The School’s story

System:
Catholic Education Diocese of Rockhampton

Principal:
Mrs Claire Baillie

Address:
23 Willow St
Barcaldine

Total enrolments:
26

Year levels offered:
Prep to Year 6

Type of School:
Co-educational
**Curriculum Offerings**

**Distinctive Curriculum Offerings**

St Joseph's upholds Catholic ethos and holds religious education integral to the curriculum. In order for students to deeply engage with the curriculum, units of study are designed to co-ordinate with cultural and local community events and opportunities with visiting specialists and performers. The Learning Areas of Science, Humanities and Social Sciences (HASS), Technologies and Health and Physical Education are implemented in cycles so in-depth study of topics can be made in the multi-age classrooms.

**Extra Curricula Activities**

Through participation and performances, St Joseph’s significantly supports local community events including the ANZAC Day march, May Day float procession, the Barcaldine Show, monthly Anointing Mass at the Willows, Mini Vinnies, Meals on Wheels and visiting the Barcaldine Hospital.

St Joseph's Feast Day provides an opportunity for students of Barcaldine to combine with St Joseph’s Blackall to celebrate this feast each year. St Joseph’s also engages in a number of awareness raising days including: National Day of Action Against Bullying and Violence, Day for Daniel, National Simultaneous Story Time, Under 8’s Day and Catholic Education Week celebrations. The St Joseph's Student Representative Council initiate fundraising ventures and community events for charities and causes including: Caritas, Cancer Council and Royal Flying Doctors.

Students at St Joseph’s are able to access a private speech pathologist. Teachers are supported to embed these speech programs into their everyday teaching and parents are supported to implement the speech programs at home.

Students at St Joseph’s are also able to participate in instrumental music lessons on a weekly basis.

The children are actively engaged in care for the environment. This involves the development of gardens (both veggie and sustainable gardens) and applying for grants. The students have the opportunity to participate in garden club on a weekly basis where they are involved in initiatives which enhance and maintain our gardens.

The school has a computer technology program that includes the use of iPads, laptops, Robotics and Movie making.

We have regular visits from development officers across many sports to help students develop their interest and skills. Students have the opportunity to progress in their sporting talents through the Central West Sporting Association.

St Joseph's students are also exposed to various cultural experiences which is greatly aided and supported by RREAP funding. Such funding allows us to engage personnel in the areas of dance, ICTs, creative art and music to provide opportunities which our students would not normally receive in Barcaldine. We also work in partnership with the Central West Aboriginal Corporation to provide opportunities for our children to participate in Indigenous Art and cultural activities.

**How Information and Communication Technologies are used to assist learning**

St Joseph's Barcaldine has a School Technology Master Plan which ensures the school’s computers and technology are kept up to date and within warranty. The school is equipped with 1 computer per child and an iPad to student ratio of greater than 1:2. iPads and computers are used for general classroom activities, literacy and numeracy rotations, and for students to create and display their work. Each classroom is equipped with an electronic whiteboard which teachers utilise in everyday classroom
St Joseph's Primary School Barcaldine 2016 School Reporting

lessons. Students learn coding and programming through use of Robotics. The Robotics program is developed to foster creative thinking and team work.

Social Climate

At St Joseph's we advocate Christ-centred learning where the values of the gospel are clearly evident. The children are collaboratively involved in making displays to be positioned around classrooms and the school which clearly demonstrate the Catholic Identity of St Joseph's. We aim to support the vision of the Mercy Sisters who established St Joseph's School in 1896, which is to educate the whole child – academically, socially, emotionally and spiritually. Our school values are mercy, justice, service, compassion and excellence. These values are evident in the way students reach out to the community, how they treat one another and the atmosphere that promotes putting 100% effort into all activities.

The Making Jesus Real program is a resource used by teachers across the school to establish a common language on positive attitudes, treating others with respect and developing the ability to self-reflect. Once per week the whole school gets together for our buddy program, where the older students develop their leadership skills. Focus areas are mindfulness, resilience, persistence, confidence and coping strategies.

Cyber Safety and Anti-Bullying Strategies

Every person in the St Joseph's Primary School community has a right to feel safe and be safe. St Joseph’s Primary School strives to create an educational environment where each individual is respected, accepted, included and free from fear or threat. This safe environment will enable all members of the community to reach their full potential. Dealing with bullying in all its forms is a shared responsibility. Where possible, St Joseph's Primary School will co-operate with parents to address issues related to bullying. We draw on organisations from the community such as Anglicare to assist in guarding students against bullying at school. Our school has implemented Diocesan policies on Acceptable Use Agreements for students and staff in using ICT’s.

Strategies used for involving parents in their child’s education

School Parents & Friends’ Association: Meetings are held monthly. They assist with running the tuckshop, providing financial support for school activities and organising fundraising initiatives.

School Board: helps to provide a structure and processes for decision making across the school, working in partnership with the Principal and staff. Meetings are held monthly.

Volunteer parents and friends assist with reading, school excursions, library resourcing, tuckshop, cooking, gardening and market stalls.

Reducing the school’s environmental footprint

St Joseph’s School participates in Schools Tree Day every year. We work in partnership with Lady Gowrie early learning centre and Barcaldine Regional Council to produce projects which are mutually beneficial to both parties and the community. We also work with St Vincent de Paul to purchase items for costumes and projects to help reuse goods.
Characteristics of the Student Body

St Joseph's school has a long and proud history. Established by the Sisters of Mercy (Rockhampton Congregation) in 1896, it has served this community with considerable distinction. Currently the vast majority of families enrolled at St Joseph's live and work in the town of Barcaldine. A government assisted bus service is available for property owners who have children travelling to school from distances outside of the immediate town. The student population consists of some children who identify as Aboriginal or Torres Strait Islander background, and English as a Second Language (ESL).

Staffing composition, including Indigenous staff

Workforce Composition of all teachers

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3.5</td>
<td>2.5</td>
<td>0</td>
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</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification – highest level of attainment</th>
<th>Percentage of staff with this Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
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</tr>
<tr>
<td>Masters</td>
<td>20 %</td>
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<tr>
<td>Bachelor Degree</td>
<td>80 %</td>
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<tr>
<td>Diploma</td>
<td></td>
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<tr>
<td>Certificate</td>
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</tbody>
</table>

Expenditure on and teacher participation in professional development

TOTAL FUNDS expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$ 5,500

MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES

Professional Development has included:
Religious formation through Bishop's In-service Day
Liturgy and Mass planning
Charism of the Sisters of Mercy and history of St Joseph's School
Student protection training
7 steps to writing success
The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100 %

**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days.

96.9 %

Percentage of teaching staff retained from the previous school year

72.22 %

**School Income**

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

**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

In 2016 all students scored above the State Average in 9 out of the 10 areas. Analysis of this data as well as data collected more regularly at a school level indicates that spelling is a focus area across the school. All students who sat the 2016 NAPLAN tests achieved above the National Minimum Standard in all areas. A range of data sources indicate that reading and comprehension across the school has improved significantly. While we have had significant improvements in some areas, scores on standardised tests such as NAPLAN can be impaired by students who are struggling with aspects of their learning. Small cohorts can make any students with difficulties stand out in the results where they may not in other schools. This allows us to use the NAPLAN data to help individual students.

Student Attendance

Average student attendance rate (%)

89.3 %

Describe how non-attendance is managed by the school

It is a statutory requirement that students attend school on each school day during the year. Parents/guardians are asked to notify the school via a telephone call or note whenever their child is absent. If no contact is made with the school after 3 days of a child’s absence, the school office will telephone the home to seek an explanation.

Value Added

The story of distance travelled

Teachers regularly collect data pertaining to literacy and numeracy which is used to set goals for each student which are appropriately challenging for their individual ability levels. Through analysis of data over time we can see individual student progress particularly in the areas of Reading and Oral Language. Our 2016 goals have involved focusing our attention on staff and student wellbeing as a starting point, which has a flow on effect of improved academic results. We have narrowed our focus on the Art and Science of Teaching instructional framework to implementing proficiency scales as a means of providing students with quality feedback and teachers with a clear tool to make judgements about student progress. In late 2016 we undertook an external National School Improvement Tool audit, which indicated that the school was operating in outstanding and high in the domains ‘a culture that promotes learning’, ‘systematic curriculum delivery’, ‘differentiated teaching and learning’ and ‘school-community partnerships’.

The story of where you are going

We are very proud of our achievements and progress. Our plan for the future is to continue to work to increase enrolment numbers and to continue to promote student and staff wellbeing using a positive education approach. We are implementing changes to our pedagogical approach to teaching spelling and are working to improve students’ functional writing. Learning engagement is central to achieving these outcomes, through strong relationships, high quality learning experiences, differentiated activities and technology.

We continue to enhance the Catholic Identity of our school by making the Mercy Charism more visible and by helping students build an understanding of the Mercy values.
Parent, Teacher and Student Satisfaction

We receive informal feedback from parents, students and community members regularly. Feedback is generally very positive; however when negative constructive feedback is received there is always a discussion regarding what we can learn from it and how we can improve. St Joseph’s School has a very productive and proactive School Board and P&F. The school is blessed to have teachers and parents who give much time and effort to ensuring that our school offers all that it can to the students and in doing so have created a welcoming, positive school culture that is valued by all. The school and parish work well as a unit. We have a happy staff and student body which leads to improved academic achievements.