

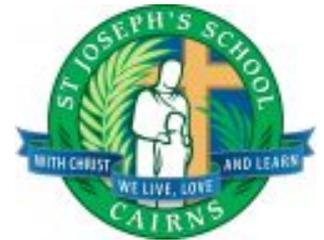


**Catholic  
Education**  
Diocese of Cairns

*Learning with Faith and Vision*

## St Joseph's School, Parramatta Park

<b>Motto</b>	With Christ we Live, Love and Learn
<b>Address</b>	13 Loeven Street, PARRAMATTA PARK QLD 4870
<b>Postal Address</b>	13 Loeven Street, PARRAMATTA PARK QLD 4870
<b>Phone Number</b>	07 4038 5100
<b>Email Address</b>	<a href="mailto:secretary.parramatta@cns.catholic.edu.au">secretary.parramatta@cns.catholic.edu.au</a>
<b>Web Site</b>	<a href="http://www.stjosephscairns.qld.edu.au/">http://www.stjosephscairns.qld.edu.au/</a>
<b>Total Enrolments</b>	383
<b>Year Levels Offered</b>	P-6
<b>Student Population</b>	Co-Educational
<b>Principal</b>	Mr Gavin Rick
<b>Parish Priest</b>	Fr Saju Joseph Thekkanath CFIC PP
<b>Parish Number</b>	(07) 4051 1337





# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

### About our School

Our vision is "In sacred learnscapes, we are all learning to live so that we can all live to learn."

Founded in 1927 by the Sisters of Mercy, St Joseph's School has at its very heart, the values of Learning, Love, Community and Respect, as Jesus showed. Together with engaged and supportive parents, the staff of St Joseph's create a safe and innovative learning environment where each child has the opportunity to grow and thus achieve to his or her potential.

A school for healthy minds, bodies and spirits, St Joseph's provides an authentic Catholic education with a strong focus on learning how to be better learners, being socially and emotionally ready to learn. We believe that children learn more effectively when they feel connected and experience a sense of belonging.

Our school has undergone major capital redevelopment and now provides a world class, state of the art learning facility for our community. With flexible, comfortable and attractive spaces to learn, our 'learning habitats' provide agency and agility for all learning situations.

The unexpected focus of the St Joseph's Community for 2020 was the swift adjustment to learning from home due to the COVID-19 situation. In doing so, we provided well-structured online learning for the students both of essential workers who were onsite and those who learned from home. This highlighted the necessity for good partnerships between staff and parents knowing their roles and being well resourced. In 2020, our community gathered from right across the Cairns region, from Goldsborough in the south, to the Northern Beaches and the healthy demand for our school continued.

### Characteristics of Student Body

St Joseph's had an enrolment of 389 with learners from Prep-Year 6 and a waitlist throughout the year. Our community was rich and diverse and had 34 EAL-D (English as an Additional Language/Dialect) 46 Indigenous Students and 42 Students With a Disability. Continued enhanced human resourcing of support for all learners, and particularly our diverse learners with a student to staff ratio of 23:1

### School Annual Improvement

#### Priority 1: Literacy (Writing)

Smart Goals: By the end of 2020, we would have strengthened and sharpened our 'whole of school effective pedagogical practices' when teaching Literacy so that there is clarity and consistency and expected student growth of a year.

#### Priority 2: Religious Education

Smart Goals: By the end of 2020, staff have been able to critique currently used resources (prayers, meditation, songs, stories, art works) in light of a re-contextualised dialogue school.

### Distinctive Curriculum Offerings

The pivot to digital, blended learning delivery highlighted the digital literacy of our staff and students. We discovered gaps and quickly filled them and from many accounts we pushed well above the benchmark of other schools.

Despite the environmental conditions changing we remained focused on our annual improvement priorities - Religious Formation, Literacy and Building Learning Powers.

Notable Highlights:

- Positive Home learning experiences during COVID-19 school closure
- Positive parent feedback about the school's approach to home learning



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

- Streamlined communications between school and home with the introduction of the Principal Weekly Update
- Introduction of Zoom assemblies making them accessible to all family members
- Mercy Week with a focus on the inspired life of Catherine McAuley
- Senior Camp & Year 5 Fitzroy Island Trip
- NAIDOC celebrations
- Year 5 Christmas Nativity Musical
- Improvement in written communication with families i.e. Weekly Principal Update, adopted eMarketing software, published regular Joey's Community Connect Newsletter and streamlined the use of the teacher/family learning and communication apps
- New Prep playdates

### **Learning Powers**

We focused on student wellbeing by creating a supportive culture both online and at school. Explicit learner power lessons continued to support students with the knowledge, skills and understanding of who they are and what they need to do, to be capable learners both at school and at home.

While in home learning mode, ideas on how to boost student wellbeing and mindset were sent home as part of the optional learning grids. Once back at school, we focused on the power of listening.

### **Friendology**

We provided a Parent Engagement Workshop about the friendship concepts through the Friendology program. We continued this focus with more of an emphasis on partnership with families to strengthen the common language of friendships and explore how we can approach friendship challenges in partnership.

### **Wellbeing**

The "Wellbeing Matters" parent communication hub (weekly email home) provided strategies for families in wellbeing and student safety. Topics explored so far include: eSafety, cyberbullying, online gaming, and time online.

### **Literacy**

Annual goal was set as a strengthened and sharpening our "whole of school effective pedagogical practices" when teaching Literacy so that there is clarity, consistency and expected student growth.

**Focus:** English with exploration of the reciprocal nature of literacy, encompassing oracy (speaking and listening), writing and reading, and also acknowledging the foundational role of oral language.

**Term 1** - Staff leaders engaged in research and co-designed professional learning for teachers with a focus on best practice in literacy teaching.

**Term 3** - Teachers from across multi-year level teams met to consider research about best practice and their role as teachers of literacy.

### **Learning Data**

NAPLAN did not occur in 2020 however we continued to collect other valuable learning data through PAT Maths, Reading and Spelling and also learning data in Maths using the Essential Assessment tool which enables teachers to gather pre and post-learning data and measure growth.

Our Professional Learning Team Coach, leading our teams, with teachers engaged in an inquiry, into how to continually tweak practice to ensure each child was progressing in reading. Teams continued to look at data and create SMART goals and use learning progressions to enable the measurement of student growth, and achievement in reading.

### **Religious Education**

After exploring "What is Church?" in 2019, the school started 2020 with the big question: "How are we Church?" Little did we know how much we would have the opportunity to learn about this first-hand as 2020 threw at us a global pandemic, home learning and tragic losses within the school community. The result has seen the very best of how we are Church for each other.



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

We introduced an exciting approach to Religious Education in Prep, Year 1 and Year 4 creating a stronger focus on speaking, listening and questioning the way we interact with Bible Stories.

During Mercy Week, we took an idea from students and turned tragedy into hope by creating a giant beanie to raise awareness and funds for brain cancer.

We celebrated Catholic Education Week with a liturgy, activities and the blessing of our newly instituted house crosses. Created by our students our house crosses now hang proudly at the front of our school.

### Extra-Curricular Activities

Many of our extracurricular activities were impacted by COVID-19 restrictions and so did not occur.

### Social Climate

- The school provided resources and learning around personal safety, friendships and healthy social interactions.
- The school employed Circle Solutions to enable voice, and to build listening and empathy.
- The school counsellor introduced Friendology to most year levels and provided a parent information session on this.
- The school engaged with the Ditto personal safety presentation for Preps, Year 1, 2 and 3.
- The Daniel Morcombe curriculum was taught and Day for Daniel celebrated.
- The school acknowledged the contributions of First Nations people and involved students in acknowledgement of country.
- The school promoted respectful relationships using the school values of love and respect. When there was conflict between students restorative practices were employed. When there was 'mean on purpose' behaviour it was used as a learning opportunity and the Respectful Relationships Policy enacted.

### Parish Connections

The Sacramental Program did not occur in 2020 due to COVID 19 and Children's Liturgy led by staff was also abandoned.

### Parent Engagement

#### Joey's Community Connect

As parents became home learning coordinators in Term 2, 2020 became a big year to remember! **Most notably was a renewed sense of appreciation for all the teachers and staff of St Joey's.**

Staff adjusted their work practices like nothing seen before and we are grateful for all they have done in 2020. Their hard work and adaptive practices continue so students can experience graduations, excursions, camp, and a different format for Christmas concert.

Parents have also appreciated Zoom assemblies allowing for a wider penetration of parent involvement. The JCC online Zoom meetings have also been popular.

We had a name change from St Joey's P&F to **Joey's Community Connect – Our children, our family, Our school** or better known as the JCC. The name change better reflects the role of the group and feedback shared is telling us that it resonates more with families.

The JCC moved away from its previous major purpose of fundraising. Instead, we introduced an enhanced JCC levy and focused on building community connections, parent and family engagement, as well as learning and wellbeing initiatives. This proved a



# Catholic Education

## Diocese of Cairns

*Learning with Faith and Vision*

fortuitous strategic decision, as fundraising events were cancelled the JCC levies were able to provide the financial assistance required and as a result we have a playground for our children!

We initiated **Joey's Business Connect**: a business directory to enable the school community to support Joey's family businesses. We also did a Father's Day campaign promoting products sold by school families' businesses. Both initiatives were a small way to help the school community.

The second-hand uniform shop has continued to run but in a modified way. Donations are always welcome.

One of our relatively new initiatives - **Call a New Prep Family** has been well received allowing us to address their questions on a one-on-one basis. This has led to another initiative called the "FAQ for New Parents". Welcoming and connecting with our new families will be a continued focus in 2021.

We continue to find new and effective ways to communicate with our existing and new parents with the introduction of the JCC Newsletter.

### School Board

This year our community and our school have faced trials of uncertainty, of loss and of sorrow. The response of our school to these challenges, grounded in our school values of Learning, Love, Community and Respect has been inspiring to witness.

The School Board acknowledges and congratulates the school leadership team Gavin Rick, Bec Burns, Emma Ryan and more recently Marita Brown for their focus and purpose in leading the staff body to successfully navigate the COVID-19 pandemic shutdown, home learning, and the ongoing social distancing restrictions.

The Board also commends the staff of for the fortitude and grace with which they managed the challenges faced this year. In times when we are surrounded by fear and uncertainty, it is no small thing to have a group of adult leaders showing our children what courage, adaptability and resilience can look like in action.

This year Board members have been generous with their time, experience, and wisdom in assisting our school leadership respond to the needs of our students, their families and the changing regulations and restrictions required of us all.

Board members also contributed to the 'Partner With You Project' to optimise engagement with families; as well as the SafeST committee, a collaboration with St Augustine's to develop and implement a strategy for road and pedestrian safety in our school precinct. We look forward to reaping the benefits of this work in 2021 with improved traffic flow and parking in our precinct.

### **Parent Satisfaction**

The Annual Satisfaction 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	3	28	15	6

Workforce composition	Headcount	FTE (Full-time equivalent)
Teaching Staff	31	25.50
Non-Teaching Staff	21	12.88
Indigenous	1	0.50

Professional development	
Funds expended	\$38,026.00
Staff Involved	100%

### Major Professional Development Initiatives

In 2020, the professional learning opportunities were reduced and a back to basics approach taken out of consideration of the impact of COVID19.

The major focus for 2020 for staff professional learning included:

- Enhancement of skills in using online platforms used in the school (Google Sites, Stile, Seesaw)
- Swift upskilling in skills of video conferencing using Zoom
- Learning the Six Human Social & Cognitive needs through the RELISH program
- Learning Power of Putting Listening into Learning
- Data informed learning in Maths and English
- Literacy teaching
- Dialogic teaching approach in Religious Education

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	97%
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
93.7	94.91	94	95.69	93.63	94.52	94.41

### How non-attendance is managed by the school

Parents are asked to notify the school by either telephone, email or school portal by 9.00am on the day that any student will be away. Any pattern of non-attendance is followed up via a variety of strategies including: telephone calls, letters and parent meetings. Late students are required to sign in at the office. The detrimental effects of non-attendance or late arrivals are published in the school newsletter on a regular basis throughout the year.

### Student Satisfaction

The Annual Satisfaction Survey for Students 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.



# **Catholic Education**

## Diocese of Cairns

*Learning with Faith and Vision*

## **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	\$3,970,281
State/Territory Government recurrent funding	\$933,679
Fees, charges and parent contributions	\$868,255
Other private sources	\$219,941
<b>Total gross income (excluding income from government capital grants)</b>	<b>\$5,992,156</b>

### Deductions 2020

Income allocated to current capital projects	\$130,991
Income allocated to future capital projects and diocesan capital funds	\$0
Income allocated to debt servicing (including principal repayments and interest on loans)	\$200,217
<b>Subtotal</b>	<b>\$331,208</b>
<b>Total net recurrent income</b>	<b>\$5,660,948</b>