



St Joseph's Catholic Primary School Clermont

2024 Annual School Report



Catholic Education
Diocese of Rockhampton

St Joseph's Catholic Primary School, Clermont

Catholic Education Diocese of Rockhampton

Principal

Mrs. Sheila Challacombe

Address

50 Box Street,
Clermont QLD 4721

Total enrolments

157

Year levels offered

Prep – Year 6

Type of School:

Co-educational

School Overview

St. Joseph's Catholic Primary School was established in 1900 by the Sisters of St Joseph to serve the small rural township of Clermont. Today St Joseph's School provides a Catholic education for children from mining, rural and small business families within the town. We currently cater for 156 students from Prep to Year 6.

"You call me Teacher and Lord, and you are right, for so I am" (John 13:13). At St Joseph's Clermont "Faith in Christ Our Teacher" is the school motto. St Joseph's Catholic Primary School is an educational community where learning, culture, faith and life become a holistic community.

Our curriculum is student centered with the aim of stimulating and challenging individuals on their learning journey. Our school promotes a safe and collaborative learning environment and supportive culture, encouraging exceptional working habits in every child.

St Joseph's priorities student wellbeing as the key to student engagement and achievements. A 'Trauma Aware Approach' to student wellbeing allows a nurturing social and emotional awareness and provides skills to assist with personal emotional growth and development which is vital for student and children achievement. Positive social interactions provide a critical foundation for lifelong learners.

To ensure students develop holistically, we provide extracurricular opportunities through community service, sporting and cultural activities. Students actively engage and participate in local events and support many areas of the community. Regular visits to Residential Care facility working with familiar local identities; RSL participation; Show society; Clermont Senior Citizens.

St Joseph's is a family orientated school which emphasises the learner through quality learning and establishing a strong sense of community with a connection between the school, family and local Catholic Parish community. These strong links are sustained by the efforts of staff, parents, students and members of the parish.

Student leadership is encouraged through School and Sporting House Captains along with various student representatives including Social Justice, Student Council, Ministry and Cultural leadership roles, in preparation for secondary schooling. School choir, Clermont performing arts, swimming and sporting clubs all provide a variety of interests to school participation and achievements.

More information on our school can be accessed from www.myschool.edu.au

Curriculum Offerings

Distinctive Curriculum Offerings

St Joseph's Catholic Primary School is committed to fostering a holistic inclusive education for all learners in a safe, supportive and welcoming environment. Integration of technology is accessible to all year levels including a 1:1 Chromebook hire scheme for year 4 to 6 students. Specialist lessons include Visual Art and Performing Art, Health and Physical Education. Robotics, School Choir, Chess Club provide opportunities to broaden learning.

Extra Curricula Activities

Sport: All students attend weekly physical education lessons and where eligible are encouraged and supported to compete at a district and regional level in selected disciplines.

Students can represent St Joseph's Catholic Primary School in the Diocesan Challenge Cup (Rugby League and Netball).

Students year 4, 5 and 6 can participate Steven Bell/Josh Hannay Cup (Rugby League).

Kilcummin and Mistake Creek State Schools along with Distance Education students, participate in a small schools' swimming carnival in March and athletics carnival in June hosted by St Joseph's.

Excursions: All year levels are provided opportunities to access local community facilities, events and people to support in the learning. Annual camps for years 5 (Camp Fairbairn) and year 6 (Apex Magnetic Island).

Stewardship: The school and community regularly participate in fundraising activities for known charities. Jump rope for heart; Talk Like a Pirate Day for childhood cancer support; St Mary's Parish Christmas Fair and Caritas.

Students frequently visit and participate in activities with the Moncler Residential Care Centre.

Celebrating Special Events: St Joseph's significantly supported local community events including the ANZAC Day March, The Clermont Show, Coal and Gold Festival and the Northern Hairy nose Wombat festival. Under 8's, Arts Council, musicians and frequent visiting groups.

Opti-minds allows students to enhance and extend their potential and to develop diverse skills, enterprise, time management and discipline to work collaboratively within a challenging and demanding environment.

Robotics and technology are the way of the future. Student engagement in robotics provides coding skills but also allows them to become problem solvers of the future. Through Technology and robotics students are provided with a truly innovative and exciting technology- driven learning experience.

Clermont Performing Arts hold weekly sessions in the music/drama room which is available to the whole Clermont community.

How Information and Communication Technologies are used to assist learning

At St Joseph's we believe Information and Communication Technologies (ICTs) significantly enhance learning by providing access to a vast array of resources, facilitating diverse learning styles, and fostering collaboration and communication. They enable interactive learning experiences, support individualised instruction, and encourage digital literacy.

A quick and reliable network service is accessible by all students and staff, allowing minimal disruption when working online.

St Joseph's school community has a variety of digital devices: Teacher laptop and iPad; one to one iPad Prep and Year 1; one -to -one Chromebooks years 2 – 3. Students in years 4 – 6 are part of the Chromebook hire program, which allows every student to take devices home for study and to access homework on the Google Classroom.

Bee-Bots are introduced into the Prep curriculum to incorporate the skills of coding, directional skills and to help develop the prefrontal cortex to enhance problem solving strategies and skills. Lego Spike robotic kits complement the Upper year levels to develop and enhance learning and engage students in active learning. They can act as teaching assistants, tutors, or even peer learners, promoting collaboration, problem-solving, and critical thinking skills, developing valuable technical and transferable skills and preparing them for future careers.

The inclusion and use of assistive technology, reading pens are used for children who prefer to work independently, as they work on assisting with reading skills. A reading pen allows a child to work with grade-level books in science, math, history, and literature as it reads those difficult words to support the students.

Every classroom is fitted with the Phonak's Roger system which voice amplification and assistive listening solutions to enhance learning for students facing hearing challenges in noisy environments.

Social Climate

Strategies to Promote a Positive Culture

St Joseph's staff, parents, students and members of the parish community, maintains a strong link. A class attends Wednesday Mass at St Mary's Church on a rotating roster. Children attend and lead Sunday Mass once per term.

Parish and community members are invited to attend school activities, Feast Days, Harmony Day, Grandparents Day, Mother's and Father's Day morning tea, Christmas Concerts, annual award ceremony and Rite of Passage for graduating year six students.

The Assistant Principal for Religious Education prepares children from years three and above to prepare for the Sacrament of Reconciliation, Confirmation and Eucharist.

Monday morning Breakfast Club provides students with a nutritious breakfast before their school day begins. The club aims to improve student health, learning outcomes, and overall well-being.

Parish Priests, play an integral part in the school community with regular classroom visits and reflection time with the school staff.

Counselling services are shared across the Catholic Schools, providing children access to one-on-one counselling and small group sessions.

In addition, access to professional support services such as Speech/Language and Occupational Therapists is available through a reciprocal relationship between the school and professional practices. St Joseph's implements

the Daniel Morecombe Child Safety Curriculum from Prep to Year 6 and a strong commitment to safeguarding all children.

Cyber Safety and Anti-Bullying Strategies

Every person in the St Joseph's community has a right to feel and be safe. We strive to create a safe educational environment where everyone is respected, accepted, included, and free from fear or threat. Dealing with bullying in all its forms is a shared responsibility. Leadership cooperates with parents to address issues related to bullying.

The school endorses the Catholic Education policies on 'Acceptable Use Agreements' for students and staff in using ICTs which is accepted by parents and students annually prior to ICT usage of school devices. All system and school policies are reviewed on a regular basis.

The school regularly communicates up to date cyber safety issues through the e-newsletter. Cyber safety information is shared with students and parents/caregivers in order to educate and prevent bullying and cyber safety issues. Internet safety is embedded into our Technology Scope and Sequence. It is also explored in-depth in the Catholic Education Student Protection Training which is delivered annually to all staff.

Strategies for involving parents in their child's education

Parents are invited and encouraged to be involved in the decision-making processes through formal groups within the school structure. Parents and Friends, Fundraising and the school board.

The School Board has an active role in policy development and implementation and strategic planning for the school.

Parents and Grandparents are invited to support in class activities on craft days, Reading Every Day, Tuck-shop, Home bake, Swimming, Netball, Football, and school social events. The fortnightly e-newsletter provides a Classroom Corner section to showcase classroom learning activities. Parents are encouraged to meet with teachers on a regular basis to discuss students' progression of learning and to develop a collaborative plan in order to maintain a strong connection between school and home for a consistent and relevant approach for learning.

Reducing the school's environmental footprint

The school engages in several recycling practices. Food scraps are used to feed our chooks, and the eggs are used through the tuck-shop and Monday breakfast club. The prep class grows a selection of fresh vegetables to be used in their cooking classes and the school tuck-shop. The school's gardens are watered on a timed system during the night.

At St. Joseph's, we are very conscious of energy consumption. We ensure that lights, air conditioners and any electrical appliances are turned off after use or when rooms are not in use. Solar power has been installed to reduce our carbon footprint and make use of the year-round sunny conditions that Central Queensland provides.

Teachers are encouraged to be responsible, sustainable members of society and to consider how their everyday practices impact the school's environmental footprint. These considerations relate to photocopying; water use and classroom consumables. St Joseph's has an electronic newsletter to conserve the use of paper and text messaging has also been introduced to limit paper use.

Characteristics of the Student Body

Enrolments at St Joseph's are drawn from three types of demographics which interconnect in a unique way in Clermont and the surrounding area: the mining industry and support facilities, the rural sector including grain and cattle production and the independent business and services sector. There are financial, emotional and social impacts on individual families in each sector with a large transient community. A larger number of drive/fly in and out workers decrease the family population in Clermont. Further growth is expected as new nearby mining ventures are developed.

The diversity of employment in the area attracts skills international workers from different cultural backgrounds. New families on permanent and temporary visas are enrolling their children at St Joseph's. These families are welcomed and enrich the diversity of the school with cultural histories and life experiences.

St Joseph's school community maintains a connection with the Wangan and Jagalingou nations, who are the traditional owners and caretakers of the land in the Clermont area.

Average student attendance rate (%)

The average student attendance rate for 2024 was 89.22%.

Management of non-attendance

For students to reach their full potential it is of great importance that student attendance is high. Administration staff and teachers monitor frequency of absenteeism, alerting leadership of occurrence and noticeable patterns. Leadership will reach out to parents when a student has been absent for more than three consecutive days. More than five absences in a term for any reason (indicating attendance falling below 90%), even for parent approved health-related absences. An absentee SMS system is implemented daily. Students arriving late to school and departing early are required to sign the student register and times are recorded in the school administration system.

Staffing Information

Workforce Composition

Workforce Composition	Teaching Staff	Non-Teaching Staff	First Nations Staff
Headcounts	16.00	13.00	0.00
Full-time equivalents	13.10	6.79	0.00

Qualifications of all teachers

Qualification – highest level of attainment	Percentage of staff with this Qualification
Doctoral / Post-doctoral	
Masters	6.25%
Bachelor Degree	93.75%
Diploma	
Certificate	

Major Professional Development Initiatives

Effective professional learning leads to improved teacher knowledge, skills and practice. All teaching staff engaged in the 'Berry Street Education Model (BSEM)' of learning during the Student Free days. At St Joseph's we believe 'no child is naughty', they are trying to say something but unable to communicate their needs. The BSEM compliments the Trauma Approach to School successfully implemented in 2021. Furthermore, it provides staff with strategies, skills and a power shift of understanding child behaviours.

Bishop's In-service Day provided teachers and staff with professional learning around spirituality and Religious Education, the additional September pupil free day provided staff with an opportunity to connect with their individual spirituality and the charism of the Sisters of St Josephs' our foundation sisters.

All support staff were provided with the professional learning in the Initialit Literacy Program which is used from Prep through to year 2 to support the literacy curriculum.

The percentage of teachers engaged in professional development was 100%.

Total funds expended on Professional Development

The total of funds expended on teacher professional development was \$15,700.00.

Average Staff Attendance and Retention

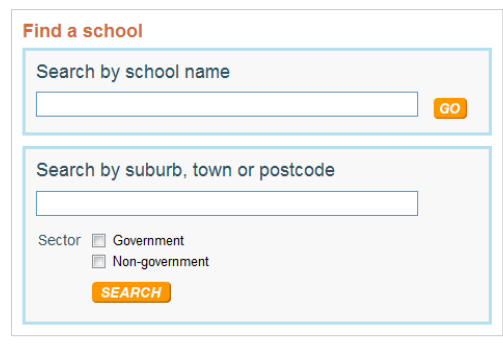
The average staff attendance for the school year, based on unplanned absences of sickness and emergency leave for periods of up to five days, was 91.96%.

The percentage of teaching staff retained from the previous school year was 77.14%.

School Income

<http://www.myschool.edu.au/>.

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



The screenshot shows the 'Find a school' section of the My School website. It features two search boxes: 'Search by school name' with a 'GO' button, and 'Search by suburb, town or postcode' with a 'SEARCH' button. Below the second search box, there are radio buttons for 'Sector' with options for 'Government' and 'Non-government'.

National Assessment Program – Literacy and Numeracy Results

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 3 and 5 are available via the My School website at www.myschool.edu.au

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 and Value Added

The school used the Oral Language Assessment (OLA), Developmental Reading Assessment (DRA), Progressive Monitoring Assessment (PMA), SA Spelling and Words Their Way as diagnostic assessments.

The spelling analysis tool is used to inform short cycle planning in spelling and support the monitor of learning and growth in the skill of spelling. Students' needs, school trends and current research is considered when making instructional decisions and tracking and supporting students. Student individual literacy and numeracy goals completed learning visible for students and for them to take responsibility for academic growth. NAPLAN results reported significantly above the State average Writing for students in year 3.

Strategic Improvement Progress and Next Steps

Strategic progress in 2024

Monitor of learning growth of word study skills and reading development continued for all students.

Mathematic competency and problem-solving strategies became the focus of the Monitoring Learning Growth program.

Aligning assessment in an inclusive learning environment to the version 9 Australian curriculum and implementing the Mathematics and English programs through ongoing professional learning of Universal Design of Learning. Supporting Early Career Teachers, as we welcomed three new first year graduates to St Joseph's bring a total of five graduates to our staff. Teaching offers challenges and rewards not only professionally but personally. It is

important to support Early Career Teachers to allow them to be able to manage the demands of the role and the expectations of teaching and living in a small western community.

St Joseph's School Improvement Plan is a response to the school's self-assessment of the four Dimensions of the school Improvement Framework. A range of school data is utilised to inform the school improvement plan.

Catholic Identity & Ethos:

- 1.1 Put together a list of contacts of lay people to support the Religion Curriculum (Anglican, Jewish, Buddhist, Indigenous)
- 1.2 Where is our motto replicated in our words and actions and our faith. "Faith in Christ our Teacher." Linking all to Catholic Social teaching- The Why

Effective Teaching and Learning:

- 2.1 Curriculum framework, scope and sequence for all year levels Numeracy and Literacy
- 2.2 V9 curriculum Literacy and Numeracy effective and consistent implementation
- 2.3 Individual learning goals are clearly displayed and identified for all stakeholders. Professional Learning Groups (PLG's) is used to share and network with strategies and to discuss achievements.
- 2.4 Building a collection of moderated assessment pieces per year level.

Pastoral Support and Wellbeing:

- 3.1 Consistency with strategies of Smiling minds and emotional literacy and whole school terminology.
- 3.2 Opportunities to participate in retreats
- 3.3 Designated wellbeing area

Leadership, Partnerships and Resourcing:

- 4.1 To engage/employ or upskill staff to cater for diverse needs.
- 4.2 Parent/ Student/ Teacher interviews and visible goals for learning

Progress:

- 1.1 Unable to establish contacts outside the Catholic parish.
- 1.2 Making the school motto visual in all classrooms and around the school. Linking the Why to fundraising and Christian traditions and celebrations and linking this to our daily lives and Catholic Social Teaching will continue To be our goal for the 2025 school year.
- 2.1 and 2.2 Ongoing task, working with CEDR staff to complete through the 2025 school year.
- 2.3 Goal achieved and ongoing practices to continue
- 2.4 Ongoing, a portfolio of work gathering
- 3.1 Achieving through wellbeing explicit sessions, ongoing due to the increase of new students to the school
- 3.2 Due to distance and timing, participation in retreats has not been achievable.
- 3.3 A sensory room is now available to children when needed.
- 4.1 Teaching staff participated in Berry Street training, IntialLit, Spellex, NCCD
- 4.2 Students in years 3 – 6 were welcome and encouraged to attend parent interviews. A transparency of learning and collaboration for goal setting was successfully established. This will be an ongoing practice at St Josephs.

Strategic Priorities for 2025

The 2025 School Improvement Plan will be directed by data provide from the School Improvement Tool Report October 2024 and Enhancing Catholic School Identity (ESCI) report, and discernible trends evident within available data sets over the course of the academic year. As a result, the major focus for 2025:

- Emphasis on school's vision and mission and our yearly goals to visible
- Develop and implement a curriculum framework and scope and sequence for all year levels across both numeracy and literacy. Outline and enact whole school agreed practices in curriculum implementation and pedagogical practice.
- Develop and implement whole school agreed practices, supported by BSEM professional learning
- Provide staff with professional learning opportunities.
- The school leadership team along with school staff will make deliberate and strategic use of partnerships with families with the purpose of improving student outcomes.

Parent, Teacher and Student Satisfaction

St Joseph's demonstrates its commitment to students' needs and is attracting attention for being a quality Catholic school with a strong vision for teaching and learning. The school Parent and Friends committee meets on Wednesday, week five of each term. The committee supported the school purchasing stools for small group work and contributed to the cubbyhouse for the Prep playground.

Student council members meet every four weeks to identify their ongoing contribution to school activities from the students' voices. Student representation and voice is encouraged by providing students with leadership opportunities as School Captains and House Captains. Student Council Group provides students with experience of a leadership role. Cultural, Social Justice, Student Ministry and Student Council representatives, students from years 3 – 6 form the council. The council members form awareness programs which include environmental causes: supporting the Hairy nosed Wombat conservation and restoration; MonCler Residential Aged Care visits and activities. Student engagement groups and activities of; dance, soccer, chess, mindfulness, cricket and art groups are student lead through small lunchtime group activities.

Agenda for staff meetings will include NCCD in school moderation, professional development in major focus areas, Religion curriculum and personal formation. ALPHA sessions allow staff to engage in personal faith and share their questions and life experiences of their faith growth.