process.

Excellent learning and teaching: To expand the school data plan to strategically capture student and whole of school performance data inclusive of academic, attendance, behavioural and wellbeing data. To develop teacher confidence in critical analysis of data to inform responsive teaching. To build teacher capacity and collaboration to plan learning opportunities that meet the needs of each individual learner, to continue to be engaged, challenged and grow.

Building a sustainable future: To capitalise on recent enrolment growth to position the school within the local community as a school of choice. To build on current practices to further develop a comprehensive plan to enhance sustainability and growth of enrolments.

School profile

St Joseph's School is a Catholic school administered through Catholic Education Archdiocese of Brisbane

Coeducational or single sex: Coeducational

Year levels offered in 2020: Primary

Student enrolments for this school:

	Total	Girls	Boys	Aboriginal and Torres Strait Islander students
2020	378	224	154	1

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body

St Joseph's Bardon is situated in a catchment area where majority of our students come from middle to high socio- economic, English-speaking families. The religious background of our students is mostly Catholic and families from other Christian denominations. Some of our students have previously lived or travelled overseas. At St Joseph's in 2020, we had 16 classes across Prep to Year 6.

Curriculum Implementation

Curriculum overview

St Joseph's is committed to delivering excellence in learning and teaching. We are an extremely well-resourced school in both physical and human capital. Our staff are committed to our Brisbane Catholic Education Mission to **Teach, Challenge and Transform**. We inspire our students with a love of learning and a heart of hope as they are empowered to shape and enrich our world.

Our aspiration is to grow engagement, progress, achievement, and well-being for every student by:

- ~ advancing student progress and achievement
- ~ accelerating literacy and numeracy learning
- ~ innovating for excellence
- ~ achieving maximum learning potential

We are committed to our Strong Catholic Identity as we aspire to strengthen our capacity to lead, engage and teach with a re-contextualized Catholic world-view. We sustain our Catholic identity through the delivery of our Religious Curriculum and through example of our Religious Life of our School as we grow holistic and inclusively the faith formation of our students, staff, and parents.

We are committed to improving student performance academically, culturally, spiritually, physically, and socially. We recognize we educate the leaders of our tomorrow. We stimulate curiosity, creativity, innovation, imagination, investigation, problem solving, making connections, collaboration, and self-reflection. We build positive parent partnerships as we journey together in the excitement of learning.

Teachers differentiate the curriculum as they know their learners and offer individual support and personalised learning to facilitate the next stages of the progression. Teachers prioritise the General Capability: Personal and Social Capability, as we understand and acknowledge that students need to feel safe and happy in their classroom environment to maximum learning potential. Our teachers are committed to developing positive relationships with all their learners, instilling in students that sense of security, wellbeing, inclusion, and comfort. Teachers develop Class Covenants to articulate the clear expectations and guidelines for inclusion in the classroom.

At St Joseph's we identify our high-end learners and tailor the curriculum to engage, challenge and extend these students well above the curriculum level. Partnerships with external agencies like University of Queensland and Griffith University to support STEAM opportunities. Coding is a language taught in our school. Our teachers incorporate the Model of Pedagogy and Inquiry learning which brings together the principles and practices of learning and teaching that lead to success for all learners.

Our teachers are committed to plan across and within year levels incorporating a team approach, working in positive, collaborative partnership with parents. Teachers are supported and mentored in their profession with the partnership of our Primary Leader of Learning, our Support Teacher Inclusive Education, our Teacher/Librarian, our Guidance Counsellor, our Assistant to the Principal Religious Education, our Principal and, at times, external stakeholders from Brisbane Catholic Education or from the wider community.

The school's curriculum is planned directly from:

- The Australian Curriculum www.acara.edu.au
- Archdiocese of Brisbane Religion Curriculum www.bne.catholic.edu.au



The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of Achievement Standards. Assessment for, of and as learning, occurs throughout the year, both informally and formally, with reference to these Achievement Standards. Our Dispositions for Learning, under our STAR behavior of **Actively Learn**, encourages our students to take ownership of their learning, demonstrating how to persist, reflect, take risks, collaborate and connect their efforts.

Extra-curricular activities

At St Joseph's your child will thrive, be challenged, supported, and encouraged to be more. As well as class teacher, our students work with several specialist teachers: Health & Physical Education, Chinese Language & Culture, The Arts: 3-week cycle: Visual Arts, Dance & Drama and The Arts: Music (40-minute lessons per week of each specialized area from Prep to Year 6). All students have a weekly 40-minute lesson with our Teacher/Librarian on Literature studies, Information Technology, to be Cybersafe and being a positive Digital Citizenship. Our ICT Education Officer works in partnership with class teachers to embed coding as a language engaging the Technology Curriculum. Our STEM Education Officer works across our Prep to Year 6 classes to teach Coding as a Language, Robotics and STEM inquiry projects.

Our school offers outstanding facilities, high quality educators and an extensive extra-curricular plethora of opportunities:

- Before and After School Sporting Opportunities: Go Sports, Rookies2Reds, AFL, Tennis lessons, Martial Arts, Basketball.
- Sporting Schools Grants opportunities & external sports development officers working in partnership with St Joseph's and our Health & Physical Education Specialist Teacher.
- Swimming lessons, Swimming Carnivals and Fun Day
- Gala Sports: Interschool competitions, QC Netball Cup, Zone Carnivals, and opportunities to represent at District & Regional Carnivals
- Clubs such as: Netball, KM Club, St Joey's Athletics, Chess, Girls Cricket, Homework etc.
- Robotics: Curriculum-based and extra-curricular club
- Partnership with Griffith University: STEAM project in Middle Years.
- Tournament of the Minds, STEAM initiatives, Brain raiders, Readers Cup, Debating, and other initiatives
- Dance Troupe, Hip Hop classes, external Physical Culture classes, external Speech & Drama Lessons
- Instrumental lessons: Piano, Violin, Strings, Percussion, Woodwind, Brass and Guitar. Instrumental Music Program in Year 4
- Choirs: Junior and Senior. Bands: Junior and Senior. Strings Ensembles: Junior and Senior. Flute Ensemble
- Whole School Arts Showcase Performances
- Celebration of Learning Events: Under 8 Day, Languages Culture Day, Book week Events, Simultaneous Story Time, Readathon
- Student Leadership opportunities: we are committed to promoting and strengthening Student Voice: Student Council, Buddies Program, Committee Service Groups
- Educational School Camps: supporting the relevant curriculum. Camp in Year 4 & 5, Canberra trip in Year 6



How information and communication technologies are used to assist learning

At St Joseph's we ensure that all students benefit from learning about and working with traditional, contemporary, and emerging technologies that share the world in which we live. Our teachers' pedagogical approach fosters a clear relationship between Digital Technologies and the ICT General

Capability. Our pedagogical approach engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. Learning provides students with opportunities to apply practical skills and processes when using technologies and resources to create innovative solutions that meet current and future needs.

As a school we are extremely well resourced with physical technologies: state of the art data projects in every classroom, one-to-one devices in Years 3 to 6, one-to-two in all other year levels and phonak sound systems in every classroom. We have significant amounts of STEM resources such as virtual reality googles, 3D printer, drones, Little Bits, green screen, Lego WeDo Kits, Osmos, Splat, Ozobots, CoSpaces, Codey Rocky Robots to name a few. Students investigate, design, plan, manage, create, produce, and evaluate technologies solutions. Our ICT and STEM Education Officers work in partnership with class teachers to embed coding as a language engaging the Technology Curriculum. All students have a weekly lesson with our Teacher/Librarian on Information Technology, to be Cybersafe and being a positive Digital Citizenship.

Social climate

Overview

St Joseph's is located within inner city Brisbane with beautiful grounds which include refurbished classrooms, sustainable gardens, cricket nets, multipurpose courts, large school oval, playgrounds, large school hall, sandpit, nature play area, student wellbeing center, spacious contemporary library, and outdoor contemporary learning spaces. Our classrooms are fully air-conditioned, modern with contemporary furniture. Our school motto is based on the Franciscan values of Humility, Care and Respect. We value safety and promote the well-being of each student.

Paramount to our school is building and fostering school spirit through a welcoming, inclusive community. We are proactive in our approach and use Restorative Justice Practices. This is evident in our school policies, programs, and documentation. We staff a Guidance Counsellor, Primary Learning Leader, Teacher Librarian and Support Teacher Inclusive Education as part of our Teaching & Learning Team.

Our senior students are buddied with our junior students to foster our social climate. We have a student council that ensures student voice is heard and active in our school. Our parents are very involved in the life of our school through the numerous Parents and Friends Association initiatives: Care & Concern Group, New Family to Existing Family Buddy System, Class Parent Reps, Parents and Friends Social Events i.e. Welcome Disco, Tea and Tissues morning tea on the first day, Trivia Night, Mothers' Day Lunch, Father's Day Stall, School Fair etc. Contemporary technology tools are throughout the school. The school is extremely well resourced.

Parent, student, and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

Percentage of parents/carers who agree# that:	2018	2020
This school helps my child to develop their relationship with God	97%	100%
School staff demonstrate the school's Catholic Christian values	93%	98%
Teachers at this school have high expectations for my child	94%	89%
Staff at this school care about my child	96%	96%
I can talk to my child's teachers about my concerns	97%	94%
Teachers at this school encourage me to take an active role in my child's education	95%	95%
My child feels safe at this school	96%	95%
The facilities at this school support my child's educational needs	NA	93%
This school looks for ways to improve	94%	94%
I am happy my child is at this school	91%	94%

Percentage of students who agree# that:	2018	2020
My school helps me develop my relationship with God	94%	88%
I enjoy learning at my school	96%	97%
Teachers expect me to work to the best of my ability in all my learning	100%	98%
Feedback from my teacher helps me learn	100%	95%
Teachers treat students fairly at my school	96%	91%
If I was unhappy about something at school I would talk to a school leader or teacher about it	93%	79%
I feel safe at school	95%	90%
I am happy to be at my school	96%	92%

Percentage of staff who agree# that:	2018	2020
Working at this school helps me to have a deeper understanding of faith	94%	95%
School staff demonstrate this school's Catholic Christian values	100%	100%
This school acts on staff feedback	100%	100%
This school looks for ways to improve	100%	100%
I am recognised for my efforts at work	100%	97%
In general, students at this school respect staff members	97%	92%
This school makes student protection everyone's responsibility	100%	100%
I enjoy working at this school	97%	100%

Family and community engagement

We understand that parents are the first educators of their children. Their positive partnership and engagement are widely nurtured in our school. Our Parents and Friends Association are a genuine presence in our school where they initiate both social and fundraising school events. This extends to a Parent Care and Concern group who support the wellbeing of families in need. Our school Tuck-shop operates on a parent volunteer basis which creates a positive parental engagement that benefits both those volunteering and the students. School events warmly welcome and encourage parental involvement and attendance i.e. school carnivals, extra-curricular activities, excursions, incursions, St Joey's Athletics & Netball club etc. Nurturing the faith element in our school is partnered by parent's attendance and participation in religious events such as whole school mass, assembly prayer, class prayer, sacramental program and community prayer. The classroom environment is inclusive of parents and is enriched by their partnership in authentically engaging in their child's learning journey.

Environmental footprint

Reducing the school's environmental footprint

St Joseph's are committed to reducing our carbon footprint. In 2020, through student voice, our Student Council promoted this message regularly through presentations and promotional events. We reflected on data gathered on reducing waste, electricity use, recycling, establishing more gardens and tree planting. Students develop and deepen their understanding in this cross curricular priority of sustainability through our teachers' focused, explicit teaching and pedagogical delivery.

A tremendous achievement for our school has been the Rosewood Reserve where one tenth of the school land has been re-established as a natural corridor. This was and continues to be an extensive project for our school community as we continue planting and maintaining this new nature play environment.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Description	Teaching Staff*	Non-Teaching Staff
Headcount	30	14
Full-time Equivalents	25.7	8.3

*Teaching staff includes School Leaders

Qualification of all teachers*

Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	10
Graduate diploma etc.**	1
Bachelor degree	18
Diploma	1
Certificate	

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives are as follows:

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2020 were \$180 000.00

The major professional development initiatives are as follows:

Implementing Brisbane Catholic Education Excellence in Learning & Teaching initiatives in improving Literacy and Numeracy outcomes for every student. Professional development based on 4-C pedagogical approach (co-planning, co-teaching, co-debriefing, co-reflecting). Early Years professional development on learning through play and the Context Text Model of teaching English. The professional development of establishing NUMA leaders who worked in collaborative partnership with our Primary Leader of Learning to build capacity of teachers in their pedagogical delivery of learning and teaching mathematics and numeracy across the curriculum. Pedagogical approach to inquiry-based learning to build critical, confident learners across all year levels. STEM initiatives and Middle Years philosophies in deepening teachers' competency, understandings and knowledge using contemporary technologies. Continuing to embed High Yield Strategies: Learning Walks and Talks, Review and Response meetings, Data Wall professional conversations. Teachers continue to implement effective and expected practices and learning progressions. Grattan University research around student engagement has been a high priority area for our staff to know thy impact and differentiate the curriculum and learning environment to improve student engagement. Our approach to professional development is learning together with a growth mindset in coaching conversations to change practice consciously in moving learning and student success forward.

The proportion of the teaching staff involved in professional development activities during 2020 was 100%.

Staff attendance and retention

Average staff attendance

Description	%
Staff attendance for permanent and temporary staff and school leaders	96.2%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90 percent of staff was retained by the school for the entire 2020.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2020 for all Brisbane Catholic Education schools across years Prep-6 was 92.1%%.

Description	%
The overall attendance rate* for the students at this school	92.9%
Attendance rate for Aboriginal and Torres Strait Islander students at this school	92.3%

Average attendance rate per year level			
Prep attendance rate	92.1%	Year 4 attendance rate	94.7%
Year 1 attendance rate	91.5%	Year 5 attendance rate	93.1%
Year 2 attendance rate	92.3%	Year 6 attendance rate	94.8%
Year 3 attendance rate	93.1%		

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

It is important for our school to investigate patterns and underlying causes of non-attendance so that appropriate strategies can be implemented. Our school and teachers are legally required to monitor and record attendance on a daily basis: absent or present in class, on excursion or at a school-based activity. The roll is marked at 9am and 2pm daily. A 'Daily Attendance Check' report is run in eMinerva each morning after the 9am rolls are marked. This report is checked against the absentee list. An SMS is then sent to parents to follow up any unexplained absence. Legal guardians have a legal obligation, as set out in the Education (General Provisions) Act 2006, to ensure a child is enrolled and attends school. We work in partnership with our parents to promote and monitor student attendance and we follow up unexplained and prolonged absences. We utilise an on-line data monitoring system, electronic roll marking and electronic late arrivals, early departures data system.

NAPLAN

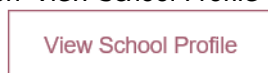
Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The image shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.