



St Joseph's School, Waroona 2008 Report

The Department of Education, Science and Training (DEST) under the Schools assistance Act 2004 Regulations has mandated that schools report to their communities on the following 'performance indicators' for the previous year's program. As a result St Joseph's School is pleased to publish the following information regarding school performance as per the DEST performance indicators. This information has also been posted on the School Website.

Ought any parent wish to discuss this information please contact Ms. Jonnine Lamborne. Thank you.

The areas to be reported are:

- Professional Engagement
- Key Student Outcomes
- Satisfaction

PROFESSIONAL ENGAGEMENT

Staff Attendance

The average attendance rate per teaching staff member was 86.5 %

Staff Retention

The proportion of teaching staff retained from the previous year was 100%. No new staff positions were created in 2008.

Teacher Qualification

All teaching staff members are registered with the West Australian College of Teaching (WACOT)

Collectively the teaching qualifications for 2008 were:

<i>Diplomas</i>	4
<i>Graduate Diplomas</i>	2
<i>Bachelors</i>	7
<i>Masters</i>	1

Expenditure and teacher participation in Professional Learning

The average expenditure on professional learning was \$ 1, 940 per teacher; the total professional learning expenditure was \$ 19, 410. All teaching staff participated in professional learning activities in the areas of Literacy, Mathematics, Faith Formation and Information Technology. Individuals or groups of teachers also attended a range of professional learning opportunities which included Early Childhood Education, Teaching children with Special Needs, Myers Brigg and Team Building.

Student Attendance

Student Attendance for 2008 was, on average 89.9%

Kindergarten and Pre-Primary students are not included in these figures as both Kindergarten and Pre-Primary are not compulsory years of schooling.

Student Learning

One way to determine student learning for the 2008 school year is to compare the Western Australian Literacy and Numeracy Assessments (WALNA) to previous years. The statistical information was sourced from NuLitData, prepared by the University of Western Australia.

The percentage of students in Years 3, 5 and 7 who attained the National Benchmarks in 2006, 2007 and 2008 in Numeracy and Reading were:

NuLit Data 2008

	Numeracy			Reading		
	2006	2007	2008	2006	2007	2008
Year 3	92%	92%	84%	92%	100%	100%
Year 5	100%	91%	87%	90%	100%	100%
Year 7	82%	94%	80%	82%	100%	80%
Average	91.33%	92.3%	83.6%	88%	100%	93.3%
2006 Average	Numeracy & Reading	89.66%				
2007 Average	Numeracy & Reading	96.15%				
2008 Average	Numeracy & Reading	88.45%				

This table displays consistency in the Year levels over the years. It must be noted that in small groups of students, percentage differences vary greatly when only 1 or 2 students' results are on or below the benchmark.

NAP NuLit

The percentages of students in Years 3, 5 and 7 who attained the National Minimum Standard in 2008 in Numeracy, Reading, Spelling, Grammar and Punctuation and Writing were:

NAPNuLit 2008

	Numeracy	Reading	Spelling	Gram/Punct	Writing
Year 3	95%	100%	100%	100%	100%
Year 5	87%	95%	93%	93%	93%
Year 7	91%	80%	91%	82%	82%
Average	91%	91.6%	94.6%	91.6%	91.6%
2008 overall average	92.08%				

As 2008 was the introduction of the National Assessment Programme in Numeracy and Literacy, the results are not able to be compared to previous testing.

It is important to remember that these results are not comparing the same cohort of students from the previous year's assessments.

Value Added

The formal school curriculum is based on nine overt learning areas. The formal curriculum is enriched by numerous other educational opportunities designed to enhance the overall education of the students. Examples of such experiences are those that involve students participating in assembly items, DanceSport, BlueEarth, the Reading Recovery Program, excursions, swimming lessons and carnival, athletics carnival, interschool fixtures, piano lessons and while school and class liturgical celebrations.

Satisfaction

In 2008 the trend of a steady increase of student enrolments continued, indicating the trend of previous years' of greater parent and community satisfaction.

The School Board has supported curriculum changes (e.g. Early Childhood focus) and budget (e.g. refining of class budgets & whole school purchasing strategies) initiatives to enhance the teaching and learning process.

The Parents' & Friends' Association has continued to be very successful fundraisers, contributing significant amount of monies for school improvements such as assisting to improve the supply and quality of the schools' reading and library books, mathematics equipment as well as provide a permanent shade structure over the main adventure playground.

Parents' attendance at School Masses, the ISOP opening, End of Year Concert and Awards Concert, Athletics Carnivals and School Assemblies continued to support high numbers.

Feedback from parents through teachers at interviews, during formal reporting periods and from School Newsletter articles indicated a high degree of satisfaction. Feedback during informal discussions following assemblies, parent information sessions and other school events also indicated a high level of parent, teacher and student satisfaction.