

.ANNUAL SCHOOL COMMUNITY REPORT

Year: 2014
School Name: St Joseph's Catholic School Queenstown
School Type: Kinder-Year 6
Suburb/Town: Queenstown

Address: 1 Pontifex St, Queenstown

Telephone: (03) 64711139

Fax: (03) 64711251

Email: stjosephsq@catholic.tas.edu.au

Principal: Rod Linhart

SCHOOL PROFILE

Our Vision

For all in our St Joseph's Catholic School community to consistently live the school motto of 'Courtesy and Consideration' as we build a nurturing, forward thinking Catholic learning community with a focus on excellence in all our endeavours.

St Joseph's Catholic School is a Catholic Primary School founded on the teachings of Jesus Christ and the charism of the Daughters of Our Lady of the Sacred Heart. This is reflected in the respect and care shown for each person within our school community. St Joseph's Catholic School strives to be a welcoming learning community in which students, teachers and parents collaborate to provide an environment where the worth and dignity of each person is acknowledged, appreciated and celebrated and where each student may grow and develop to their full potential in an atmosphere of love, belonging and security.

The school is located in Queenstown, a mining and tourist town in the rugged west of Tasmania. St Joseph's Catholic School was founded in 1899 and facilities at the school have, in the past, been added to as need arose. Minor adaptations to improve learning areas occurred between the 1960s and 2004.

Buildings and Facilities

Extensive extensions from 2006 include the refurbishment of the lower level early childhood classrooms, the construction of the Sister Margaret Grant Teaching and Learning Wing for upper primary classes, which incorporates two new classrooms, new girls and boys toilets, a disabled toilet and an extension to the staff room. In 2010 an outdoor learning area was constructed, which complements the whole-school approach to daily fitness and our accreditation as a 'Move Well, Eat Well' school. During 2009, 2010 and early 2011 the school Assembly Hall had air-locks and storage facilities built, the school sports' hall was completely

refurbished, including insulation, lining of walls and sound baffles constructed as the ceiling lining. During 2013 and 2014, a number of capital works projects were undertaken including: completion of the new kindergarten playground, including rubberised soft-fall and the erection of retaining walls and drainage channels, a new fence and a sizeable concrete slab; the complete refurbishment of the boys, girls and disabled toilets adjacent to the assembly hall, including the construction of a large and secure cleaner's room and storage area; the completion of an undercover link-way from the school to the Archbishop Delaney Covered Open Learning Area; the completion of a new western boundary fence; the installation of two water storage tanks adjacent to the new double bus garage.

The canteen area adjacent to the lower hall was rebuilt in 2007/2008 thanks to an IOSP small projects grant and considerable contributions from the school community via the School Parents and Friends Association. During 2014, the School canteen opened each Tuesday, Wednesday and Thursday. Our school canteen is operated by parent volunteers and we received Silver Accreditation from the Tasmanian Canteen association in recognition of our endeavours to offer healthy menu options, coupled with established and accepted practices for the management and operation of the canteen.

St Joseph's Catholic School is a well resourced and well respected school catering for an 116 students in 6 classes in 2014: Kindergarten 23 students (Blue Gum); Prep 13 students (Sassafras); Year 1 18 students (Leatherwood); Year 2/3 22 students (Huon); Year 4/5 23 students (Myrtle); and Year 6 17 students (King Billy). 89 families accessed the school in 2014.

The school experienced 3600 days of absenteeism for its population of 116 students over 195 days, which equates to approximately 15 students away each school day or approximately two students away for each of the six classes. St Joseph's Catholic School initiates a sequence of responses to student absences based on the Tasmanian Catholic Education Commission's policy on Truancy.

The school has close links to the West Coast Catholic Parish and is part of the Archdiocesan system of schools administered by the Tasmanian Catholic Education Office in Hobart. In 2014, the school is part of the Northern Region, under the supervision of the Head Of School Services, Mr Peter Douglas. The Northern Region has a NW regional office, which is located in Ulverstone.

CATHOLIC LIFE AND MISSION

Liturgical and Prayer

The liturgical program during 2014 again enabled the school community to celebrate as Parish, as school and as classes. Parish Priest, Father John Girdauskis, celebrated Masses with the whole school every third Friday of each month, with student leaders participating as readers during this Friday morning Parish Mass at 9:30am. Classes were also involved in Liturgies in their classrooms in Father John's absence - Our West Coast Parish is served by Father John for only four days each month. Individual class prayer services were held every Friday and this Liturgy, which often highlighted important church and secular events, continues to be an important part of the weekly school assembly conducted on Tuesday afternoons and an integral part of school practice. Within classes, prayer was a daily focus taking the form of formal prayers, singing and/or informal prayer. A whole-school approach to daily prayer and meditation includes daily Christian Meditation after every recess in 2014. School staff participated in a Spirituality Professional Learning opportunity, conducted by Drazco Dizdar on the topic of 'Catholic Prayer and Meditation.

The School in the Life of the Parish

Sacramental programs are parish based, however, in the absence of a full-time Parish Priest, the school supported this program in the form of whole-school teaching units and evening preparation sessions for candidates. Reconciliation, Holy Communion and Confirmation were celebrated as parish events with parent, child, teacher and parish involvement.

Some members of the school community were involved in Parish life as Readers and leading Liturgy. In 2014 we had four candidates who completed the Sacramental program.

Faith Development Programs

In 2014 Spirituality continued as a whole staff focus. All teachers were responsible (via a roster) for leading daily morning staff prayer and for leading class liturgies and Masses throughout the year. The school was unable to find a suitable staff member to facilitate the role of Faith Development Officer; this role was jointly shared by the principal and the Education Officer, RE, Gwenda Gregson. Gwenda visited our school on a regular basis, meeting with staff in regards to RE planning and coordinating a RE Project that ensured a whole-school approach to the teaching and learning of religious education is supported.

The St Joseph's Catholic School weekly newsletter continued to highlight involvement and learnings in the area of Faith Development with WEST Awards (Welcoming, Encouraging, Saying Sorry & Thanking), God Moments, Spirit Of Jesus Moments, celebrations and prayer and Parish events being promoted. Many parents and community members made comment on how they enjoy reading our school newsletter because of the 'character-building' aspect of our philosophy, which is communicated in various ways through the newsletter.

Religious Education Curriculum

'Good News for Living Refresh', remains the core document used by teachers in Religious Education learning and teaching. In 2014 'Making Jesus Real' (MJR) was a major focus for the Year 6 class who received visits by Peter Mitchell and Jason Marien, MJR facilitators. The teachings in this program underpinned the development of positive relationships and skills for our student leaders - the Year 6 students, house captains and members of the Student Representative Council (SRC). Several students at St Joseph's Catholic School are of other faith traditions and the school community endeavoured to ensure that they were as much a part of all programming as were the Catholic students.

School family affiliation with the Catholic faith is approximately 28% and the school's role in evangelising the faith is viewed through its initiatives in facilitating the Sacramental Program, weekly class Liturgies and monthly whole-school Masses at St Joseph's Church, in addition to weekly liturgical singing, daily prayers in class and assemblies, class meditations and a 2.5 hour RE allocation in the weekly teaching and learning programs.

Community Participation and Outreach

St Joseph's Catholic School students are involved in community events whenever possible. The Queenstown ANZAC Day march attracted over one third of our students despite it coinciding with mid-term holidays, our school involvement in activities such as Clean Up Australia Day, 'Walk of Life', participation and support of the biennial Queenstown Heritage Festival are important community events, which St Joseph's Catholic School students readily support and 2014 was no exception. Student work related to a Local History Project, in which students interviewed four local personalities and created beautiful framed responses, in addition to art work conducted by a visiting Aboriginal artist, Arthur Conlan, continues the

tradition the school has of incorporating the Arts into the curriculum.

2014 witnessed the celebration of 50 years since significant building works began, which created five new classrooms in 1964. A special school assembly and Mass was held in which Gordon Sutton, one of the builders from 1964, talked to the assembly about the building program that began 50 years ago and continues to this day. Caritas' Project Compassion was a major focus during Lent and again per capita the money raised by the St Joseph's Catholic School community was extraordinary. The Archbishop's Samaritan Projects Tasmania and October Mission fundraising were school initiated projects. Other fund raisers for 2014 were predominantly Student Leader organised. They included Daffodil Day, Bandanna Day, Rice Day and numerous free dress days. Our school Student Representative Council, extremely well lead by Jonathan Horne, Year 1 class teacher, also conducted dances and lunch-time art, craft and sporting competitions.

Several students in Years 2, 3, 4, 5 & 6 were very actively involved in projects which enhanced an understanding of their stewardship of the Earth. These students, in addition to some dedicated weekend workers who included, staff, parents, grandparents, community volunteers and students from various classes were instrumental in clearing weeds - mainly gorse and black berries from school property, establishing gardens of native plants and maintaining existing school gardens. Special mention is made of Michael Close who assisted in several school functions as a volunteer. Under the supervision of Amanda Pearn, a teacher-assistant, the thirteen students who associated as Aboriginal or Torres Strait Islanders helped create a native garden in the upper playground. Our celebration of NAIDOC week culminated in a whole school Mass and several activities throughout the week that promoted a greater understanding of Aboriginal or Torres Strait Islander culture.

Parent Participation

Parents were encouraged to be part of all our faith experiences. During 2014 there was pleasing parental support for Liturgies and assemblies, especially the annual Christmas Pageant and Presentation Evening. Our Parent-Student-Teacher consultations in April and June were extremely well patronised, with 96% of families being represented.

No student was removed from the school in response to dissatisfaction (to the knowledge of staff) as expressed in a parent's Exit Letter, which allows parents/carers to express their level of satisfaction with the school and is issued to departing student's parents/carers. School Board membership stands at a very healthy seven members and our Parents & Friends Association continues to be an open forum of interested parents and friends who work towards enhancing learning opportunities at St Joseph's.

OUR LEARNING COMMUNITY

Catholic values and Religious Education are the foundation of St Joseph's Catholic School and are, as such, an integral part of the curriculum. All students participate in the religious life of the school. The school shares in the mission of the Church which is based on a rich heritage of culture and tradition. The teaching of Religious Education aims to strengthen core values, which the students will carry throughout their lives.

During 2014 the Australian Curriculum in English, Mathematics, Science, Geography and History assisted in the provision of a well-balanced curriculum at St Joseph's Catholic School. Whole school scope and sequences, coupled with staff involvement in professional learning opportunities, network meetings and moderation, assisted in acknowledging and endeavouring to support the aim of ensuring all students attain an acceptable standard in basic subjects commensurate with his or her capabilities and stage of development. Students

were encouraged to take responsibility for their own learning, develop self-confidence, self-esteem and respect for others through individual and cooperative learning. At all times learning and teaching was targeted at valuing and accepting the cultural diversity of families at St Joseph's Catholic School.

Units of work centring on 'The Means Of Production, 'Ecosystems, 'Technology' and 'Feeling Safe' were undertaken in all classes in 2014. Environmental awareness beyond the school site involved students taking part in community clean-ups and school landcare initiatives, which emphasise their learning on Reduce, Reuse, Recycle. The undertaking of such learning did not just happen by chance. Commitment, planning, relating to outcomes and assessment and classroom practice made such things possible. The young teaching Staff at St Joseph's Catholic School continued to demonstrate their dedication to their profession and their commitment to their students. They recognised parents as the primary educators of their children and took their role as supporters of that education process very seriously, for which our parent community appear very grateful. They fostered positive relationships with their students and parents, worked tirelessly and collaboratively to incorporate new initiatives and ideas and spent many, many hours planning the 'at school' learning pathways for all their students.

The enthusiastic and talented teachers at St Joseph's Catholic School in 2014 were for the most part beginning their careers and, apart from two teachers in their first year of teaching, were in their second, seventh or twelfth year of teaching. Apart from the Principal, no teacher had more than twelve years full-time experience. All teachers were registered according to the Tasmanian Teachers' Registration Board and three teachers were working toward accreditation standards expected as teachers in the Tasmanian Catholic Education system. Ongoing professional learning was an integral part of their year. While teachers were encouraged and supported in attending Tasmanian Catholic Education Office (TCEO) initiated and other Professional Learning (PL) off site, for the most part because of travelling constraints, school-based professional learning was undertaken. The valued involvement of TCEO personnel supported the foci of classroom management, Special Learning Needs, Literacy, ICT, Mathematics, Religious Education and Assessment in professional learning in 2014.

Staff enjoyed considerably more release time than the Catholic Education Award obligated; this extra release from class enabled staff to be involved in an extremely worthwhile opportunity to work supportively with their peers to collaborate; evidence of learning was very noticeable in discussions, planning, pedagogy, performance, assessment and moderation. All staff were also released for 20 minutes each Friday morning to collaborate and discuss learning and teaching initiatives. All teachers were also involved in a Religious Education Project, allowing the regional Religious Education Education Officer to work with each teacher on enhancing skills in this area.

Three teachers were involved in an Early Mentoring Scheme, which was funded by the Tasmanian Catholic Education Office and enabled the teachers to gain some experience in areas of added responsibilities, allowing them a smoother transition into a specific Position Of Responsibility in 2014.

Specialist programs offered to students in 2014 included the class camping program for students of Years 2-6, which was funded from the Country Areas Program grant, Sport, Music and LOTE. An exciting feature of the teaching of LOTE in its third and, unfortunately, final year at St Joseph's Catholic School in 2014 was the digital link with a LOTE teacher at Corpus Christi Catholic School, Bellerive, Tim Harrington. Tim taught two classes for 40 minutes each, twice a week via 'real-time' link and students gained enormously from this experience, which also involved Tim visiting the school on three occasions.

Assessment procedures and subsequent report writing received ongoing attention at St Joseph's Catholic School in 2014 as greater understanding of the adopted Australian Curriculum and Australian Government mandated requirements for reporting were reached. Using the new system-wide reporting formats, the school reported to parents in a written report in May and December. Three parent-student-teacher consultations were offered (March, May and December) and a parent information evening was organised for February. Written reports were complemented by individual student folios that displayed student work that reflects the child's attainment in key learning areas.

Most professional learning opportunities were financed from school-based funds including the Remote Schools Initiative. Most staff were funded from this initiative to spend up to two days at a Catholic school in another area to foster new learning in teaching. The Remote Schools Initiative allowed the support of travelling and accommodation costs and funded registration costs. We were fortunate to be able to call on the services of an experienced local relief teacher, Kim Reeves, this year and classroom relief for both professional learning and illness was for the most part undertaken by Kim, with less call on the Principal.

Targeted Programs

Literacy, ICT, Mathematics, Religious Education and Assessment, especial Formative Assessment were again targeted for staff professional learning in 2014. The Australian Curriculum in Mathematics, English, History, Geography and Science curriculum areas were referred to by staff at St Joseph's Catholic School in their creation of teaching and learning programs. The continued mandated numeracy and literacy blocks at St Joseph's Catholic School were reviewed and supported by professional learning and resources. The whole-school approach to teaching spelling was supported by the continued integration of 'Spelling Mastery' and 'Letters and Sounds' in the school day, explicit direct-instruction programs of teaching spelling, which allows for a differentiated curriculum. The early childhood spelling and reading program, 'Letters and Sounds', is in its third year of implementation for students in Kinder, Prep, Years One and Two and involved a program of explicitly teaching letter sounds in a 25 minute block every day. The results have been quite astounding and this program, complementing the existing 'Spelling Mastery' program, will be foundational strategies for the school spelling and reading programs at St Joseph's Catholic School. SRA reading laboratories supported the whole-school approach to reading for meaning, including grammar and punctuation. The Lexile reading scheme was also introduced to enhance reading throughout the primary years, especially for students who have advanced beyond levelled readers. 'Reading Eggs' and 'Raz Kids' were used by students in Kindergarten, Prep and Year One, with many parents actively supporting this program at home.

ICT continued to be a focus curriculum area and as a tool for learning across curriculum in 2014, with a one-to-one iPad initiative being implemented for Year 6 students. Teachers were encouraged to support learning practices and diversity in ICT usage, although some technical unreliability compromised strong and consistent growth in this area. Professional Learning in some aspects of educationally appropriate apps for iPads, the use of OwnCloud for storage and in the Mathletics Program (used by students from Year Two to Six) via Skype complemented the expenditure on the purchase additional lap-tops and iPads in all primary classrooms. Gordon Sutton made iPad and lap-top storage units for every classroom, which are fantastic assets to these classrooms and ensure the devices are easily charged and stored safely.

Classroom programs and pedagogy at St Joseph's Catholic School supported the learning of all students who exhibit a variety of needs. Programs were also conducted to provide identified students with extra support in the areas of numeracy and literacy. The school employed six teacher-assistants who supported teachers in programs for children who

required support or extension.

During 2014 class teachers referred students to the Education Support Teacher, Ros Ashenden, for assessment and assistance. Individual Education Programs (IEPs) enhanced the learning for targeted students and the opportunity to receive one-to-one or small group assistance was an integral part of classroom practice for identified students across all grades. New students, after a settling in period, undertook screening tests administered by the Education Support Teacher to assess capabilities. The Educational Support Teacher and teacher assistants worked closely with classroom teachers to ensure that all students had fair and equal access to all curriculum areas. Regional Equity Officer, Judy Pakinga, conducted regular visits to the school to ascertain students and generate strategies that might benefit their learning opportunities.

Catherine Wood, a speech pathologist, visited the school in February and conducted assessments on students identified with needs. 14 students were placed on speech programs, which were implemented at school by a teacher-assistant, Sonya McDermott.

During 2014, six (6) students received extra support via targeted funding and a further eleven (11) students were intensively supported in literacy and numeracy following identification by teacher observation, low scores in diagnostic tests and/or low benchmarking results.

Country Areas Program (CAP) funding offset the sporting, camp and excursion costs for families thus reducing the disadvantages posed by distance and also allowed for a targeted Visual Arts program for primary students. Visiting presentations with accompanying professional learning for teachers in Science, Music and Writing were also possible because of CAP funding. The CAP funding was allocated to ensure all students would gain from expenditure in the above-mentioned areas.

Student Performance

At St Joseph's Catholic School 2014 assessment procedures included formal assessments - NAPLAN (May), PIPS (February and October), PAT (October) standardised testing in Numeracy, Reading, Vocabulary and Spelling, ongoing formal assessment by class teachers, learning support personnel and visiting experts (eg running records, auditory processing and speech assessments) and informal assessments (eg observations, class reviews and tasks.) The combination of formal and informal assessment ensured that student learning needs were regularly identified and monitored and specific learning sequences were developed. Staff were expected to review student ascertainments and educational files on a regular basis.

PIPS

In 2014 our comparative PIPS data showed generally pleasing gains in most student learning in their formative year and the Prep class teacher, the principal and Education Officer, Curriculum, Leean Medwin, analysed the data and concluded the results to be accurate and trends quite pleasing, especially in gains made in literacy.

Analysis of the NAPLAN testing for 2014

NAPLAN Numeracy and Literacy Grade 3 (Bands reported across a range of 1 to 6, with 2 being the National Minimum Standard)

Year 3 Reading: 86% of students (n=14) above National Minimum Standards (NMS), with

average band of 3.47

Year 3 Writing: 100% of students (n=14) above National Minimum Standards with average band of 4.00

Year 3 Spelling: 100% of students (n=14) above National Minimum Standards with average band of 4.08

Year 3 Punctuation and Grammar: 95% of students (n=14) above National Minimum Standards with average band of 3.85

Year 3 Numeracy: 86% of students (n=14) above National Minimum Standards with average band of 3.21

The staff have discussed the NAPLAN results in the context of the cohort of 'assisted-students' (two students out of 14 in the total class) and continuation of the implementation of Independent Learning Programs (ILP) and incorporation of resources such as SRA reading laboratories and Lexile Reading Scheme to be promoted among families to assist home-school programming and student support. A sensible allocation of Teacher-Assistant (T-A) time in classes has also been prioritised and an analysis of current practice in levelled readers is being undertaken with a view to ensure all classes have the same protocol and expectations for levelled readers.

NAPLAN Numeracy and Literacy Grade 5 (Bands reported across a range of 3 to 8, with 4 being the National Minimum Standard)

Year 5 Reading: 100% of students (n=10) above National Minimum Standards with average band of 5.89 (growth between -52 and 167; average 64)

Year 5 Writing: 100% of students (n=10) above National Minimum Standards with average band of 5.11 (growth between -39 and 145; average 25)

Year 5 Spelling: 100% of students (n=10) above National Minimum Standards with average band of 5.90 (growth between 36 and 145; average 83)

Year 5 Punctuation and Grammar: 100% of students (n=10) above National Minimum Standards with average band of 6.00 (growth between -14 and 151; average 53)

Year 5 Numeracy: 100% of students (n=10) above National Minimum Standards with average band of 5.33 (growth between 14 and 115; average 54)

Comparative data for Year 5 students has seen some pleasing increases for many children who, in Year 3, were deemed at risk and below benchmark. There were seven instances of bands being increased by greater than 2, with the majority of students increasing between one and two bands. There were, however, a few children who failed to make significant or expected progress as revealed in some test data. Numeracy and Writing are identified as two key areas to focus on as a whole-school to lift outcomes, although Year 3 Reading was also identified as indicative of a need to provide staff with a strong focus for whole-school strategies in 2015. Ensuring each class had the services of a T-A who worked closely with a specific class and ensuring there was an allocated time for teachers and T-A to meet, was timetabled for 2013. An important factor to consider when analysing St Joseph's Catholic School NAPLAN data is the transient nature of the tested cohort. In 2014 five (5) out of sixteen (14) Year 3 students were new to the school in the previous twelve to twenty-four months, and three (3) out of ten (10) Year 5 students were new to the school in the

previous twelve to twenty-four months.

Other Achievements

Student leadership in the form of the St Joseph's Catholic School Student Council comprising two school leaders, six house captains (elected by the student and staff body each term) and six classroom Student Representative Councillors under the leadership of Year 1 teacher, Jonathan Horne, included students from Years Two to Six. This group meet fortnightly, which led to the successful organisation of both social and fundraising events for the school and charities.

Our school participated in the Deloraine Youth Drama Festival, which involved travelling to Deloraine, staying overnight and presenting to an appreciative public. The group, under the direction of the Year 4/5 teacher Jessica Mostogl, enjoyed their involvement in this state-wide festival, with of the Year 6 students, Beyanca Kepo, winning the award for Best Actress, which is quite an achievement for our small, remote school.

Students participated in successful school and regional swimming carnivals and a cross country fun run for all classes. The school athletics carnival was conducted in November. School teams represented St Joseph's Catholic School at the Northwest Catholic School Sports Association swimming carnival and once again, our school had an excellent representation at regional basketball tournaments, with five teams representing St Joseph's Catholic School at the North West Primary Schools Basketball Tournament in August and October.

Some St Joseph's Catholic School students participated successfully in various inter-school events such as regional swimming, cross-country and athletics events. Many students were involved in community initiatives such as the Anzac Day March (over 30 students), Clean up Australia (72 students), Queenstown Landcare, local sporting competitions in basketball, hockey, netball, football and swimming.

Throughout the year, various speakers including Dr Trish Hindmarsh (Director TCEO), Brett Whitley (MHA), Senator Eric Abetz (Leader of the government in the Senate), CARITAS representatives, RAAF service personnel, St Patrick's College Big Band members spoke to and with students, thus broadening their knowledge and experiences.

Students, staff and families shared many common experiences throughout the 2014 year, most to the educational benefit of our students. These included exciting camps for students in Year 6 (Far South Wilderness Camp), Year 4/5 (Camp Banksia), Year 2/3 (Camp Clayton), the successful school fair, fund raising events and several excursions, discos and social nights. The Parents and Friends Association and School Board were active, supportive organisations at the school.

A highlight for the senior students was their Leavers' Dinner and Thanksgiving Mass.

PASTORAL CARE

Pastoral care is to the forefront of all that is done at St Joseph's Catholic School. The living of Gospel values provides the foundation of the school community's care for one another. Genuine concern and compassion underpin the Behaviour Management Policy so that each person is respected and acknowledged as a valuable member of the St Joseph's Catholic School community. Students are regularly reminded of our expectations as epitomised in the acronym, W.E.S.T. (Welcoming, Encouraging, Saying Sorry, Thanking); two or three students were awarded a WEST badge during Tuesday's whole school assembly for displaying such

qualities in addition to 'Goal-Setting' awards (Personal Resilience) and 'Waste-Wise' awards (Environmental Awareness).

Relationships and partnerships are encouraged that promote mutual understanding, respect, tolerance and acceptance between staff, parents and students. The school environment is promoted as a friendly and safe and all individuals are expected to be treated with dignity. Class teachers welcomed parent participation in classes, using the guidelines outlined in our Parent Participation Policy. All community volunteers were obliged to participate in a 20 minute Induction Program facilitated by the principal. This induction covers topics such as 'Mandatory Reporting', Parent Participation Policy' and 'Code of Conduct'.

During 2014 learning and teaching programs in all classes incorporated Health and Wellbeing and Aboriginal Studies units. Students and staff were aware of the need to build an environment of respect for the learning needs of others; relocation slips were incorporated and Pink Slip detentions were reinforced as punitive methods of maintaining realistic behavioural expectations. Pink slip detentions allowed staff the opportunity to have a focused conversation with the child and the child's parents with regards to strategies for remediation. During 2014, only seven Pink Slips were issued to students; the lowest by far in seven years!

Staff at St Joseph's Catholic School experience the uniqueness of an isolated school and pastoral care and the maintenance of staff wellbeing is paramount. Staff were successfully encouraged to share experiences, collaborate and support each other during daily prayer sessions conducted each morning, regular staff meetings and two day mentoring opportunities funded out of the Remote Schools Initiatives budget allocation.

2014 celebrations that helped to build a positive school climate included the St Joseph's Feast Day, school Masses and liturgies, class Masses, daily prayer, daily whole-school and weekly assemblies, sporting events, cultural events such as the school Arts Evening, working bees, the school fair, open days during Catholic Education Week, compilation of the School Magazine/Yearbook, orientation days and occasions of farewell and graduation. Year 6 students were involved in three days of transition opportunities at the local high school, Mt Heights District High School.

STRATEGIC PLANNING

The 2011-2014 St Joseph's Catholic School Strategic Plan formed the basis for the 2014 School Action Plan. The Action Plan was compiled by staff and the School Board and focused on improving student outcomes by positively recruiting, supporting quality teachers, adequately resourcing classes for successful learning programs, offering diverse opportunities for student learning and further development, improvement and maintenance of the school site. Initial work was undertaken in surveying members of the school community in putting together a 2011-2014 school plan.

2014 saw the completion of the two, three-bedroom teacher accommodation houses and staff now have the ability to rent these new houses from the TCEO. Maintenance of the existing two houses in Pontifex and Hunter Streets remain an ongoing budget allocation and the school is keen to maintain these houses as extremely useful resources to support teacher accommodation needs.

Maintenance of school infrastructure has now become a system priority with every school now assessed and maintenance schedules created that will hopefully ensure our building and facility needs will be supported in a timely fashion.

ENROLMENT AND STAFFING

The school in 2014 consisted of seven grades in six classes: Kindergarten, Prep, Year One, Year Two/Three, Year Four/Five and Year Six. At census time there were 115 students, 59 male and 56 female of whom three were students with severe disabilities. Indigenous persons in the the student and staff population numbered fifteen. The teaching staff consisted of seven female full time teachers and two male teachers all of whom were appropriately qualified for the positions they held and held Teachers Registration Board (TRB) registration. Teaching staff recorded 37 days absence throughout 2014, which is a relatively low level of absenteeism given the demands on teachers, most of whom are beginning their vocation in a small remote area school.

Two teachers made use of the Remote Staffing Policy to transfer. The principal has taken up a position at St Patrick's Catholic School, Latrobe and Christina Gretton will take over principal responsibilities at St Joseph's Catholic School Queenstown from January 1, 2015. We were fortunate to attract well in excess of 10 applications for three advertised positions for 2015, which is a little disappointing given our very recent history of attracting high interest in positions recently. With the rescinding of the Remote Area Transfer Policy, the school will need to promote itself as an attractive place to work in order to increase interest in teaching positions at the school - the introduction of the Remote Areas and Hard To Staff Schools Guidelines, which offer \$9000 per annum in the initial three years of service may be a useful means to attract teachers to apply for future vacant positions.

The 2014 ancillary staff varied as funding for positions were consolidated through the year. However, the staffing consisted of six females who were funded from grants and ancillary staffing budget. Their FTE equivalent was 2.3 including budgeted FTE and staffing from grants. Positions that Ancillary staff held included: assisting the Office Administrator, Teacher-Assistants, and Utility Officers responsible for cleaning. The school did not employ a utility officer for grounds and maintenance, instead relying on contractors and the principal or his delegate undertaking duties where possible. We also employed a parent who lost his job to undertake regular project work such as building a fence and establishing gardens. We were fortunate to continue the employment of a full-time staff member under the Aboriginal Traineeship Scheme. This person is employed at the school for up to three years, funded from a Commonwealth government initiative. The Parish Priest, Father John Girdauskis, continued his involvement in the liturgical and celebratory life of St Joseph's Catholic School. He was a member of the 2014 St Joseph's Catholic School Board. Father John's responsibilities in his pastoral responsibilities in the Burnie/Wynyard Parish eventuated in him not being available for many Friday Masses as we have experienced in the past; classes undertook their 'buddy-class' Liturgies.

COMMUNITY INVOLVEMENT

The community of Queenstown continued to support St Joseph's Catholic School in many ways. Fundraising events always gained local support. Students were acknowledged for their contributions to the community. Classes visited the elderly at the Lyell Residential Wing of the Queenstown Hospital. St Joseph's Catholic School students participated in a variety of events in Get Walking Week, which provided a community focus, culminating in a healthy breakfast at school for parents and students. Local individuals were involved in sports' events and school leaders presented regular 7XS Radio reports. Students and staff are encouraged to walk to school on the first Friday of each month and classes stop for a fruit and water break at 9:50am each day. All primary-aged students participate in vertically integrated Daily Fitness sessions on Tuesdays and Thursdays in addition to timetabled class Sport once a week.

Once again St Joseph's Catholic School was involved in a transition program for Year 6 students to the local secondary school. The vast majority of our Year 6 students move to the only local high school, Mt Heights District School, at the completion of Year 6, with some families moving from the area to seek alternate educational pathways and options. Two students moved to other areas to continue their secondary education at the completion of Year 6 in 2014.

The closure of the Mt Lyell Mine in May and gradual closure of the Henty Gold Mine has significantly affected the town, with many family breadwinners losing work. The school, supported by the TCEO, has offered generous financial support and Archdiocesan Bursaries to ensure families can continue their enrolment of children at St Joseph's. The school offered free soup each Monday and a Friday morning breakfast to assist families. The school community has continued to support St Joseph's, with no family leaving the school to enrol in the local government school due to financial stresses caused by mine closures.

SUMMARY FINANCIAL INFORMATION

State and Federal Recurrent Grants provided the bulk of the funding required for the financial operations of St Joseph's School, Queenstown during 2014.

Commonwealth Government Country Areas Funding of \$23, 000, provided money for ICT, camps, incursions and excursions, cultural experiences and the primary Visual Art Program.

The Parents and Friends Association also made a \$10, 000 contribution to school in the form of supporting literacy and numeracy and ICT projects.

The student body raised funds for a number of charities including Project Compassion, The Archbishop's Samaritan Appeal, local Rotary Club, Cancer Council and for school projects.

The 2014 financial report for St Joseph's School Queenstown was audited by Crowe & Horwath and on the 15th February 2014 the school received his report as presenting a true and fair view of the financial position of St Joseph's Catholic School as at 31st December, 2013 and the results of its operations for the year ended in accordance with the accounting policies described in Note 1 to the financial statements. This report was tabled at the March School Board meeting.

Financial Statement

A copy of the school Financial Statement will be forwarded to you from the Finance and Administrative Services CEO.

About this Report

In preparing this report, information has been gathered from evaluations conducted during the year. Information about the school's practices and student learning outcomes have also been analysed and from this goals for the school's future development have been determined.

This Report was prepared by:

This report was prepared by the 2014 Principal Rod Linhart.

Signed

