



St Joseph's School, Waroona 2007 Report

As part of the Federal Government's accountability for funding to Catholic schools, all Catholic schools have to report to their community by June 30th of the preceding year's schooling in several areas. This has to be reported to the community in two ways – this written report is one of those ways.

The three main areas to be reported on are:

1. **Professional Engagement**
2. **Student Learning**
3. **Satisfaction.**

1. Professional Engagement:

- The teaching and non-teaching staff had an attendance rate of 99 % in 2007.
- Staff retention in 2007 from 2006 was 86 %.
- Two new staff positions were added in 2007 – Physical Education Teacher for one additional day per week and Social Worker for one day per week.
- The sum of \$19,826.00 was spent in 2007 on Professional Development of staff to enhance their teaching skills and knowledge across a range of areas. This equates to \$2, 202.00 per teacher.
- Collectively the Teacher Qualifications for 2007 were:

Diplomas	4
Graduate Diplomas	2
Bachelors	7
Masters	1

2. Student Learning:

One way to determine student learning for the 2007 school year is by comparing the Western Australian Literacy and Numeracy Assessments (WALNA) to previous years. The statistical information was sourced from NuLitData, prepared by Murdoch University.

- i) Student Attendance for 2007 was, on average 84.6%.
- ii) The percentage of children in Years 3, 5 and 7 who did attain the national benchmarks in 2006 and 2007 were:

WALNA Data (% who DID reach the benchmark)

	Numeracy		Reading		Spelling		Writing	
	2006	2007	2006	2007	2006	2007	2006	2007
Year 3	92%	92%	92%	100%	100%	92%	100%	100%
Year 5	100%	91%	90%	100%	80%	82%	90%	91%
Year 7	71%	94%	76%	100%	82%	100%	100%	100%
AVERAGE	87%	92.3%	86%	100%	87%	91.3%	97%	97%
2006 AVERAGE	89%		2007 AVERAGE		95%			

- iii) The percentage of children who achieved the national benchmarks in 2006 was 89%, and 95% of the children attained the benchmark in 2007. Note, however, that with small class sizes of 10 to 17 children, these statistical changes can vary greatly with just one child's scores. Also, the children in each class are different. That is, the children in Year 5 in 2006 are not the same children in Year 5 in 2007, so the comparison is NOT between the same children.
- iv) The important statistic is how well the same child has changed over the years. To report on this, comparisons are made to the child's scores in Year 3, then Year 5 and then Year 7. The amount of possible change ranges from -5.0 to +5.0, where a negative number indicates no positive growth and a positive number indicates a real positive growth. Any result between -1.0 and +1.0 indicates growth "**as to be expected**". The results from 2004 to 2006 were:

2005-2007	Numeracy	Reading	Spelling	Writing	Average
Year 3/5	0.5	0.6	0.8	0.5	0.6
Year 5/7	0.5	0.7	0.4	0.3	0.4

The range of results in the above table indicates expected growth over the years 2005-2007, i.e. from -1.0 to +1.0, with a substantial growth in the area of Reading.

This indicates a positive growth of learning from children in Years 3 to 5 in 2005 to 2007 and a positive growth for children in Years 5 to 7 in 2005 to 2007. We have addressed this over the last two years with special initiatives such as the RAISE Literacy Project, the Success for Boys Project, and further use of Information Technology. I am confident we will continue to see the benefits of these projects in future years.

3. Satisfaction:

The steady increase of student enrolments during 2007 indicates greater community and parent satisfaction. The Parents' & Friends' Association are very successful fund raisers, contributing monies for school improvements such as assisting in increasing the schools' reading books (an integral element of the success of the RAISE Literacy project) and library books.

Parent attendance at school assemblies is encouraging and supportive, with many staying for a 'coffee and chat' with other parents and the principal; it is noted that parent attendance steadily increased throughout the year.

From the given report, it can be interpreted parents were very happy with the school and its operation during 2007. Parents were particularly satisfied with the school continuing to encourage a sense of pride in achievement; a sense of self worth; and staff who are approachable and willing to talk about their child's progress. Items that were reviewed and adapted were, a more consistent behaviour policy (for children in Years 4-7); and the school's reporting system was developed to meet Australian Government requirements.

2007 was a successful year, the second year of a 3 year partnership with parents to continue to raise the educational outcomes of children.