



St Joseph's School, Tara

Catholic co-educational primary school

Diocese of Toowoomba

Annual report 2018

Address	PO Box 42 3 Fry Street Tara QLD 4421		Phone number	07 4669 4669	
email	tara@twb.catholic.edu.au		Principal	Mary Porter	
Year levels	Prep-Year 6		Enrolment	23	
Co-educational or single sex				co-educational	
Boarders	no	Outside hours school care	no	Vacation care	no
Contact person for information about the school and school policies			Mary Porter		

The school's mission

St Joseph's mission is to create a safe and caring learning environment based on Catholic and community values.

Our students will grow and develop through positive learning experiences and will focus on the basic elements of Literacy and Numeracy.

We have high standards in relation to behaviour and we expect our students will conduct themselves with Faith, Friendship, and Honour.

The story of Jesus is central to the school community. The Sisters of St Joseph established the school in 1965.

St Joseph's is an inclusive rural school in Tara, with an ICSEA value is 816.

Average class size is 12 students.

The school sets high expectations for learning and behaviour. The school is committed to improving learning outcomes for all students in partnership with parents, within a safe and supportive environment.

Distinctive curriculum offerings

St Joseph's follows ACARA and QCAA documents to implement the curriculum.

The Toowoomba Religion Curriculum is implemented. In the Religious Education curriculum students learn about Catholic history and traditions, prayer and spirituality and ways to live a meaningful life.

Learning Area Programs are in place for all key learning areas and operate on a two-year rotation to match the school's multi-age learning context. Small class sizes, quality teachers and school officers provide focused and differentiated learning.

The school believes that all students can succeed. Student learning goals are supported by quality teaching and learning, school officer and learning support.

Student progress is reported to parents formally twice each year through report cards and informally throughout the year through meetings, open days and classroom displays. Parent teacher interviews occur twice each year.

Parents are welcomed to join the learning environment and encouraged to discuss their child's progress as needed throughout the year. The school values parents and encourages them to play an active role in student learning. Parent engagement in student learning is encouraged and supported

Students have access to relevant and current learning area resources that align with the curriculum and student abilities, needs, interests and learning goals. Technology is integrated into all areas of the curriculum to prepare students for the 21st Century.

Under six-year-old children are regularly invited to Learn and Play Days to experience the learning environment and build relationships with the school community.

St. Joseph's honours the story of Jesus and the traditions of Mary MacKillop. The MacKillop Club provides opportunities for students to make Jesus known by working for social justice. Students 'Do their bit to make the world a better place for all' and contribute to community by putting into practice Mary MacKillop's motto of 'Never see a need without doing something about it'.

A visiting teacher librarian assists school staff in developing and implementing a library program that further supports the literacy development of students.

The school has an Indonesian language program with a specialist teacher. Indigenous language histories and culture is an important inclusion in the curriculum.

St. Joseph's is an extremely well-resourced school. The school has accessed funding and received financial support from the Parents and Friends (P&F).

Extra-curricular activities

St Joseph's offers its students the opportunity to broaden their horizons in the arts and academic areas. Students participate in whole school and leadership camp and school leadership development sessions each term. Students participate in Zones of Regulation, meditation, Mind up programs and counsellor provided programs for student wellbeing.

St Joseph's is a part of the Small Schools District sporting competition, participating in swimming, cross-country and athletics carnivals. Students can also trial for district sporting teams.

Students are also able to participate in English, Spelling, Mathematics and Science competitions.

St Joseph's is active in the community taking part in ANZAC Day and Remembrance Day ceremonies, visiting the local retirement home and Kindergarten, raising awareness of, and fundraising for, local and global causes and participating in the local Show, Fetes, Book Week Parade and sporting events.

As part of our faith journey, students are encouraged to service others, by becoming aware of social issues, raising money for Missions and visiting the residents at the local retirement village, Tarcoola.

Students enjoy a wide number of sporting, cultural, academic and spiritual opportunities to enrich their learning. These include school concerts, Reconciliation Week and NAIDOC Week activities, music, inter-school sports carnivals, coaching clinics, school concerts, excursions, academic competitions, Book Week Activities, Cultural Days, school feast day and Catholic Education Week celebrations and spirituality retreats.

The school also offers robotics, public speaking, tennis, basketball and gymnastics.

Social climate (including pastoral care and student behaviour support)

St Joseph's School offers a range of programs to

- provide a safe learning environment
- create a culture of learning
- provide multiple opportunities for students to be engaged in their learning
- provide an environment of inclusion
- foster and develop faith, friendship and honour
- develop personal and interpersonal skills
- develop leadership skills
- develop confidence and public speaking skills
- promote and integrate the technologies across all learning areas
- encourage development and opportunities in STEM, Music, Art and Drama and public speaking
- provide a range of sporting and athletic programs and opportunities
- maintain quality facilities and resources that meet educational and social needs.

St Joseph's provides a supportive environment where students are encouraged to problem solve and treat others with respect. Effective student behaviour support plans are in place.

The St Joseph's community strongly supports an anti-bullying philosophy practised in both the school and local community. The school uses a range of educative and proactive measures to deal with bullying.

We communicate our expectations with parents through the website, newsletter, at information sessions and through formal and informal discussions.

The school guidance counsellor supports students with fortnightly visits.

The school set high standards of behaviour and ask our parents to form effective partnerships with us to ensure balance between school and home. The school's Behaviour Support Plan (BSP) ensures procedures supporting behaviour management or student protection procedures are followed.

The school community collaboratively reviewed the Student Code of Conduct as part of the BSP, providing a safe learning environment that supports student wellbeing and learning.

Students are guided by the school expectations to act with Faith, Friendship, and Honour.

Characteristics of the student body

The student body is characterised by its low socio-economic nature and cultural diversity.

Most families fall within the lowest income bracket with 96% in the bottom two quarters (ICSEA).

39% of families are Indigenous and 26% have a language background other than English and some with English as an Additional Language.

Family composition is predominantly single parents with one child.

Less than half the families are Catholic or any known religion.

Parent/carer involvement

Partnerships with parents are essential to a student's learning and wellbeing. Clear, regular and open communication with parents is vital to student progress and building a sense of community.

Parents are welcome to celebrate their child's achievements and share learning days with their children. Involvement in school activities and information sessions is actively encouraged.

Regular invitations to join the learning experiences, participate in prayer reflections or weekly assemblies occur.

In operating a school in a small community, we welcome the support of the Parents and Friends Association (P&F) in achieving the school's endeavours. The P&F is an integral part of our school community, supporting the school by contributing to resources to promote student learning and wellbeing.

Parents assist with a range of activities including fundraising, tuckshop, library, reading groups, maintenance work, and providing a voice within the P&F organisation. Meetings are held each month. We encourage all parents to be active members of the school community.

School income by funding source

School income reported by the financial year accounting cycle using standardised national methodologies and broken down by funding source is available via the *MySchool* website at www.myschool.edu.au.

Staff

Workforce composition

	Total teaching staff	Total non-teaching staff	Indigenous staff
Headcount	5	4	1
Full-time equivalents	3.9	1.7	0.5

Teacher qualifications

Qualification	% of teaching
Doctoral / Post-Doctoral	0%
Masters	60%
Bachelor Degree	20%
Diploma	20%
Certificate	0%

Average staff attendance

96.7%

Staff retention

100%

Professional Development (participation and expenditure)

2018 School Budget Allocation: \$5,000

Expenditure \$6,360 (includes presenter fees, accommodation, breakfast and teacher release)

The following information is an overview of staff participation in professional development at St Joseph's for 2018.

Teaching and Learning

Reading Improvement Strategy PDs

Guided reading

Seven Steps to Writing

English

RE

RE Worlds of Texts

Essential Skills of Classroom Management

ATSI & Identity, History and culture

Mission and Identity

Catholic identity and school charism

Cup of my life retreat for staff

Who is Mary MacKillop?

Creating Sabbath time in our lives

Mission and Identity

Continual Renewal

EiCE

Leadership development

Data analysis

Reading and mathematics Inservice for parents

Parent engagement & curriculum

Technology (One Note, Live Tiles, assessment forms,

Strategic resourcing

Student Protection and code of conduct induction for staff and volunteers & parents

Critical incident management

Staff and student wellbeing

ESCM Classroom profiling level 1

Work place health and safety training (voice care, Infection control, creating healthier workspaces, electrical safety, CARA, fire, asthma & anaphylaxis, chemicals, ladders, manual handling and working alone training)

HSE learning management compliance training,

QAS First aid with CPR course

Student attendance

Average whole of school student attendance rate (expressed as %)

86.4%

Student attendance for each year level (expressed as %)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Average student attendance rate
85.9%	82.7%	87.3%	91.8%	78%	84.7%	91.9%	86.4%

Indigenous attendance rate is 93%.

Description of how non-attendance of students is managed by the school

The school articulates the importance of school attendance to maximise learning. Newsletter and signage emphasise that "Every day at school counts."

The school manages the administration of attendances and absences through the electronic roll marking system. Classroom teachers are responsible for the marking of the rolls each morning and afternoon.

Parents are required to notify the school administration on the very first day of any absence.

Student absences are marked as 'unexplained' until notification occurs. A phone call, text or email to the parents asking for an explanation of the absence follows if the school has not been notified by 9.30am on the first day.

During the term, unexplained absence record forms are provided for parents to return with an explanation for outstanding absences. Follow up occurs until the record is up to date. A meeting with the principal is required if absences are ongoing.

National Assessment Program Literacy and Numeracy (NAPLAN) results

Year 3 test results				
Focus	Our school average	State average	National average	Percentage of students at or above the national benchmark
Reading	301.3	429.9	433.8	66.7%
Writing	333.0	397.7	407.1	66.7%
Spelling	334.3	410.8	417.6	100%
Grammar and Punctuation	368.7	429.4	431.8	100%
Numeracy	340.0	399.2	407.7	100%

Year 5 test results				
Focus	Our school average	State average	National average	Percentage of students at or above the national benchmark
Reading	456.0	506.1	509.3	100%
Writing	381.0	454.0	464.7	50%
Spelling	408.0	496.5	502.4	100%
Grammar and Punctuation	456.0	501.0	503.8	100%
Numeracy	503.5	487.5	494.0	100%

Parent, staff and student satisfaction

Each year St Joseph's engages in data gathering from parents, staff and students to assist it in evaluating the effectiveness of its educational program.

Materials provided by Research Australia Development & Innovation Institute (RADII) are used. Part of the RADII process is the collection of data regarding the overall satisfaction of parents, staff and students. Overall satisfaction responses for 2018 are shown below.

Parents

75% of parents satisfied with children's educational progress at the school.

86% of parents satisfied that school's educational program enable children to learn.

Staff

100% of staff satisfied overall with educational progress of student.

100% of staff satisfied that school's educational programs enable students to learn.

Students

67% of Years 5 - 6 students satisfied with their learning at this school.