



## St Joseph's School, Waroona

### School Performance Information 2020

Publication of the following information is an Australian Government requirement and pertains to the 2020 calendar year—some reports are unavailable due to COVID-19, e.g. NAPLAN

#### **Contextual Information:**

St Joseph's School is a coeducational Catholic primary school comprising 158 students from Kindergarten to Year 6. The School involves the community of Waroona and neighbouring districts. The School founded by the Sisters of St Joseph of the Sacred Heart in 1943. The School a strong Mary MacKillop tradition with a Mission to provide an affordable, quality Catholic education.

A strong relationship exists between St Joseph's School and the Parish community. The School emphasises faith development and active witness to faith through well-structured Religious Education programs, sacramental programs, and regular participation in various liturgies.

St Joseph's School offers a holistic education, embracing students' spiritual, intellectual, physical, social and emotional development, where both relationships and learning are valued. A range of specialist programs is offered, including Physical Education, The Arts, Italian, Science and Digital Technologies. Students represent the School at the Catholic Performing Arts Festival, Interschool Athletics, Swimming and Aussie Sports carnivals in the Peel area.

A clear, consistent and just behaviour management plan ensures that all children can learn and all teachers can teach. The School's motto of 'Striving in Faith' is fundamental in providing all children with a rich diversity of learning experiences that develop the whole person.

The Parents and Friends Association represent the energetic parent body with solid support from the School Advisory Council.

The School is part of the Fogarty EDvance Program, aiming to improve educational outcomes for disadvantaged children.

**Our Vision:** St Joseph's School, as an integral part of the Waroona Catholic Community, is inspired by Christ's teachings. We endeavour to nurture all children to grow as confident, independent, life-long learners, enabling them to contribute to society with dignity, respect and a spirit of service.

### **Teacher standards and qualifications:**

All teaching staff members are registered with the WA Teachers Registration Board. All staff members hold a current Working with Children Card, screening number and regularly update Child Protection and Mandatory reporting requirements.

### **Qualifications of teaching staff:**

Masters of Education 2  
Bachelor of Education 6  
Bachelor of Education (ECE) 1  
Bachelor of Arts (Education) 3  
Diploma of Teaching 1  
Certificate IV (E/A) 5  
Certificate III (E/A) 3  
ASTI 1 Certificate IV (Business) 1

### **Workforce composition:**

**The total Staff is 25 personnel.**

<b>Staff</b>	<b>Fulltime - Female</b>	<b>Fulltime - Male</b>	<b>Part-Time - Female</b>	<b>Part-Time Male</b>	<b>Part-Time Female ATIS</b>
<b>Teaching</b>	<b>7</b>	<b>1</b>	<b>3</b>	<b>1</b>	
<b>Non Teaching</b>	<b>2</b>		<b>10</b>		<b>1</b>

### **STUDENTS ATTENDANCE AT SCHOOL**

Non-attendance is managed by parents advising the School of planned absences due to holidays and unplanned absences due to sickness and or family commitments. Notes are given either before the absence or on return. The administration Team follows up unexplained absences via phone calls, emails, letters, and parent interviews. If absences continue, the Administration Team contact the relevant government department. Truancy notification is initiated. A SMS system is in place to inform parents immediately if their child/ren are not at School. Individual high absenteeism is supported on a case-by-case basis involving consultation with CEWA Ltd and outside support agencies. Our attendance percentage dropped 1.2% during 2020. The educational restrictions of COVID-19 likely impacted these figures.

<b>RATES OF ATTENDANCE FOR 2020</b>	
<b>KINDERGARTEN</b>	<b>99.00%</b>
<b>PRE PRIMARY</b>	<b>86.35%</b>
<b>YEAR ONE</b>	<b>81.88%</b>
<b>YEAR TWO</b>	<b>86.24%</b>
<b>YEAR THREE</b>	<b>86.98%</b>
<b>YEAR FOUR</b>	<b>90.24%</b>
<b>YEAR FIVE</b>	<b>90.87%</b>
<b>YEAR SIX</b>	<b>87.52%</b>
<b>OVERALL ATTENDANCE</b>	<b>87.94%</b>

### **NAPLAN annual assessments**

In 2020 NAPLAN was cancelled due to the COVID-19 Pandemic, and the data is not comparable. Data from Acer Testing has been compared to norm-referenced averages and distributions.

2020 was a very disrupted year, with the COVID-19 global pandemic substantially interrupting the continued learning process. Whole school programs were modified for a period to enable remote learning and then gradually transition back to mixed onsite and off-site learning.

The analysis of learning is undertaken throughout the year. At St Joseph's School, class teachers follow the School's assessment schedule, indicating what standardised assessments are administered in each term. These assessments provide valuable baseline data to inform teaching and learning programs. Assessments included are:

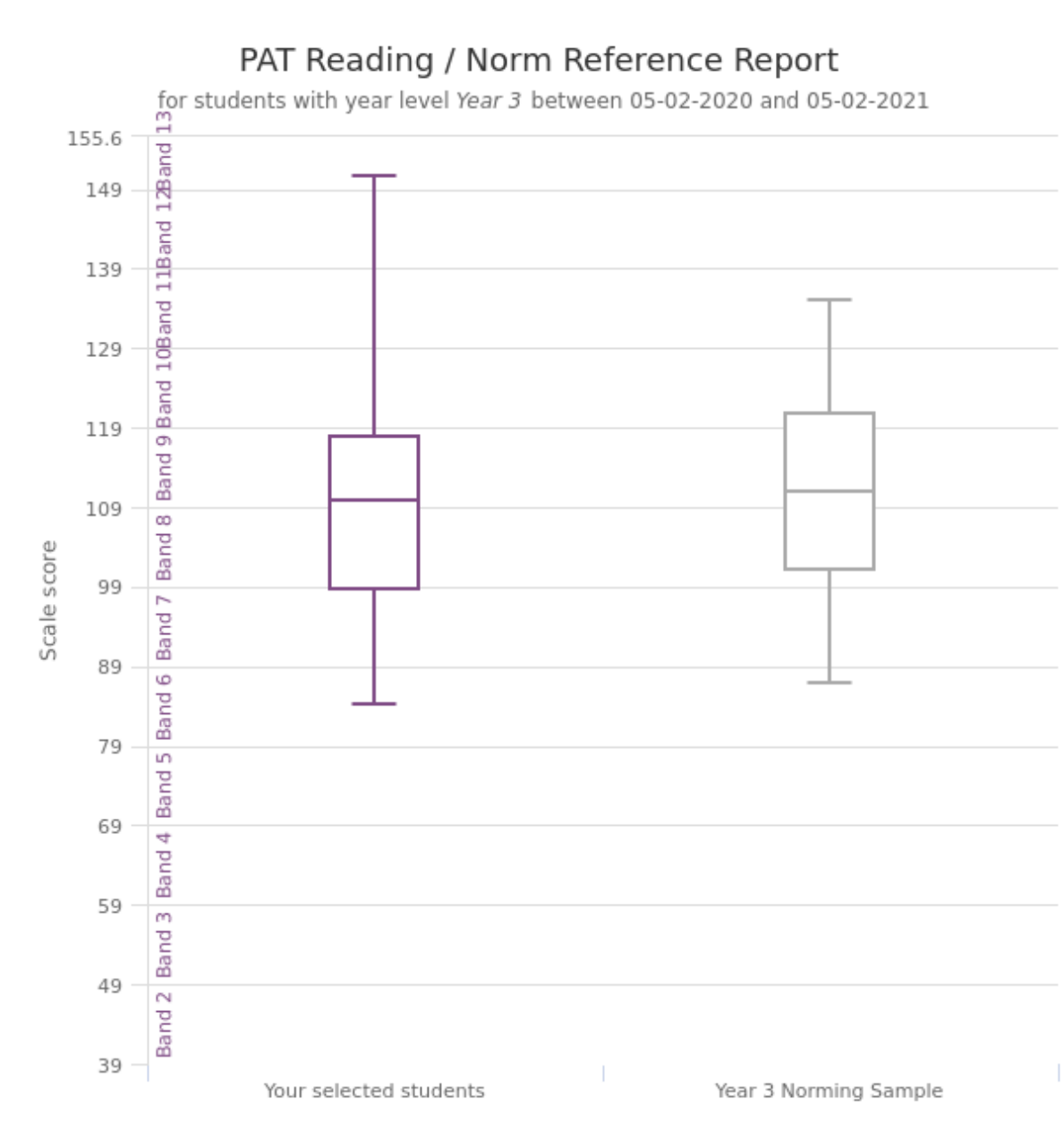
- Di Rigg, PLD.
- Acer Pat (Mathematics, Reading, Grammar & Punctuation)
- South Australian Spelling.
- Minute Mathematics – Westwood Basic Facts
- Speech and Language Screening - Kindy
- Westwood Basic Facts Test
- On-Entry Testing in Pre-primary
- Toe by Toe
- Reading Doctor
- Running records reading
- Literacy Pro Reading Lexile

Teachers administer the school-wide assessments. Time is set aside once per term during PLC meetings to moderate these assessments to ensure consistency of

judgements and ongoing evidence-based planning. Results will be entered onto a data wall so that student growth can be easily identified and evaluated.

As a Fogarty EDvance school, staff were extensively consulted to develop and evolve the SIP-based initially on the analysis of Naplan Data and then changing to Semester based Acer testing data from Year 1 to 6. This is originally reviewed by the Principal/Leadership Team, teachers individually and then collectively as a staff.

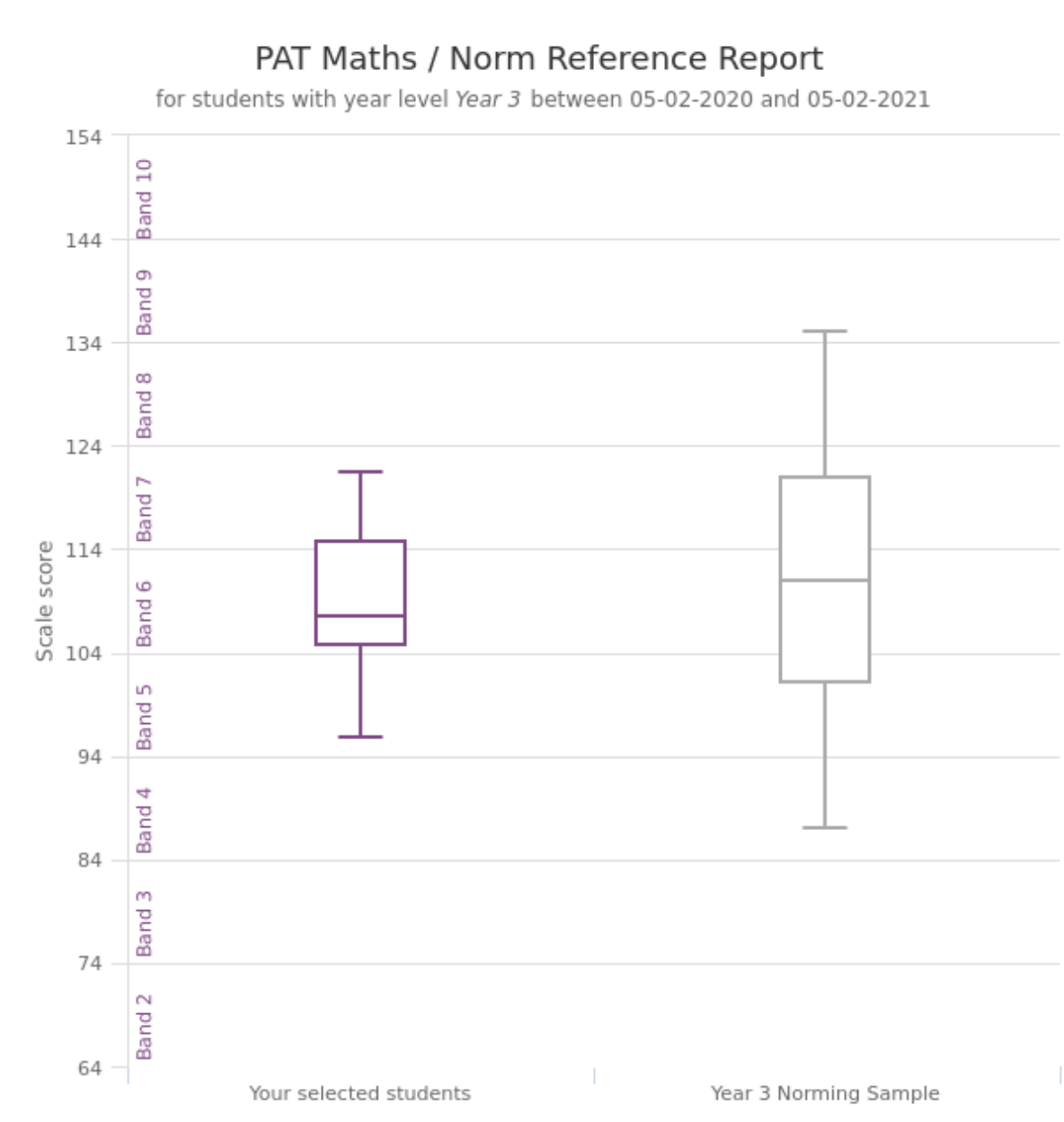
## Reading



The mean of the Year 3 group is below the comparable norm reference sample, indicating below-average reading levels. A positive element is the length of the top students in Year 3 being above the norm. It would be beneficial to track 2021 the year group over the next reporting period to gauge the effectiveness of the reading programs.



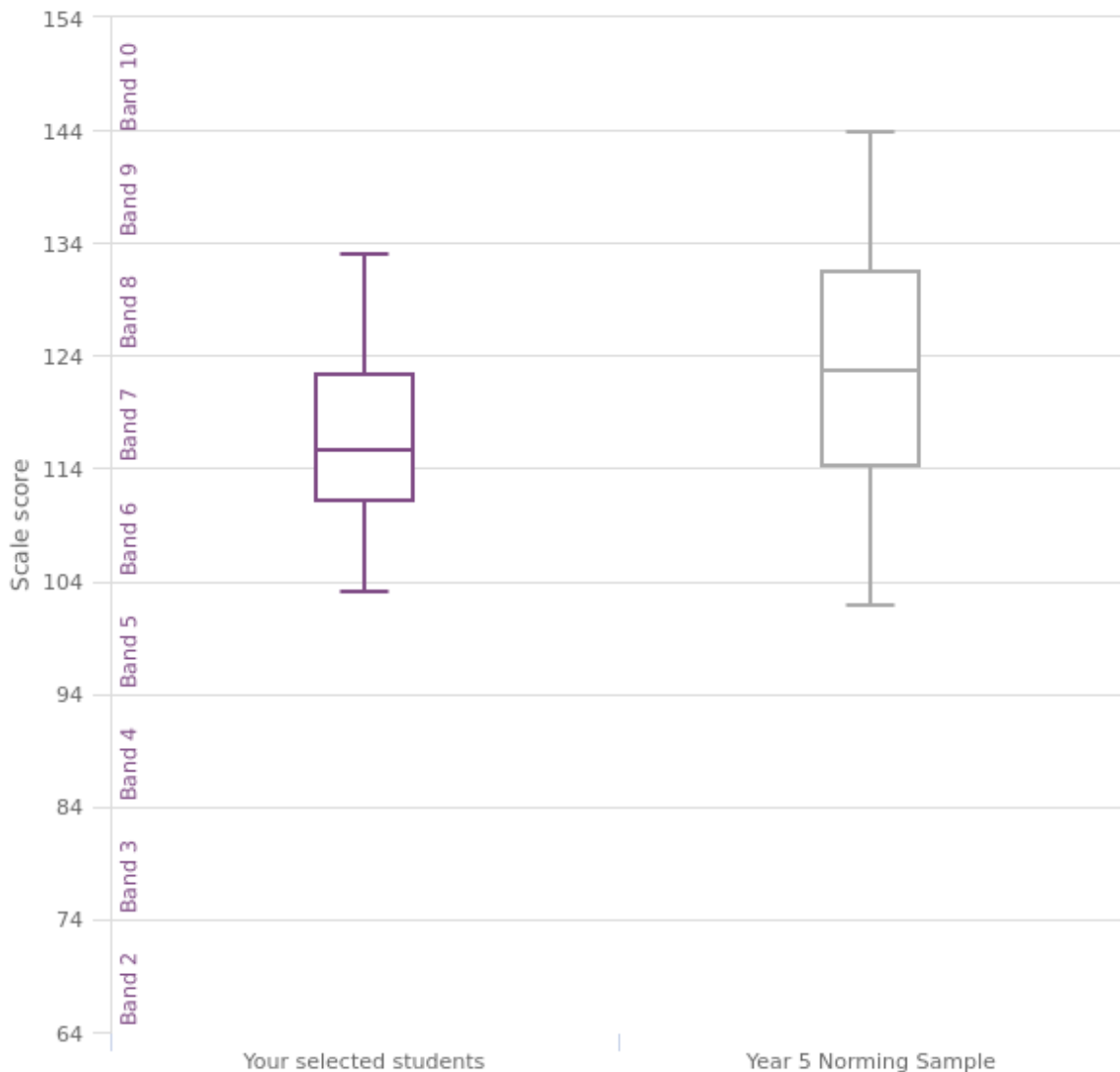
## Numeracy



The small distribution of scaled scores for the year three students can appear concerning; however it is essential to note that this is a small cohort/sample size with 12 students. The mean is below the norm reference sample, and our school result clearly shows the students are achieving below the average level.

## PAT Maths / Norm Reference Report

for students with year level Year 5 between 05-02-2020 and 05-02-2021



The year five students show a modest distribution is towards the lower quartile. The range is limited, and there is limited achievement in the higher bands. We will continue to refine our evidence-based extension program as outlined in our school improvement plan.

In light of the above results, the School identified Numeracy as a Key Performance Indicator as part of the Fogarty EDvance Program. 2020/2021 Numeracy results will continue to be analysed with the school staff, including the close monitoring of teaching practices to ensure continued improvement in this area. In 2020, the team worked with Paul Woodley, focusing on the “Digging Deeper Assessment,” consistent lesson structure and systematic instruction and practice of Basic Maths Facts so that they can be applied to more complex mathematical concepts. Paul Swan's core concepts for Mathematics will continue to be used.

### **Parent, student and teacher satisfaction.**

All staff, a selection of parents and all Year 5 & 6 students completed the TTFM (Tell Them From Me) survey as part of the School’s involvement in the Fogarty EDvance Program in 2019. Our School is scheduled to undertake the survey again in 2021

The staff survey assessed eight of the most critical Drivers of Student Learning and the Four Dimensions of Classroom and Student Practices. The parent survey concerned several aspects of parents' perceptions of their children's experiences at home and School. The student survey measured 19 indicators based on school and classroom effectiveness. The staff also completed an OHI (Organisational Health Index) survey which measured their perception of the School's energy (outcomes) and frequency of actions (practices).

The results indicated a high degree of satisfaction with all aspects of school life amongst our staff, parent, and student community.

In addition to P&F meeting and Board meetings, information meetings were held at various times throughout the year to ensure parents were fully informed of the activities within the School as well as the expectations of the school parents were encouraged to speak directly to teachers or a member of the Leadership Team with any matters of concern. The School updated the "Managing Individual Student Needs" policy in 2020 to reflect this.

In 2020 our students (Year 1 to 6) completed a whole school student "Health and Wellbeing Survey" which confirms 96% of students believe the teachers and families work together to support their wellbeing. This survey identified that students needed an active voice, and in 2021 our student council has been introduced to encourage and support a vibrant student voice within the School.

Students actively participated in all curriculum and extra-curricular events. Students, staff, and parents well attended School-based liturgical events.

Through the P&F and School Board activities, parents were offered many opportunities to engage with each other and be active members of the school community. Parental attendance at and support of various school events both within and outside school hours and active participation within various P&F events and School Board meetings was of a consistently good standard throughout this period.

Parents regularly participated in Literacy and Numeracy activities, excursions, incursions, sporting activities, and volunteering in extra-curricular activities, e.g. Canteen duties, Uniform Shop duties, and Sports.

## **School Income**

School income information can be located at:

<https://myschool.edu.au/school/48953>

School financial data provides valuable information about a school's capacity to support educational outcomes for its students.



Data presented on the *My School* website reports information on each School's current income and capital expenditure for each calendar year, starting with 2009 data.

The 'School finances' page of *My School* includes total cumulative capital expenditure for each School. My School has data for a minimum of three consecutive calendar years. Information on recurrent income is presented as both a 'total amount' and as 'income per student'. The per-student calculations use enrolment figures collected from the annual school census, which provides a snapshot of student numbers on census day, and is supplemented with additional enrolment information, where appropriate.

The per-student calculations presented to provide additional contextual information on the relative size of the School should not be assumed that each category of income reported on My School relates to every student at the School. The financial resources available to schools are directly influenced by the characteristics of the School, location and student profile, its programs and operations. Caution should be taken in using this information to make direct funding comparisons between schools.

## **8. Post School Destination – Year 7**

Pinjarra Senior High School	4
Mandurah Catholic College	7
Waroona District High School	5
Fredrick Irwin	1
Ravensthorpe District High School	1

## **Annual School Improvement**

### **REPORTING TO THE COMMUNITY**

The full AGM minutes from 24<sup>th</sup> November 2020 are available to the community and stored in the exact location on our school website.

<https://www.stjoeswaroona.wa.edu.au/school-performance-reports>. Our 2021 school improvement plan is outlined below.

## St Joseph's School, Waroona

**Vision Statement or Moral Purpose:**

St Joseph's School, as an integral part of the Waroona Catholic Community, is inspired by Christ's teachings. We endeavour to nurture all children to grow as confident, independent, life-long learners, enabling them to contribute to society with dignity, respect and a spirit of service.

**Aspiration (for 2020-2022):**

All students to demonstrate sustained growth in Numeracy and Literacy and improved levels of collective wellbeing.

Focus Areas	Description	Objectives - What will we achieve?			
<b>Education - Catholic Schools of Excellence</b>	1. Improve student academic achievement.	1.1 All students to achieve growth in numeracy and literature of 0.4 effect size or greater in 2021 as measured by ACER testing.	1.2 Increased evidence of differentiated teaching practice within classrooms to support students above, at risk or below	1.3 Child's agency is promoted across all classrooms and across the school. Children have a voice to the leadership of the school. Measured by survey.	1.4 (Yr K to 2) Indoor/outdoor Investigations which are curriculum linked and actively promoted and reflect upon.
<b>Community - Catholic Pastoral Communities</b>	2. Building staff capacity.	2.1 Using growth coaching as a staff performance support & development strategy.	2.2 To increase sharing of 'best practice' through greater peer to peer collaboration.	2.3 To increase staff capacity by promoting possible distributed leadership opportunities.	
<b>Stewardship - Accessible, Affordable and Sustainable</b>	3. Continue to promote a culture of positive accountability.	3.1 To engage staff in building understanding, ownership & alignment around measurable goals & expectations.		3.2 To improve & support the development of staff instructional capacity.	
<b>Catholic Identity - Core Mission Values</b>	4. Helping students develop as whole persons.	4.1 To develop a greater awareness of the Church in the lives of the students.		4.2 To continue to improve the conditions for student learning and engagement.	
				3.3 To actively seek student input into the direction of the school.	

**Initiatives (major work streams) ie How will we do this? All the things we can do to achieve what we have described under CEWA Strategic Directions 2019-2023**

Education - Catholic Schools of Excellence	
<b>All Teaching staff responsible</b>	
L.1 Refine the whole-school approach to agreed lesson structure & Explicit Instruction in Literacy and Mathematics.	Teachers
L.2 Develop an evidence-based Extension Program within the school and differentiated teaching practice within all classrooms.	Teachers
L.3 Continue to refine the process of data collection and analysis to improve the identification and tracking of student progress.	Leadership
L.4 Incorporate the NQS in informing improvement in the Early Years (K-2). Indoor outdoor play area	Early Year Co-ordinator and team
L.5 Establishment of student voice and student leader committee to provide input into school decisions.	Student Voice Committee
L.6 Refine whole school guidelines in the forward planning and delivery of programmes in Literacy & Numeracy	Teachers
L.7 Create a whole school scope & sequence document in Literacy & Numeracy	Teachers
<b>Community - Catholic Pastoral Communities</b>	
<b>Leadership team collectively with teachers</b>	
E.1 Implement 'coaching' to further develop consistent delivery of excellent teaching practice.	Owner: Leadership team
E.2 Continue to provide all staff with access to targeted high quality professional learning relative to whole school priorities.	Owner: Teachers as part of coaching
E.3 Identify potential leaders and create opportunities for distributing leadership.	Owner: Extended leadership team
<b>Stewardship</b>	
<b>Accessible Affordable and Sustainable System</b>	
A.1 Utilise the set of documented and regularly reviewed goals, policies and processes relating to performance for all staff.	Owner: Principal and Assistant Principal
A.2 Maintain regular feedback as a development and support process relative to set goals and targets.	Owner: Principal and Assistant Principal
A.3 Maintain peer to peer learning process.	Owner: Extended Leadership team
<b>Catholic Identity</b>	
D.1 Scheduled visits by the Parish Priest to promote/explain to the students the meaning behind the symbols, objects & icons of the Church (Years K-6).	Extended leadership team
D.2 Consolidate the use of 'Making Jesus Real' within the school to enhance a disciplined, safe and supportive working environment and incorporate into the positive behaviour school plan	All Staff