St Joseph’s Primary School
Kangaroo Point

School Achievements 2014
Mission and Religious Education Priority 1

St Joseph’s is a Catholic school community attentive to the life giving presence of God where the spirituality and the spiritual development of each person is recognised, supported and valued. Embracing the Archdiocesan vision of Jesus, Communion Mission, staff, parents and students strive to share the Good News and live by Gospel Values. It is our belief that prayer, liturgy and celebration are key elements of our spirituality. We remain committed to ongoing faith education within our community.

<table>
<thead>
<tr>
<th>STRATEGIC INTENTS</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
</table>
| 1.1 Policies, programs and practices which explicitly articulate the nature and purpose of Catholic schooling within the broader evangelising mission of the Church. | • During 2014 the school was supportive of BCE policy applicable to everyday procedures of Quality Catholic Education  
   • Whole School Mass and liturgies supporting days of significance within the school and Church calendar were celebrated  
   • Promotion of these events in the newsletter to encourage community participation and attendance occurred  
   • The school celebrated Catholic Education Week, within the school and with the Archdiocese at St Stephen’s Cathedral  
   • The school implemented the new RE curriculum inclusive of a Validated Religious Education Program |
| 1.2 A Religious Education curriculum which promotes knowledge, deep understanding and skills about the Catholic and broader Christian tradition. | • A Support Implementation Team was formed for implementation and support of the Religious Education Program inclusive of support from the EORE  
   • Staff attended relevant in-service relating to new RE curriculum  
   • Staff received in-service on the new RE curriculum  
   • The RE curriculum was implemented across all year levels  
   • New resources were purchased to support teaching and learning of RE |
| 1.3 A cohesive and integrated approach to nurturing and promoting the religious life of the school, the faith formation of students and participation in the worshipping community. | • Two visits to Emmaus Nursing Home with School Ensembles and School Choirs  
   • Class liturgies and significant celebrations across the year eg St Joseph’s Day, St Mary of the Cross Feast Day, Mercy Day were celebrated  
   • Discussions continued towards a Parish-based Sacramental Program  
   • The school offered support the Sacramental Program  
   • The conversation continued regarding the Charisms of Mercy Sisters and Josephite Sisters  
   • Various social justice initiatives occurred throughout the year e.g. support of Rosies, H2O Project |
| 1.4 A cohesive and integrated approach for the spiritual formation of staff. | • Opportunities for Staff spiritual formation were given to Staff  
   • Staff were encouraged to attend Catching Fire Reunion days |
| 1.5 A cohesive and integrated approach for the learning of staff in Religious Education and theology. | • The Religious Education Support Implementation Team offered opportunities for professional learning in the new RE curriculum  
   • The EORE provided professional learning and support for staff around the implementation of the religious education curriculum |
| 1.6 A shared understanding of and practical responses to Catholic Social Teaching. | • The H2O project and Micah projects were given focus across the school  
   • Project Compassion was supported  
   • The school responded to community events as they occurred e.g. sick community members  
   • The Parent Social Group to support new community members ran across the year |
## Learning and Teaching Priority 2

At St Joseph’s School our teaching and learning practices aim to promote inclusive learning that is life long, life giving and engages the whole person. We aim to teach, challenge and transform all learners, catering for the diverse needs of the students at St Joseph’s, providing a safe and secure environment where students are supported to grow and develop as active individuals.

<table>
<thead>
<tr>
<th>STRATEGIC INTENTS</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
</table>
| 2.1 Enhance pedagogical practice that is data informed and evidence-based. | • Visible Learning approaches across the school were further embedded  
• There was effective use of data to respond to student learning progress and achievement  
• Planning occurred with teachers to identify specific areas of need and discuss strategies to support specific students |
| 2.2 Continued implementation of the Australian Curriculum within the context of the BCE Learning Framework as a means of recognising equity and excellence. | • Achievement standards were used to measure student progress and achievement  
• A range of technologies were used to enhance students’ capacity to create, collaborate and communicate their learning so that students have access to quality teaching and learning  
• Planning and ongoing dialogue with teachers occurred to ensure that the Australian Curriculum is being implemented appropriate to specific Learning areas |
| 2.3 Improve literacy and numeracy standards. | • Capacity was built in literacy teaching that enabled each student to be successful across curriculum areas through Reading 2 Learn  
• Various Staff participated in Reading 2 Learn professional development  
• Collaboration occurred with Mary-Anne Fogarty around Reading 2 Learn strategies  
• Teachers modelled Reading 2 Learn strategies to other teachers to demonstrate best practice and open dialogue about teaching and learning  
• Clear expectations were established across school that teachers are implementing and embedding Reading 2 Learn  
• Teachers demonstrated a deep understanding of current pedagogical practice to ensure learning is highly visible, personalized, active and interactive  
• Teachers offered feedback to students that reflects their learning progression  
• Student achievement was widely recognised and celebrated  
• A visible culture for learning and teaching improvement is evident across the school |
| 2.4 Learning and teaching environments are adaptive and responsive to the changing structure of schooling e.g. school based kindergarten and year 7 to secondary. | • A Leadership program was run that incorporated strategies and opportunities for both year 6 and 7  
• Learning and teaching environment designs were investigated which are responsive to current pedagogical and educational practices to support senior primary with a view of creating a contemporary senior primary precinct  
• The Garden project was further developed as a usable outdoor learning space  
• A whole school approach to pedagogy which is understood and enacted in every room was implemented, e.g. PB, WALT, R2L |
| 2.5 Comprehensive whole school approaches to provide pastoral care, protection of students, student behavior support and foster social and emotional well-being. | • The Kids Matter Framework inclusive of staff well-being, student well-being was further enhanced across the year  
• Week 7 of each term was set aside for well-being week for both staff and students  
• The Whole School Behaviour Policy was shared with the school community via newsletter and website  
• Opportunities were offered for Personal Development Education in Years 5 to 7 |
| 2.6 Targeted strategies that ensure the identification, monitoring and improved educational outcomes for specific, diverse student populations. | - The monitoring of assessment and using evidence to inform planning in order to support all students occurred across the school  
- Teachers regularly reviewed data on student progress and used this data to inform their pedagogy, make judgments to respond with feedback to students and parents to move student learning forward  
- Numerous IEPs and Student Support Team Meetings to monitor specific goals for students with diverse learning needs were enacted  
- High expectations and standards were identified by staff to support high Quality Teaching and Learning |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7 Career education and creative curriculum planning that improves student access to pathways and maximizes school and post school options.</td>
<td>- Opportunities were provided for students to access alternative programs e.g. GATEWAYS, Hearts ‘n’ Minds to maximise student learning</td>
</tr>
</tbody>
</table>
| 2.8 School leadership team and classroom teachers have well developed capacities to utilize information communication and learning technologies to improve learning and teaching. | - Teachers capacity to use information communication and learning technologies to enhance and improve teaching and learning occurred  
- Staff were offered the support of BCE staff as necessary to support teachers in the use of ICLT  
- Staff continued sharing of best practice and resources through teacher discussion and demonstration |
| School Renewal and Validation topics:  
2.3 Pedagogical Practice  
2.5 Learning and Teaching Improvement. | |
At St. Joseph’s School, all members of the school community seek to actively promote and contribute to strengthening the partnerships and relationships within the school community to ensure a sense of belonging to church, parish and the wider community.

<table>
<thead>
<tr>
<th>STRATEGIC INTENTS</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
</table>
| 3.1 Structures, processes and collaboration with clergy and parish bodies to strengthen the shared mission of parish and school. | • The Principal regularly met with Father David to strengthen the shared mission of the Parish and the School  
• The Principal regularly meets with the Parish Finance committee  
• Master and building plans were on display for Parish feedback |
| 3.2 Partnerships that provide for consultation and engagement with parents as the primary educators of their children in the mission of the Catholic school. | • Various opportunities were regularly offered to the parent community to meet on an informal basis e.g. coffee with the principal, parent social group  
• Various opportunities were offered for the parent community to express opinions through participation in building committee, School Board, P&F, School Renewal Surveys  
• Master and building plans were on display in the office, and on the website and advertised in the newsletter for parent feedback  
• Various Parent information evenings occurred to support the Teaching and Learning of Students |
| 3.3 A comprehensive approach to staff well-being and development including professional learning, professional standards, performance management and pastoral care | • A dedicated well-being week for staff inclusive of no staff meeting took place each term  
• A well-being space in the staff room was set up  
• Professional learning opportunities were offered in a variety of areas  
• All staff engaged in goal setting at the beginning of the school year with follow ups at the end of the year  
• Pastoral care initiatives were implemented on an ad hoc basis across the year  
• Opportunities were shared with staff for the utilisation of the BCE counselling service  
• A focus on staff goals that have clear, identifiable links to school strategic goals occurred |
| 3.4 Leadership development and succession planning informed by the mission and purpose of Catholic Education. | • Various leadership opportunities were offered to staff  
• Expressions of interest for acting leadership positions or transfers were offered as well as any possible career succession plans |
| 3.5 Development of effective professional learning communities both within schools and across the wider BCEO community | • The school promoted high levels of collegiality, collaboration and co-learning that had a positive impact on student learning |
| 3.6 Productive links are forged with professional bodies and institutions, the broader community and government agencies | • A good working relationship with various professionals in support of student learning was fostered e.g. UQ, Adopt-a-Cop, AVT, community groups offering various sporting initiatives and local members of parliament |
| 3.7 A safe, healthy and productive school environment for students, staff and community | • A WHS Audit occurred for 2014  
• Continued implementation of the Kids Matter framework took place  
• Support of Active School Travel happened including a reapplication for a re-launch  
• Waste Free Wednesday was again implemented |
| 3.8 Consultative and collaborative partnerships are evident among schools and between schools and BCEO | - Collaborative partnerships between schools and BCE e.g. CTJ was facilitated  
- Regular communication with our School's Area Supervisor and various Education Officers occurred |
|---|---|
| School Renewal and Validation topics:  
3.1 Professional Learning and Development | --- |
Strategic Resourcing (Priority 4)

St Joseph’s School is committed to school management policies and practices which are based on the principles of justice, equity and accessibility. We implement quality practices which ensure reflection, review and school renewal in an ongoing means.

<table>
<thead>
<tr>
<th>STRATEGIC INTENTS</th>
<th>ACHIEVEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 The strategic renewal plan informed by the principle of stewardship directs</td>
<td>• Ongoing allocation of school resources was informed by the school renewal</td>
</tr>
<tr>
<td>the allocation of school resources.</td>
<td>plan</td>
</tr>
<tr>
<td>4.2 Collaborative processes are in place to develop the budget and to allocate</td>
<td>• The Principal worked in conjunction with Finance Secretary and School</td>
</tr>
<tr>
<td>resources.</td>
<td>Board to develop the school budget and allocate resources</td>
</tr>
<tr>
<td>4.3 The formation and professional learning of staff is clearly evident in budget</td>
<td>• Funds were allocated for professional learning of staff in the school</td>
</tr>
<tr>
<td>priorities.</td>
<td>budget</td>
</tr>
<tr>
<td>4.4 Resourcing decisions and priorities support financial accessibility for</td>
<td>• Various strategies are in place to support families experiencing financial</td>
</tr>
<tr>
<td>families.</td>
<td>hardship</td>
</tr>
<tr>
<td>4.5 Information and learning management systems enhance student and staff</td>
<td>• The School offered access to uniforms and stationery for families</td>
</tr>
<tr>
<td>engagement with learning, teaching and school operations.</td>
<td>experiencing financial hardship</td>
</tr>
<tr>
<td>4.6 Sustainable environmental practices are embedded into the organizational</td>
<td>• Staff are provided with laptop computers to assist supporting ICLT</td>
</tr>
<tr>
<td>structure and processes of schools.</td>
<td>allowing access to BI tool, eMinerva, Oliver, Portal</td>
</tr>
<tr>
<td>4.7 Contemporary learning approaches inform the planning, design and use of</td>
<td>• The Parent Portal was implemented as a further way of enhancing communication</td>
</tr>
<tr>
<td>facilities.</td>
<td>across the school.</td>
</tr>
<tr>
<td></td>
<td>• Information was examined to ensure that the school website and ‘skoolbag</td>
</tr>
<tr>
<td></td>
<td>app’ remained current</td>
</tr>
<tr>
<td>School Renewal and Validation topics:</td>
<td>• Sustainable environmental practices were enhanced and embedded across the</td>
</tr>
<tr>
<td>4.2 Learning Environments</td>
<td>school e.g. Guardians of the Earth program</td>
</tr>
<tr>
<td></td>
<td>• Staff participated in the Assisi Formation Program</td>
</tr>
</tbody>
</table>