



## St Joseph's School Waroona Information 2019

System and Australian Government accountability regulations require that each school reports to its community on school performance in a number of key areas.

### 1. CONTEXTUAL INFORMATION

St Joseph's School, a single stream a co-educational Catholic primary school situated within the Peel region of the South West, serves the Parish community of St Patrick's Waroona. The school is an integral part of the Waroona Catholic community.

The school was founded by the Sisters of St Joseph of the Sacred Heart in 1943.

St Joseph's School currently has an enrolment of 157 children from Kindergarten to Year 6. The school also facilitates a Three-Year-Old Playgroup and an Aboriginal Families as First Educators Playgroup.

At St Joseph's School we are committed to the cognitive development of all students. We feel that understanding the building blocks of Literacy and Numeracy is fundamental to success in this area. The school aims to nurture its students so they can become successful learners, confident, creative, and active informed citizens, who are able to contribute positively to society.

The curriculum at St Joseph's from Kindergarten to Year 6, is based on the Catholic Education Religious Education Curriculum, the Western Australian Curriculum and the Early Years Learning Framework "Belonging, Being and Becoming." There is a balance between active engagement of students in authentic interests and these interests will be linked back into all areas of the curriculum, with a strong emphasis on numeracy & reading throughout the school. Students will be provided with opportunities to develop their thinking skills by problem solving with real life situations using innovation, shared collaboration and digital technology.

Opportunities are created to promote inquiry, reflection and feedback, continuous learning and growth and best educational teacher practice. The school provides a sound academic curriculum, including educational support and specialist teachers in Library, The Arts, Physical Education, Italian and Digital Technologies.



**2. TEACHER STANDARDS AND QUALIFICATIONS**

**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)	3
Certificate III (E/A)	3
Certificate III (E/A) ASTI	1
Certificate IV (Business)	1

**3. Workforce Composition**

**Teaching Staff**

Full Time	8	Male	1	Female	7
Part Time	5	Male	0	Female	5

**Non Teaching Staff**

Full Time	2	Male	0	Female	2
Part Time	13	Male	1	Female	12

**Indigenous Part-time Staff Members: 1**





**4. NAPLAN  
INFORMATION**

**TABLE ONE**

*The percentage of students in Years 3 and 5 achieving the national literacy and numeracy benchmarks for the year group in 2019.*

	<b>Year 3</b>	<b>Year 5</b>
<b>Reading</b>	100%	94%
<b>Writing</b>	100%	89%
<b>Spelling</b>	100%	94%
<b>Grammar and Punctuation</b>	95%	94%
<b>Numeracy</b>	100%	94%

*Overall average for Reading 97%; Writing 94.5%; Spelling 97%; Grammar and Punctuation 94.5% and Numeracy 97%;*

**TABLE TWO**

*Percentage change in students achieving the National Benchmark from 2018 to 2019..*

	<b>Year 3</b>	<b>Year 5</b>
<b>Reading</b>	0%	-6.0%
<b>Writing</b>	0%	-11.0%
<b>Spelling</b>	0%	-6.0%
<b>Grammar and Punctuation</b>	-5.0%	-6.0%
<b>Numeracy</b>	5.0%	-6.0%

*Overall swing for 2019: Reading down 3%; Writing down 5.5%; Spelling down 3.0%; Grammar and Punctuation down 5.5% and Numeracy down 1.0%.*



**5. STUDENT ATTENDANCE AT SCHOOL**

Year Level	Percentage Present at School in 2019
Kindergarten	90%
Pre-primary	90%
Year 1	91%
Year 2	85%
Year 3	91%
Year 4	87%
Year 5	91%
Year 6	88%

OVERALL Percentage Present at School 2019 : 89.125%

Class teachers and Administration manage student attendance at the school via Seqta. In keeping with the requirements by the Education Department of Western Australia, all cases of absenteeism require written notification by the parent/guardian. In order to exercise a duty of care towards students, the school must be aware of all cases of absence, late arrival or early departure. The following outlines what students and parents are expected to do to assist the school in this regard. If a student is to be absent from the school for any reason, a parent/guardian needs to either call or email the school before 9:00am on the day of the absence. For any unexplained absences, the school will call or SMS parents/guardians after 9:00am. An absent note giving the reason for the child's absence must be provided to the classroom teacher when the child returns to school. Consistent reminders of the importance of attending school are placed in the school newsletter/website.



<p><b>6. PARENT, STUDENT AND TEACHER SATISFACTION</b></p>	<p>All staff, a selection of parents and all Year 5 &amp; 6 students completed the TTFM (Tell Them From Me) survey as part of the school's involvement in the Fogarty EDvance Program.</p> <p>The staff survey assessed eight of the most important Drivers of Student Learning as well as 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.</p> <p>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 effectiveness (outcomes) and frequency of actions (practices).</p> <p>The results indicated a high degree of satisfaction with all aspects of school life amongst our staff, parent and student community.</p> <p>In addition to P&amp;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.</p>										
	<p>Students actively participated in all curriculum and extra-curricular events. School based liturgical events were well attended by students, staff and parents.</p> <p>Through the activities of the P&amp;F and School Board, parents were offered many opportunities to engage with each other and be an active member of the school community. Parental attendance at and support of various school events both within and outside school hours, as well as active participation within various P&amp;F events and School Board meetings, was of a consistently good standard throughout this period.</p> <p>Parents regularly participated in Literacy and Numeracy activities, excursions, incursions, sporting activities as well volunteering in extra-curricular activities, e.g. Canteen duties, Uniform Shop duties and Aussie Sports.</p>										
<p><b>7. POST-SCHOOL DESTINATIONS</b></p>	<p>Year 6 Students:</p> <table border="0"> <tr> <td>Pinjarra Senior High.</td> <td>10</td> </tr> <tr> <td>Mandurah Catholic College.</td> <td>7</td> </tr> <tr> <td>Fredrick Irwin.</td> <td>1</td> </tr> <tr> <td>Austin Cove.</td> <td>1</td> </tr> <tr> <td>Our Lady of Mercy.</td> <td>1</td> </tr> </table>	Pinjarra Senior High.	10	Mandurah Catholic College.	7	Fredrick Irwin.	1	Austin Cove.	1	Our Lady of Mercy.	1
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<p><b>8. SCHOOL INCOME</b></p>	<p><a href="http://www.myschool.edu.au/">http://www.myschool.edu.au/</a></p>										



	<b>2018 focus</b>	<b>2018 strategies and actions</b>	<b>Status</b>
<b>Learning</b>	<p><b>Focus Area Reading</b></p> <p>NAPLAN data and School Curriculum Plan shows inconsistent trends in Reading over the last few years.</p> <p>Provide a consistent school wide approach to the teaching of Literacy and Numeracy and lift student performance with a particular focus on the early years</p>	<p>Whole school explicit approach to Literacy, following the guidelines in the Sacred Heart Curriculum Folder</p> <p>Literacy Coaching</p> <p>Introduction of a Case Conference Model</p> <p>Explicit staff induction processes</p> <p>Targets set for children met</p>	<p>Ongoing</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Ongoing</p>



<b>Engagement</b>	School data shows that Behaviour Management is not consistent across the school	Establish a systematic and explicit Positive Behaviour Policy to ensure consistency in	Achieved
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### 2018 Annual School Improvement Review

	Students being sent up to the office for discipline without following set processes and procedures	behaviour both in the classroom and in the playground  Classroom behaviour dealt with effectively and positively by classroom teachers  Work differentiated effectively and students engaged in the classroom	Achieved   Ongoing
<b>Accountability</b>	School ICT Plan: A focus on the incorporation of 21 <sup>st</sup> Century Learning into the school. The focus will be two pronged: pedagogy (staff training and capacity building) and infrastructure.  Introduction of a 1:1 iPad program in Year 4 in 2018  Introduction of a Digital Transformational Coach as part of the Extended Leadership Team	Implement 1:1 iPads and contemporary learning in Year 4 in 2018  Implement Leading Lights as a teaching and learning tool and as the main form of staff communication  Implement and use SeeSaw as the primary method of communication to parents in all classrooms  Increase in the effective integration of ICT in all classrooms  Release Digital Transformational Coach to work 0.4 with staff	Achieved  Achieved  Achieved  Ongoing  Achieved