



Catholic Education

Diocese of Cairns

Learning with Faith and Vision

St Joseph's School, Atherton

Motto	Love, Faith, Knowledge
Address	Cnr Jack and Alice Streets, ATHERTON QLD 4883
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Phone Number	(07) 4091 4211
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Email Address	principal.atherton@cns.catholic.edu.au
Web Site	http://www.stjoeys.qld.edu.au
Total Enrolments	259
Year Levels Offered	P-6
Student Population	Co-Educational
Principal	Ms Donna Maxsted
Parish Priest	Fr Michael Szymanski PP
Parish Number	(07) 4091 1125





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About our School

St Joseph's School is an integral part of the Cairns Diocese and the Atherton Catholic Parish. Located approximately one and a quarter hour's drive from Cairns, Atherton sits within the heart of the naturally beautiful and agriculturally rich Atherton Tablelands. Atherton has a rich history revolving around timber, farming and mining and a strong association with Chinese and European settlers with a Chinese Temple still existing in Atherton. The local indigenous Yidinji people have significant landforms surrounding Atherton and connection with the elders of these people was made during developing the school's history outline. Students are drawn to St Joseph's from a number of smaller towns surrounding Atherton such as Herberton, Yungaburra, Tolga, Malanda and Walkamin.

The school was founded by the Sisters of Mercy in 1923 and following the tradition of the Mercy Sisters, we recognise the importance of education as a crucial way for children to reach their potential. The first lay teacher began in 1966 and the first lay principal was appointed in 1986. Today the school is staffed by a strong group of dedicated teachers and school officers who continue the mission of Catholic Education begun so many years ago by the Sisters of Mercy.

St Joseph's School is a Catholic school and today operates with 13 classes comprising as we move towards dual streams from Prep to Year 6. The school has experienced growth over the last few years with numbers exploding from 220 to over 260 students. The school is an integral part of the Parish of St Joseph's, Atherton, and a close relationship exists between the parish and the school.

Despite changes over the years in response to the changing needs of our families and society, St Joseph's School has remained committed to providing its students with a well-balanced and relevant education and curriculum. Interactive whiteboards are currently installed in all classrooms and several banks of laptops, i-pads and Chromebooks are available to use as tools within learning and teaching. A recently established Arts and Technology program incorporates the ideology of STEAM and utilises a variety of interactive devices.

St Joseph's is a welcoming community where parents and carers are encouraged to become actively involved in various dimensions of school life. Our students enjoy the benefits of a dedicated and committed group of parents who work together with the school staff in providing the best educational environment we can. There is such a diversity of avenues for parent involvement that almost any gift or talent a parent may have can be a blessing for our school. St Joseph's is blessed to have a skilled staff who commit themselves to being nurturers of the faith as part of their role as Catholic Educators.

Characteristics of Student Body

- Student Enrolment - 266 (141 Boys and 125 Girls)
- Class Structure - 10 double streams and 2 single streams
- Verified students - 7
- Indigenous - 15
- NCCD - 21
- Catholicity - 52%
- Attendance - 74.4% of students had attendance levels of 90% or above



School Annual Improvement

Priority Area 1: Effective Teaching – Writing

Goals: By the end of Term 3, 2020, Writing Gain data across the entire school will show improvement in the categories of audience, vocabulary and sentence structure, evidenced as 80% of students at the level of Demonstrating (at least a score of 2) in each of these categories.

Strategies and resources implemented

- Implementation of Reading to Learn.
- Teaching staff trained to use of Scribo to assist in analysing student writing samples.
- Collaborative planning to achieve Scope and Sequence documents and writing plans for all year levels took place.
- Structured PLT meetings to analyse writing data using Writing Gain and Scribo data.
- Allocation of Staff Meetings to incorporate PD e.g., Reading to Learn refreshers, explicit instruction of particular elements
- Creation of summative criteria sheets that align with Australian Curriculum writing and A-E reporting.

Priority Area 2: Enhancing Catholic Identity

Goals: By the end of 2020, SJA will have Prep – Year 6 Year Level Religion Curriculum overviews that clearly articulate and incorporate the Religious Life of the School, First Nation Spiritualities and contextualised links to other key learning areas.

Strategies and resources implemented

- Provided professional learning to build teacher understanding of Post Critical Belief in a Recontextualised Catholic Dialogue School. “O” Week – 1 full day facilitated by CES Consultant. Ongoing follow-up sessions in Staff Meetings throughout the year provided by APRE.
- With CES support, 3 teachers commenced the Graduate Certificate in Religious Education through ACU (2020-2021).
- With support from CES and APRE, teachers collaboratively planned for and created the Year Level Religion Curriculum Overviews.
- All year level teachers created, trialled and reviewed a minimum of one learning cycle incorporating the Religious Life of our school, First Nation spiritualities and contextualised links to other key learning areas.
- Dedicated PLT meetings focused on the development of RE Curriculum Overviews and the developing and reviewing of learning cycles.

Distinctive Curriculum Offerings

The school offers students a sound academic education in all key learning areas including Religious Education. Social and Emotional Learning is an important part of daily class lessons. St Joseph's School uses the Second Step program as well as Zones of Regulation. Last year, St Joseph's initiated Positive Behaviour for Learning (PB4L). PB4L looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The framework is based on international evidence. The Positive Behaviour for Learning framework is helping St Joseph's School build a culture where positive behaviour and learning is a way of life. The goal of the program is to change the environment, systems and practices in place to support students to make positive behaviour choices.

A special teacher teaches STEAM classes across the school with a particular focus on Technology and the Arts in Prep to Year 3 and the Arts in Years 4 to 6. Italian Language is offered in Years 5 and 6.

A number of our students participated in private piano tuition based at the school.



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Extra Curricular Activities

These include:

- Mini Vinnies
- Choir
- Representative Sport
- Readers' Cup
- Premier's Reading Challenge
- Spelling Bee
- Piano Tuition (external provider)
- Italian Competition
- ANZAC Day
- Arts Council Performances
- Just Leaders Day
- Missions
- Art Club
- Technology Club
- Sustainability Club

Social Climate

St Joseph's School is a friendly and supportive school community where parents and staff work together to provide a safe, progressive and enjoyable environment for students. Wellbeing is an important factor for all students at the school and social emotional learning permeates all aspects of the curriculum. In 2020, the school had a full time Learning Support Teacher, a Students with Disability Teachers, a School Counsellor 3 days a week, and several School Officers who supported integration, classroom and diverse needs programs. The school also enjoyed the support of visiting therapists including an Occupational Therapist, Speech Pathologist, Psychologist and various advisory visiting teachers who supported students with specifically identified individual educational needs.

Parent Engagement

St Joseph's School has an active Parents and Friends Association (P&F). Their priority is building positive home/school relationships and supporting positive engagement in education. Their major fundraiser for the year is the St Joseph's Debutante Ball which is well supported by the community. They have also been actively involved in promoting the Health and Wellbeing of students through organising activities during Health and Wellbeing Week, printing and disseminating fridge posters (Wheel of Wellbeing and Zones of Regulation) to all families, and developing positive mindsets through murals painted around the school.

The school is involved in parish life through the Pastoral Council and Finance Committee as well as through Sacramental Programs, and regular liturgies (whole school and class). Other community involvement includes Curriculum Information Sessions (Reading and Writing), Assemblies, Parental involvement in classrooms, Excursions, Athletics Carnivals, End of Year Concert and Parent/Teacher meetings. Due to COVID-19 Pandemic, some of these events were executed differently in 2020.



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Parent Satisfaction

The Annual Survey for Parents was based on the school's response to remote learning during Term 2 due to the COVID-19 pandemic and its restrictions. Feedback was sought regarding:

- Engagement in remote learning
- The supporting role in their child's education
- Communication
- Wellbeing
- Timely and relevant information
- Skill development through remote learning

The school used this feedback to enhance student learning throughout Term 2.



Staff Reporting Data

Qualification Highest level of attainment	Doctoral / Post-doctoral	Masters	Bachelor degree	Diploma	Certificate
Number of staff with this qualification	0	2	20	5	3

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	22	19.10
Non-Teaching Staff	14	8.21
Indigenous	2	1.53

Professional development	
Funds expended	\$9,279.00
Staff Involved	100%

Major Professional Development Initiatives

The teachers have been involved in professional learning in the following areas:

- Professional Learning Teams with a focus on improved spelling and writing outcomes
- Mandatory Training
 - Code of Conduct
 - Student Protection
 - Workplace Bullying
 - Sexual Harassment
 - Manual Tasks
 - Discrimination and EEO
 - Disability Standards
- First Aid
- Writing Coaching
- Catholic School Governance
- Jolly Phonics & Jolly Grammar
- Maths - Aligning Assessment with Standards
- Early Career Teachers Program
- Positive Partnerships (Autism Training)
- Administering and Using PM Benchmarks and Probe as diagnostic tools
- TREWTH Conference
- How to Teach Growth Mindset
- Writing Gain Package



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- Developing School Vision and Mission
- NCCD Quality Assurance Training
- Siloam Retreats
- Cued Articulation
- High Potential Learners
- Reading to Learn
- Second Step SEL Program
- Berry Street Education Model (Trauma Informed Positive Behaviour Strategies)
- Zones of Regulation

School Learning Officer In-services included:

- Mandatory Training (as listed above)
- Autism - Traits and considerations in the school setting
- Essential skills for classroom management (ESCMs) tips
- Reading decoding strategies
- School Vision & Mission
- Siloam Retreats
- First Aid
- Cued Articulation
- Edtech Team Google Summit
- Trauma Informed Positive Behaviour Strategies
- Zones of Regulation

Attendance & Retention

Average staff attendance rate for the school year, based on unplanned absences of sick and emergency leave for periods up to 5 days	95%
Percentage of teaching staff retained from the previous school year	90%

Staff Satisfaction

The Annual Satisfaction Survey for Staff did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Feedback was sought during Term 2 from Parents and used to enhance remote learning.



Student Reporting Data

Average student attendance rates:

Prep	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6
93.86	90.96	93.05	91.9	94.09	95.1	94.07

How non-attendance is managed by the school

Teachers alert the school office to student non-attendance promptly every morning through their marking of the electronic school roll. The office staff then contact the parents unless the school has already been notified with a reason for the absence. This contact may be via SMS or a phone call. Persistent student absence concerns are followed up by the principal by either a phone call or face-to-face meeting with parents. Students with chronic attendance issues are supported by the Diverse Learners Team to assist families in developing better school attendance routines. Student welfare is a priority for staff at St Joseph's School.

Student Satisfaction

The Annual Satisfaction Survey for Student did not occur in its usual format in 2020 due to the COVID-19 pandemic and its restrictions. Student input was sought through the remote learning feedback process.



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NAPLAN

Reading, Writing & Numeracy Results - Year 3, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.

Reading, Writing & Numeracy Results - Year 5, 2020

On 20 March 2020, Education Council agreed that NAPLAN would not proceed in 2020 due to the COVID-19 pandemic.



Funding Reporting Data

Income 2020	
Australian Government recurrent funding	\$2,878,968
State/Territory Government recurrent funding	\$690,548
Fees, charges and parent contributions	\$451,582
Other private sources	\$119,070
Total gross income (excluding income from government capital grants)	\$4,140,168

Deductions 2020	
Income allocated to current capital projects	\$67,020
Income allocated to future capital projects and diocesan capital funds	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$65,875
Subtotal	\$132,895
Total net recurrent income	\$4,007,273