

### 1. Contextual information:

St Joseph's School is a co-educational Catholic primary school comprising of 170 students, Kindy-Year 6 serving the Parish community of St Patrick's Waroona. Our school is an integral part of both the Waroona Catholic community and the Town of Waroona community.

Our school endeavours to nurture all children to grow as confident, independent, life-long learners who are enabled to contribute to society with dignity, respect and a spirit of service. We use evidence based and data informed teaching approaches to cater for the individual learning needs of each child.

Our aim is for all students to demonstrate sustained growth in numeracy and literacy whilst improving levels of collective wellbeing within our Catholic community. We have both evidenced based targeted intervention and extension learning programs.

All classrooms are equipped with Apple TV's and have access to ipads, plus students in Years 3 to 6 using 1 to 1 devices, to support dynamic teaching and learning environments. Specialist subject areas are Physical Education, Digital Technology, Music and Italian. The school operates a 3 Year-Old Playgroup as well as a 3 Year-Old Aboriginal Families as First Educators Playgroup that is based on the Australian Abecedarian Program (3a Program).

Our school participates in many intra and inter-school academic events, The Arts based performance and sporting competitions to enhance the pastoral and educational programs offered. Our model of schooling offered by St Joseph's School is based on the Gospel Values and encourages students to strive to do their best within all facets of school life and Making Jesus Real in our lives and in our Waroona community.

### 2. 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, and screening number and regularly update CEWA's Child Protection and Mandatory reporting requirements.

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

Masters of Education 2, Masters Qualification 1, Bachelor of Education 6, Bachelor of Education (ECE) 1, Bachelor of Arts (Education) 4, Diploma of Teaching 2, Certificate IV (E/A) 5, Certificate III (E/A) 3 ASTL 1 Certificate IV (

### 3. Workforce composition:

The total staffing is 23 personnel.

Staff	Fulltime Female	Fulltime Male	Parttime Female	Part Time Female - ATSI	Parttime Male
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Teaching	5	2	5		
Non Teaching	1		7	2	1

#### 4. 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 on 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. An 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 significantly since early 2021 due to the health restrictions of COVID-19 and these have had a long lasting impact. Parents have regularly been reminded and encouraged to support their children's attendance. There has been significant effort to encourage students to attend school.

Year	Percentage present
Kindy	83.5%
Pre-primary	87.02%
Year 1	88.68%
Year 2	86.98%
Year 3	84.48%
Year 4	89.67%
Year 5	89.01%
Year 6	85.00%
Overall	86.79%

#### 5. Naplan and other student achievement data:

We aspire to see all students demonstrate sustained growth in literacy and Numeracy and improved levels of well-being in our Catholic community.

#### NAPLAN Year 3 and Year 5:

Mean Scaled Score Comparisons																					
Year Level	Domain	Reading				Writing				Spelling				Grammar				Numeracy			
	Calendar Year	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National	School	CEWA	State	National
Year 3	2023	397	400	394	404	417	413	411	417	417	401	399	404	401	403	400	409	413	401	401	407
Year 5	2023	464	495	490	496	435	484	478	483	444	491	488	490	456	490	491	496	447	483	484	488

Due to the timing change, the past Naplan testing data is not comparable. 2023 Naplan testing data confirms that the school's reading and writing focus is having an impact on student achievement with the students above or near the national average. Teachers have unpacked specific data to understand our student's strengths and areas for improvement. Refer to our school improvement plan for additional details.

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

Climate survey completed in 2022. Shared with students, parents, staff and SAC. Both school improvement plan and school strategic plan incorporate recommendations for continual improvement.

The specific action taken is reflected in the school improvement plan.

#### **7. School income.**

Financial information for the past year as on the My School website [www.myschool.edu.au](http://www.myschool.edu.au)

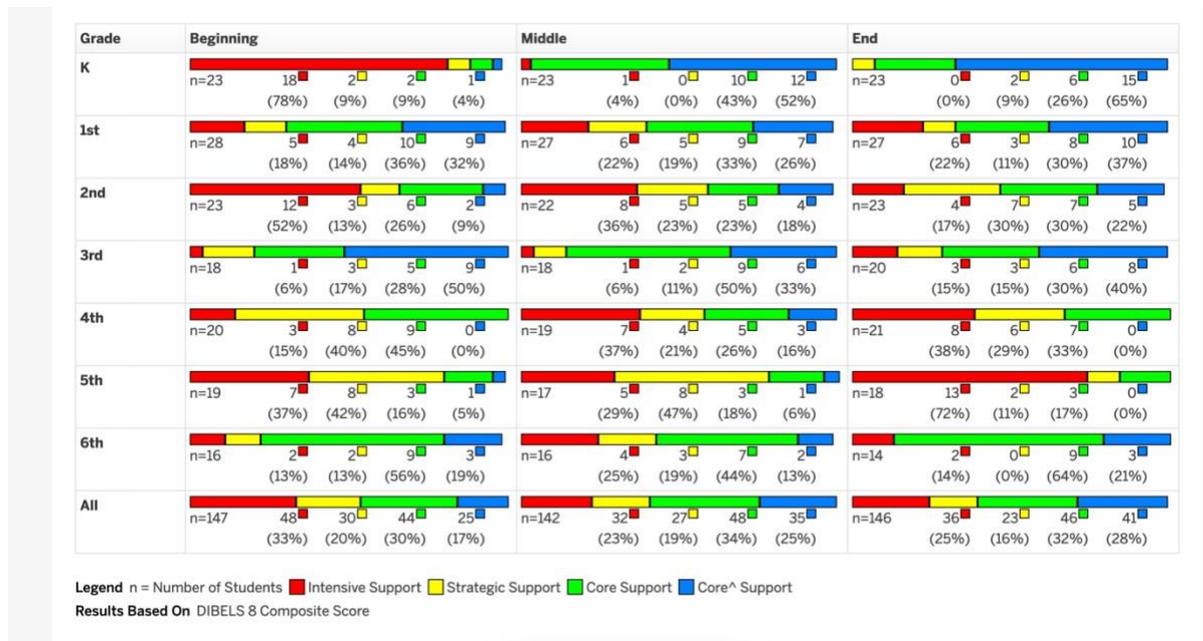
#### **8. Senior secondary outcomes.**

Not applicable

9. Post-school Destinations School – Year 7	Number
Harvey Senior High School	1
Mandurah Catholic College	7
Austin Cove	2
Montessori - Port Kennedy	2
Waroona District High School	2
Home Schooling	2
Comet Bay College	1

### 10. School improvement planning (CSIP)

Data analysis for the whole school demonstrates an effect size in literacy of 0.71 and Numeracy of 0.69, above the target for each child of 0.4 pa. As outlined in our year level and individual data below, the greatest growth is in our junior levels. Our reading data for Dibles confirms strong growth in the lower levels with the Science of reading. In 2024, there will be a big focus on student reading in the upper grades to increase vocabulary, speed and fluency with an emphasis in all years on differentiation.



Well-being data demonstrates that the junior and middle grades have demonstrated improvements. However, our senior students have reduced levels of well-being. The specific data is included in the School Well-being Plan, and specific actions to improve are detailed in this plan.

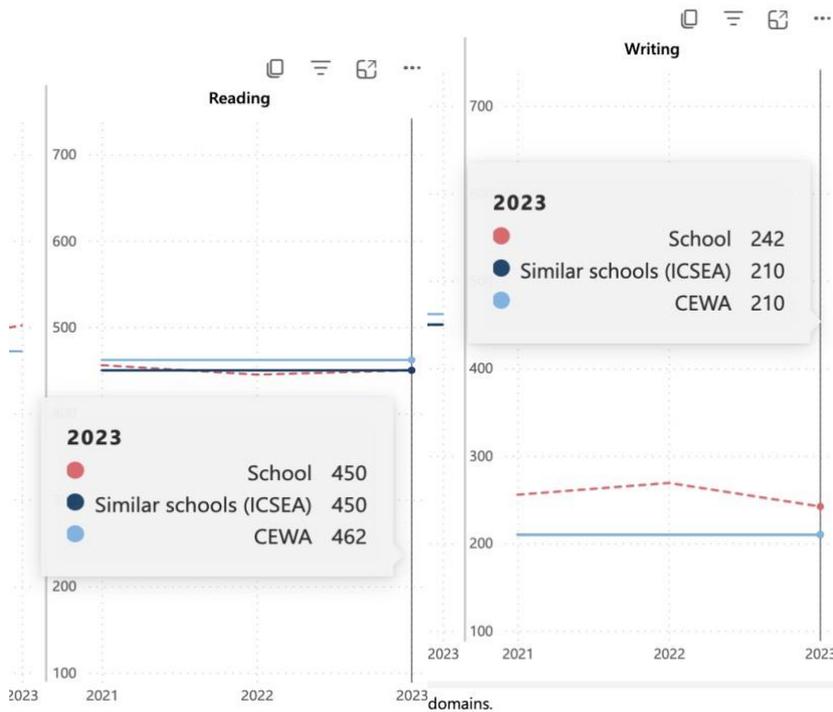
## Religious education:

Year	School Mean	School SD	CEWA Mean	CEWA SD	Home Diocese Mean	Home Diocese SD	Broome Mean	Broome SD	Bunbury Mean	Bunbury SD	Geraldton Mean	Geraldton SD	Perth Mean	Perth SD	School Min	School Max	School P5*	School P20*	School Mean	
<b>2023</b>																				
Y03	359	74.5	402	73.5	382	65.4	331	83.0	382	65.4	385	66.9	408	73.3	216	469	256	290	359	
Y05	371	72.6	466	73.9	447	68.4	384	66.5	447	68.4	439	65.3	473	73.4	248	502	259	308	371	
<b>2022</b>																				
Y03	424	109.5	402	84.9	385	77.1	338	74.7	385	77.1	375	73.7	409	85.6	217	551	278	325	424	
Y05	424	34.9	460	74.6	434	70.4	392	70.8	434	70.4	438	79.2	467	72.8	360	468	373	395	424	
<b>2021</b>																				
Y03	360	102.3	401	85.9	372	79.7	301	79.8	372	79.7	396	86.1	409	84.5	185	624	238	281	360	
Y05	453	91.8	477	78.9	454	73.0	367	84.6	454	73.0	462	74.0	485	76.9	325	629	331	357	453	

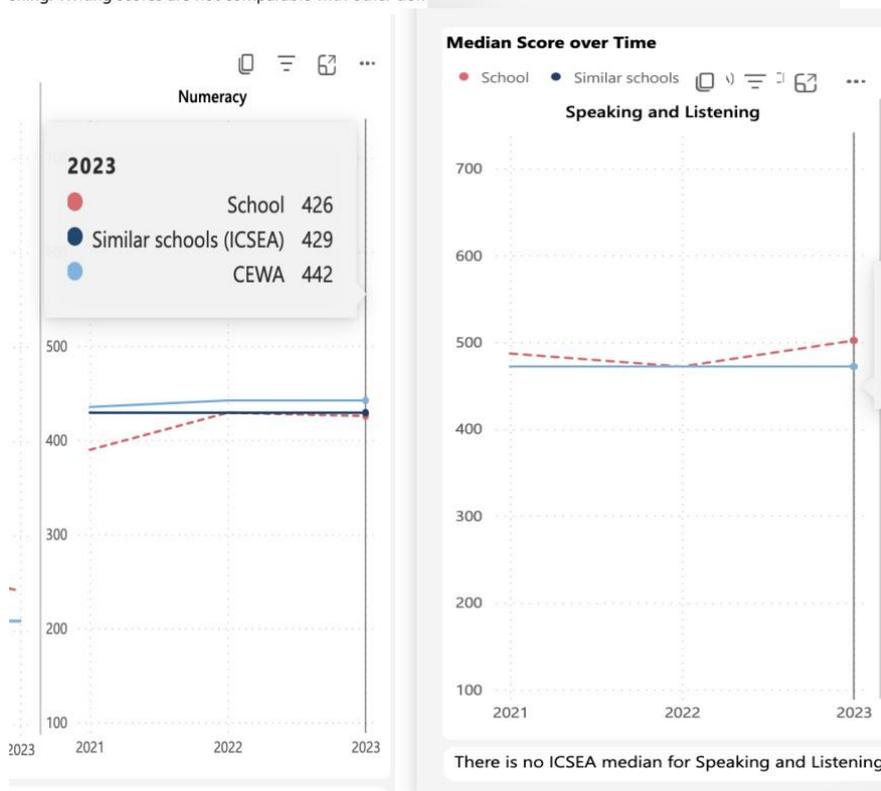
The results demonstrate that our school has performed below the CEWA average. Whilst our school has a low number of Catholic students, this needs attention. The plan to address this through a hybrid teaching, approach due to the low numbers of Catholic students and more active practices combined with daily prayer and reviews based upon the Religion curriculum, which will improve achievement.

## Pre-primary On Entry Testing:

The testing revealed our students are above the national level for both speaking & Listening and Writing. Our reading levels are average for similar ICSEA schools, confirming why we focus on the Science of Reading approach. On entry, Numeracy is above similar ICSEA schools.

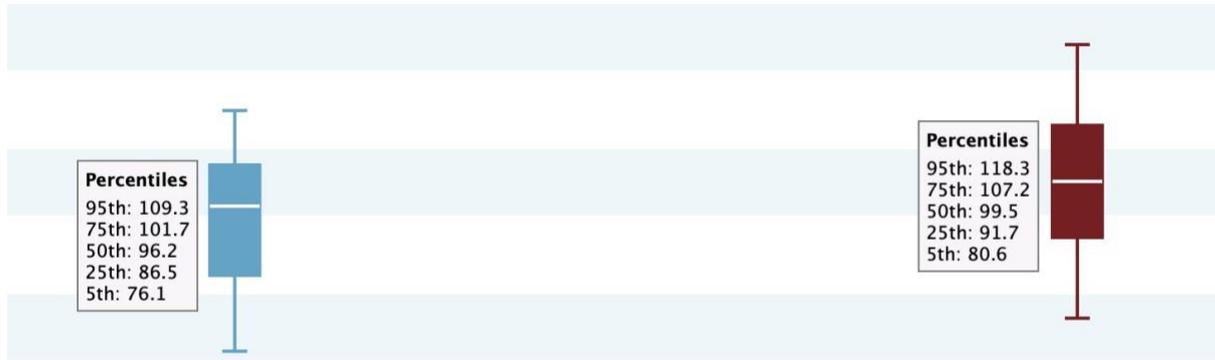


ening. Writing scores are not comparable with other domains.

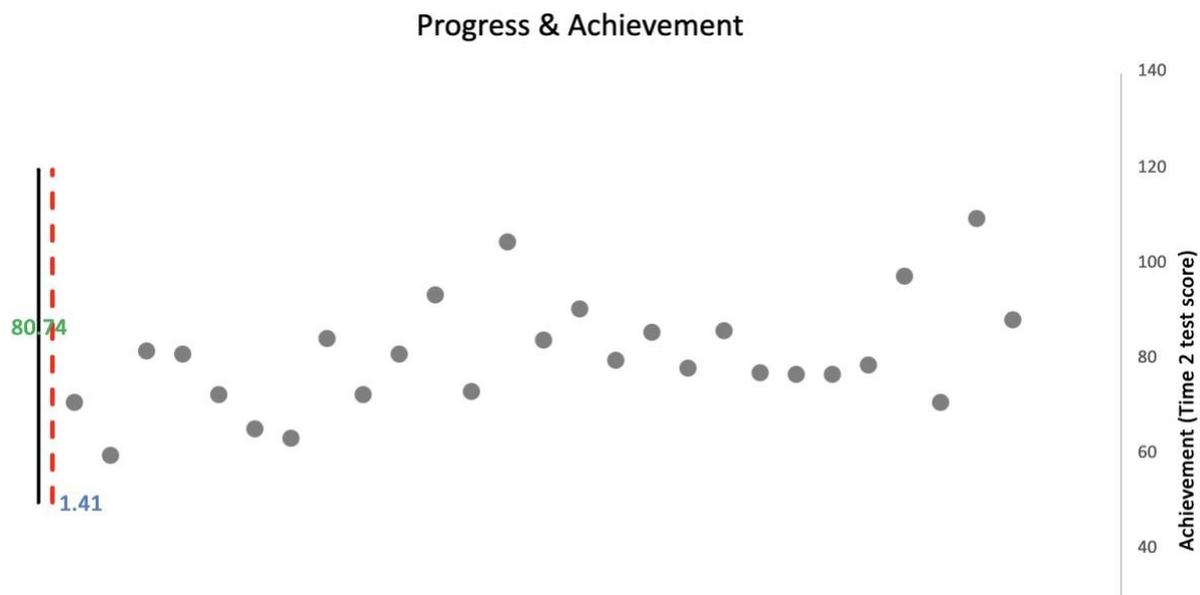


## Year 1 Reading

The reading assessment for Year 1 changed to an adaptive Reading assessment in 2023, so comparable data is not available from 2022. The brown colour demonstrated the Australian norm-referenced sample.



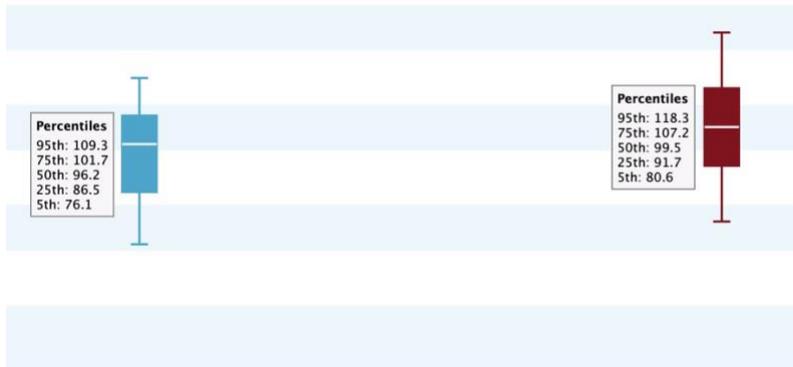
The year 1 Reading effect size growth based upon assessed data from the beginning to the end demonstrates an effect size of 1.41, three times greater than the desired 0.4 target. This data confirms that “Let’s Decode” and Science of Reading programs substantially impact our students.



Exceptional individual growth in Reading achievement, with all students substantially exceeding the benchmarks.

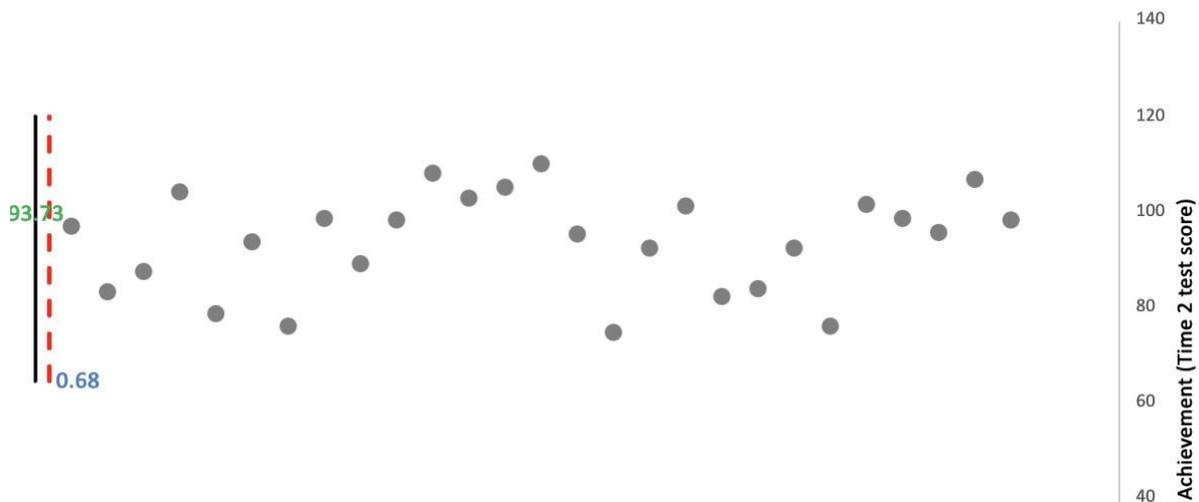
### Year 1 Numeracy

The numeracy assessment for Year 1 changed to an adaptive reading assessment in 2023, so comparable data from 2022 is unavailable. The brown colour demonstrated the Australian norm-referenced sample.



The year 1 Numeracy effect size growth based upon assessed data from the beginning to the end demonstrates an effect size of 0.68, greater than the desired 0.4 target. The introduction of “hands-on” Bond blocks and specific teacher and Education Assistant training in 2023 has supported this growth.

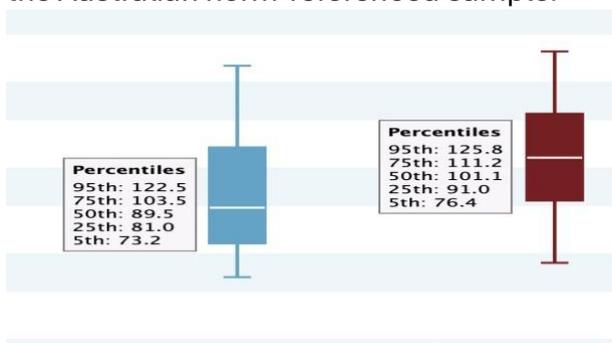
### Progress & Achievement



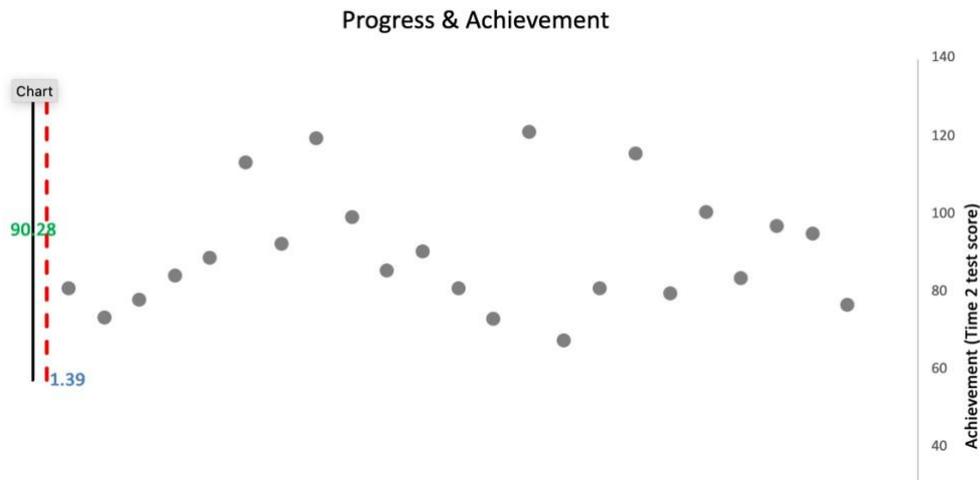
All students demonstrate sustained and above-target growth in Numeracy.

### Year 2 Reading

The reading assessment for Year 2 changed to an adaptive Reading assessment in 2023, so comparable data is not available from 2022. The brown colour demonstrated the Australian norm-referenced sample.



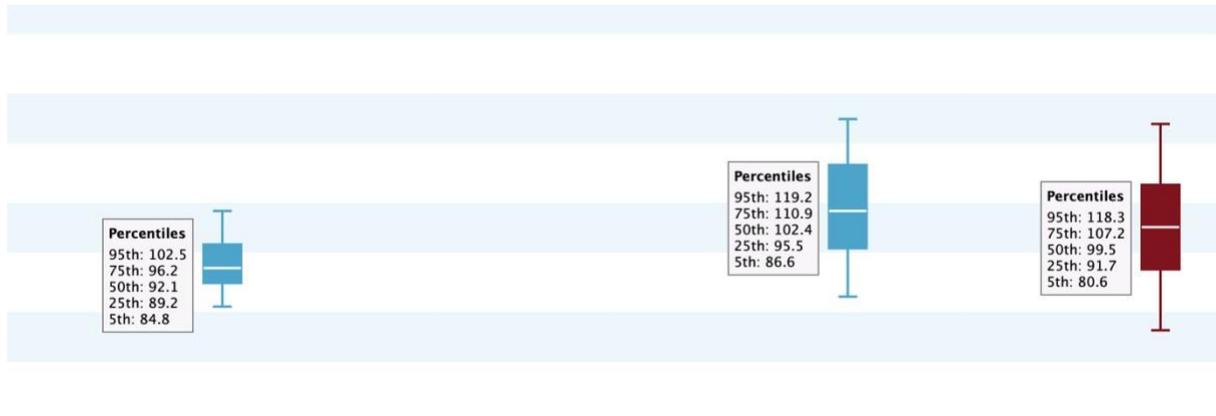
Individual growth in year two reading has been strong.



The year 2 Reading effect size growth based upon assessed data from the beginning to the end demonstrates an effect size of 1.39, more than three times greater than the desired 0.4 target. This data confirms our “Let’s Decode” and Science of Reading programs are substantially impacting our students.

### Year 2 Numeracy:

Over the two years for Year 2 Numeracy, the cohort has demonstrated substantial growth in our achievement. The brown colour Australian norm-referenced sample, which the students are now above.



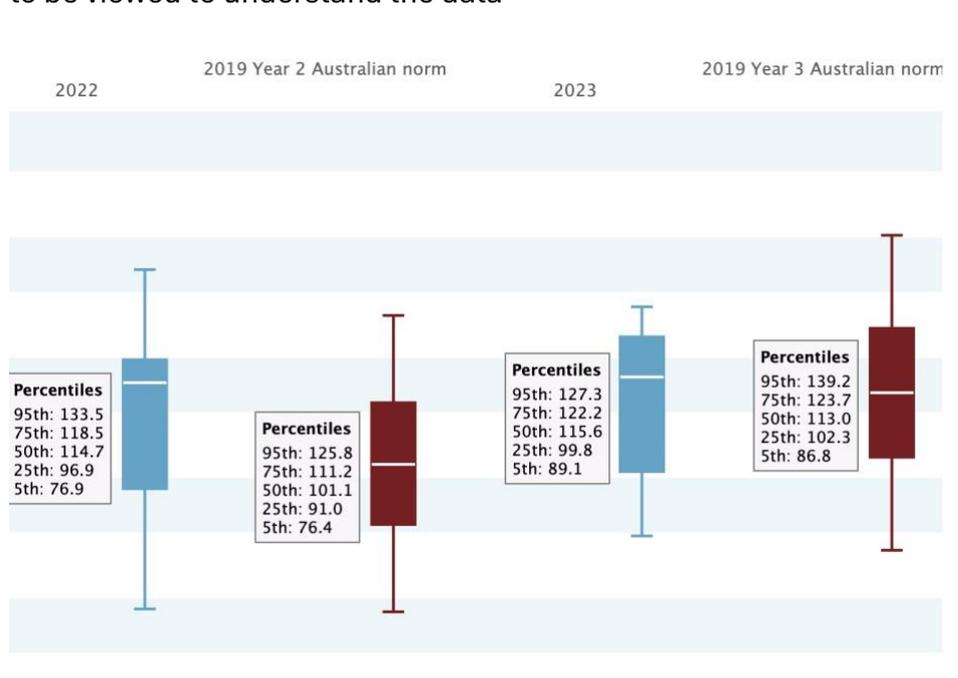
Year 2 individual growth



The year 2 Numeracy effect size growth based upon assessed data from the beginning to the end demonstrates an effect size of 1.53, significantly more than the desired 0.4 target. The introduction of “hands-on” bond blocks and specific teacher and education assistant training in 2023 has supported this growth.

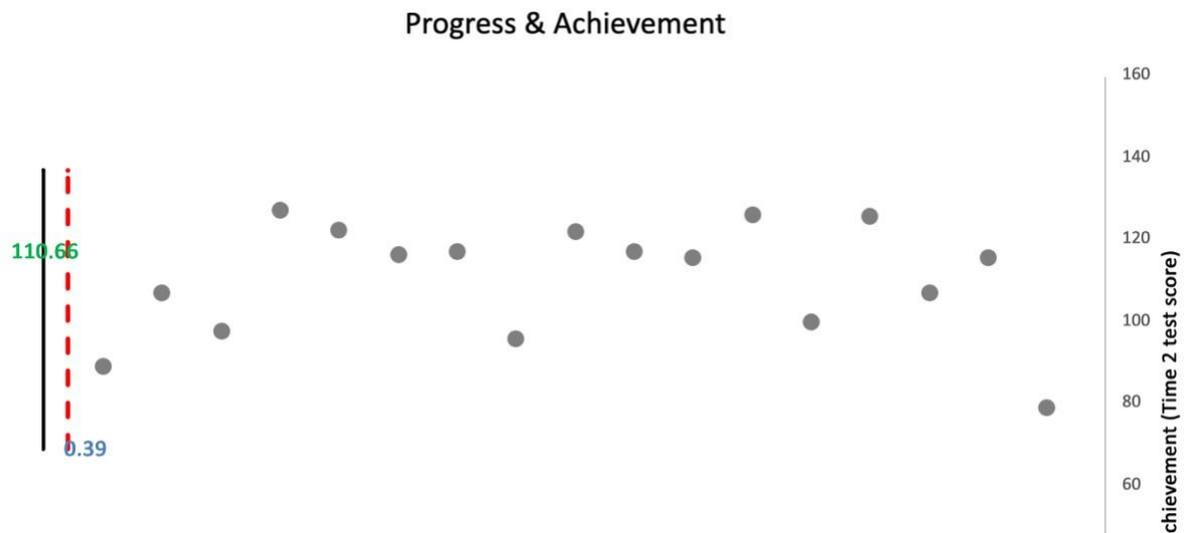
### Year 3

The reading assessment for Year 3 over 2022 until 2023 demonstrates the improvement in the mean and narrowing of the spread of results. The brown colour demonstrated the Australian norm-referenced sample. Whilst still above the Australian average, the growth in reading has not increased as much as our target and individual results need to be viewed to understand the data



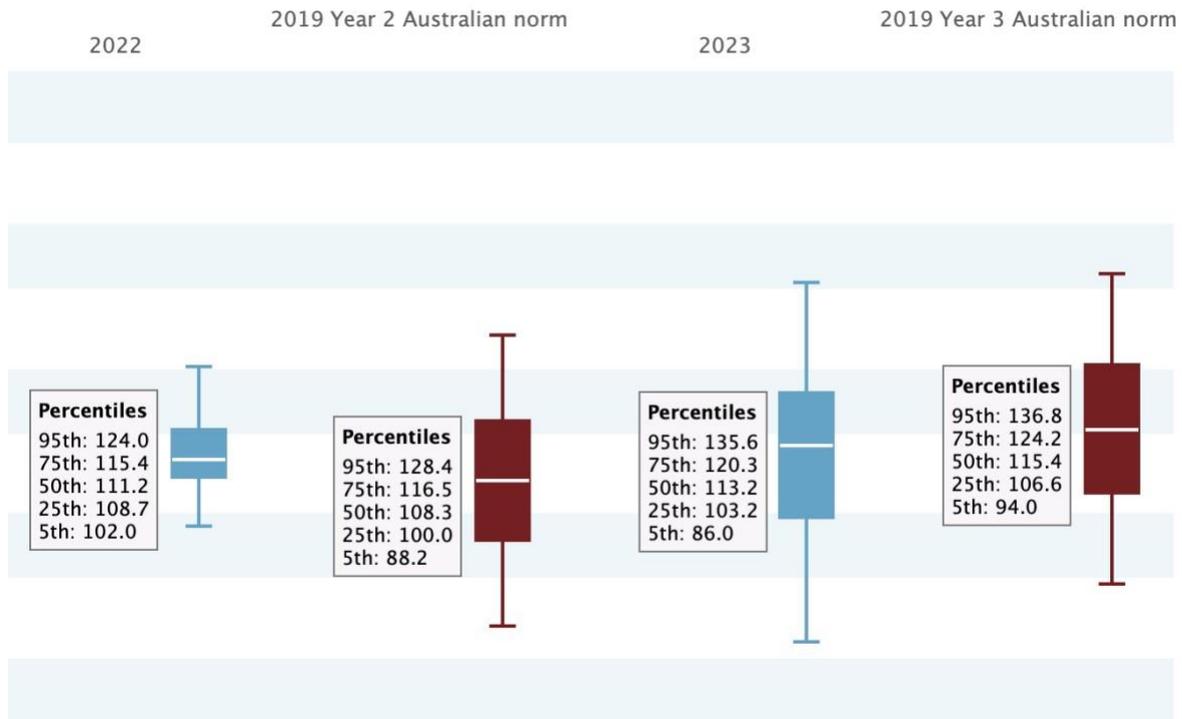
## Individual reading growth

The average effect size in reading growth has been 0.39, although the small class size impacts the validity of the data.



### Year 3 Numeracy:

Over the two years for Year 3 Numeracy, the cohort has demonstrated good growth in our achievement. The brown colour Australian norm-referenced sample, which the students are now slightly below, is mainly due to the student's performance in the 5<sup>th</sup> percentile.



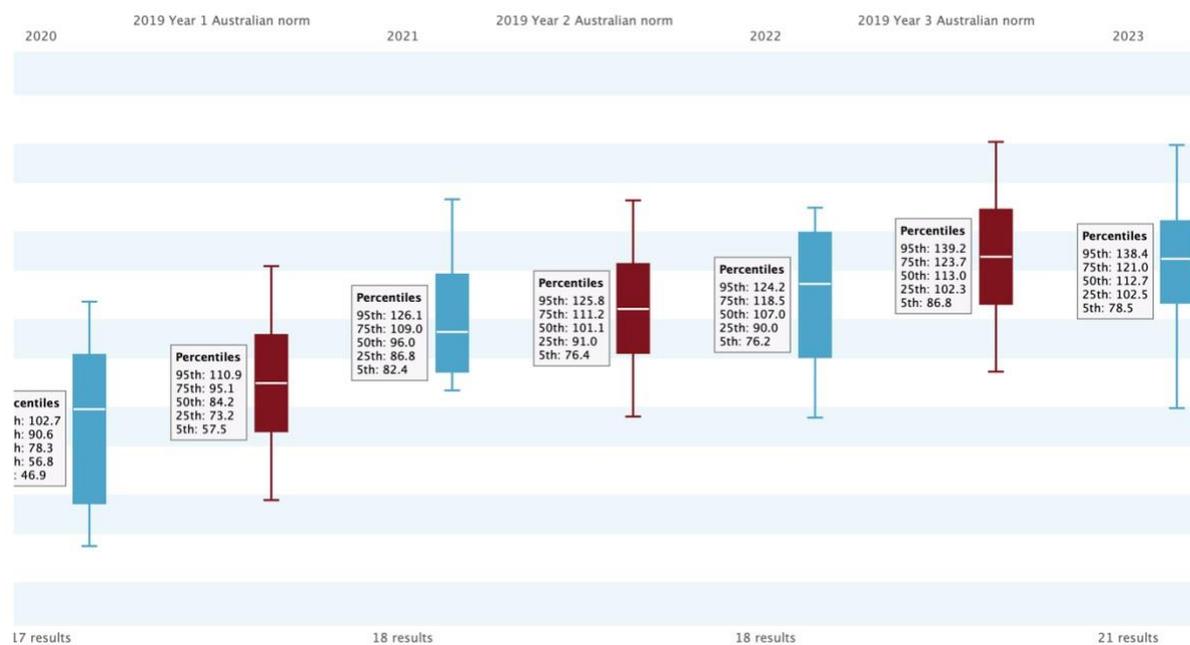
### Individual numeracy growth

The average effect size in reading growth has been 0.27, although the small class impacts the validity of the data. If one student's statistical anomaly is removed, the cohort average effect size is 0.53, above our target threshold.



## Year 4 Reading

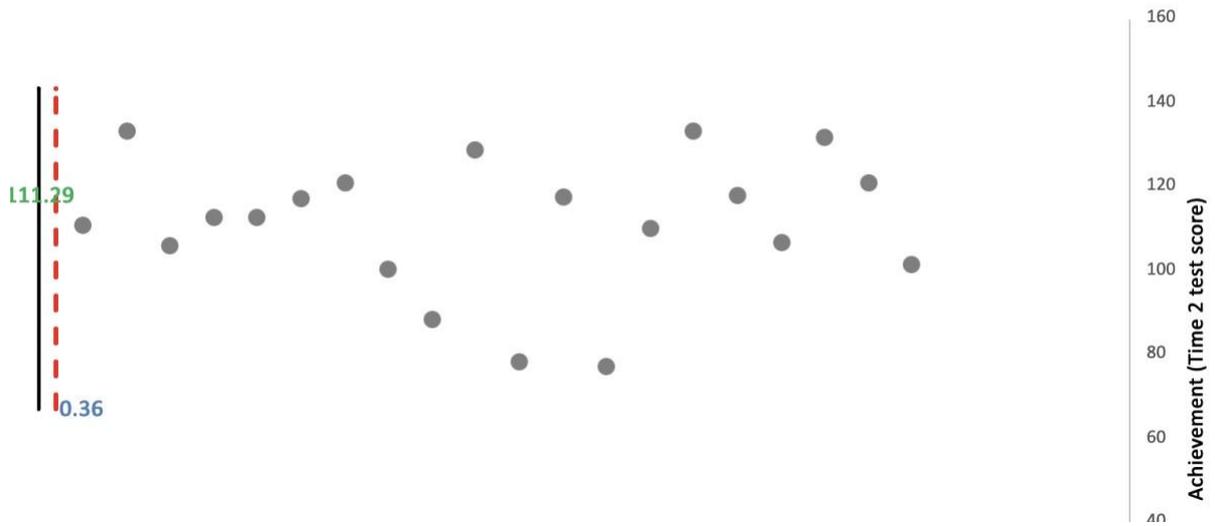
The reading assessment for Year 4 over 2020 until 2023 demonstrates consistent improvement in the mean, with a significant spread of results with several students receiving intervention support. The brown colour demonstrated the Australian normreferenced sample. Whilst below the Australian average, the growth in reading has increased relative to the mean, and individual results need to be viewed to understand the data



## Individual reading growth

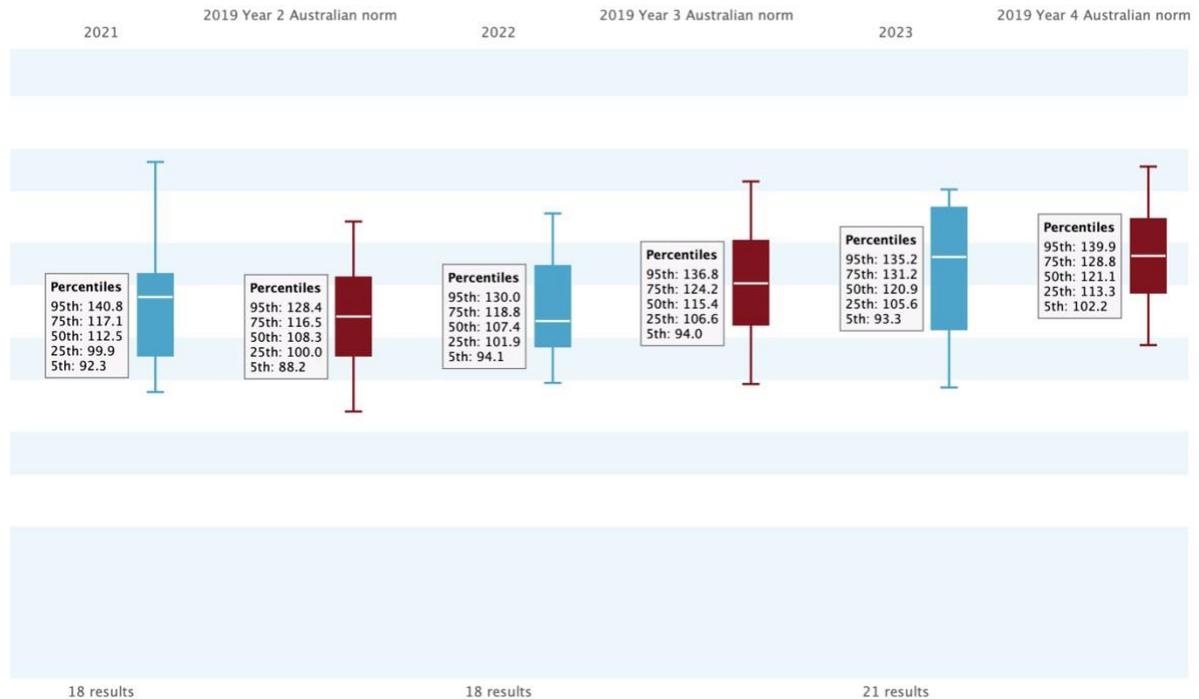
The average effect size in reading growth has been 0.36, close to the hinge point of 0.4. In analysing results, the highest scale students have only shown small or limited growth, which indicates the need to focus on differentiation and extension. Students in the literacy support programs have shown the greatest growth.

## Progress & Achievement



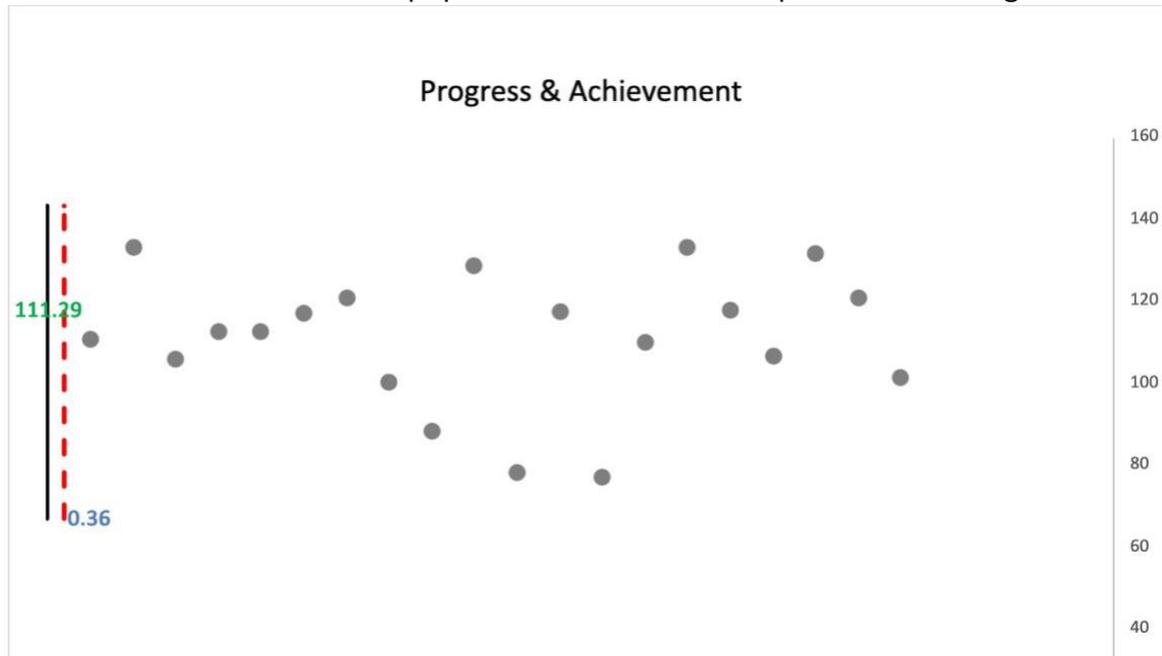
### Year 4 Numeracy:

Over the two years for Year 4 Numeracy, the cohort has demonstrated good growth in our achievement. The brown colour Australian norm-referenced sample, which the students are now above below, with good general growth. Target needs to focus in 2024 on the intervention for students below the benchmark.



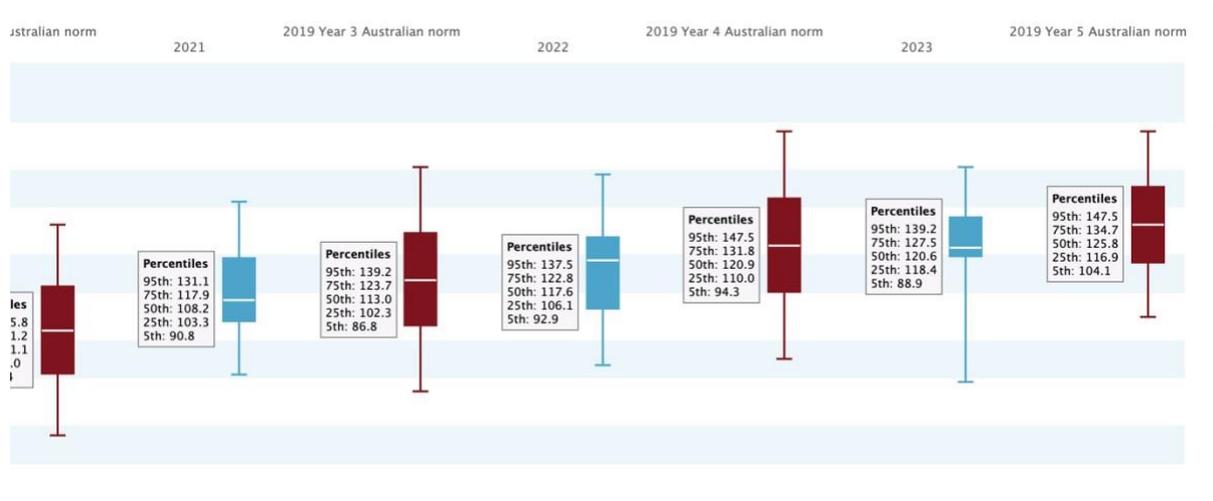
The year 4 Numeracy effect size growth based upon assessed data from the beginning to the end demonstrates an effect size of 0.36, which is again close to the target. The

greatest growth has been in students in the bottom quartile. Again, there is a need to differentiate and extend the top quartile of students to improve individual growth.



### Year 5 Reading

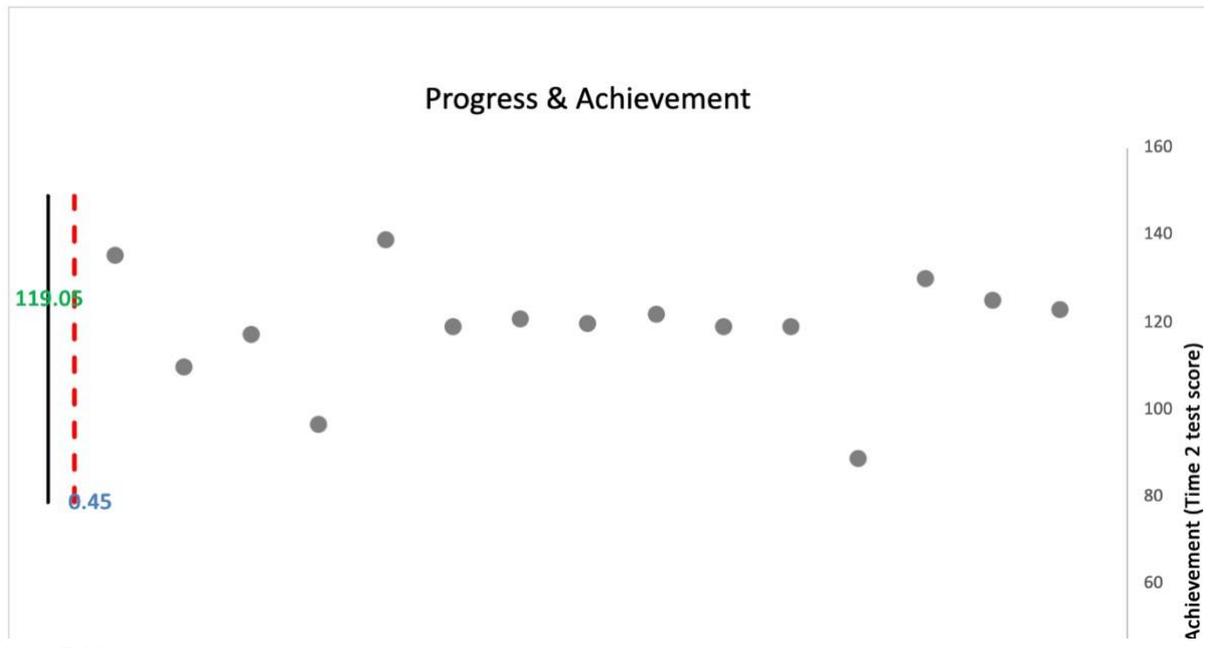
The reading assessment for Year 5 over 2021 until 2023 demonstrates the improvement in the mean and narrowing of the spread of results. The brown colour demonstrated the Australian norm-referenced sample. Whilst near the Australian average, the growth in reading has not increased as much as our target and individual results need to be viewed to understand the data.



### Individual reading growth

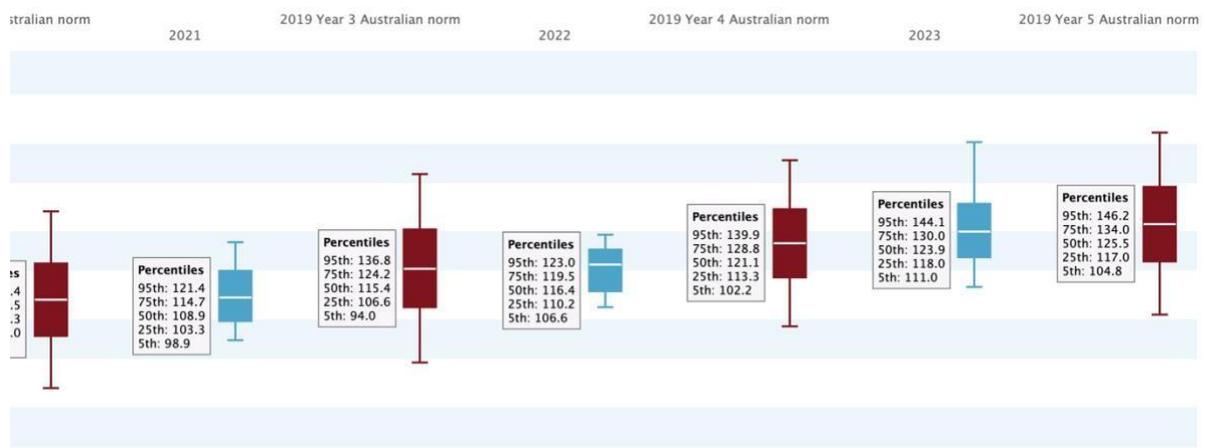
The average effect size in reading growth has been 0.4. However, in looking at individual results, the top quartile has not grown at the target rate, strengthening our need to

focus on extension and differentiation. Due to the small data set, one result had a significant impact on the average, and when removed, the average was 0.58



**Year 5 Numeracy:**

Over the past four years for Year 5 Numeracy, the cohort has demonstrated good growth in our achievement and has significantly improved compared to the national mean. It is important to highlight the performance of the bottom quartile is now significantly above the national average.

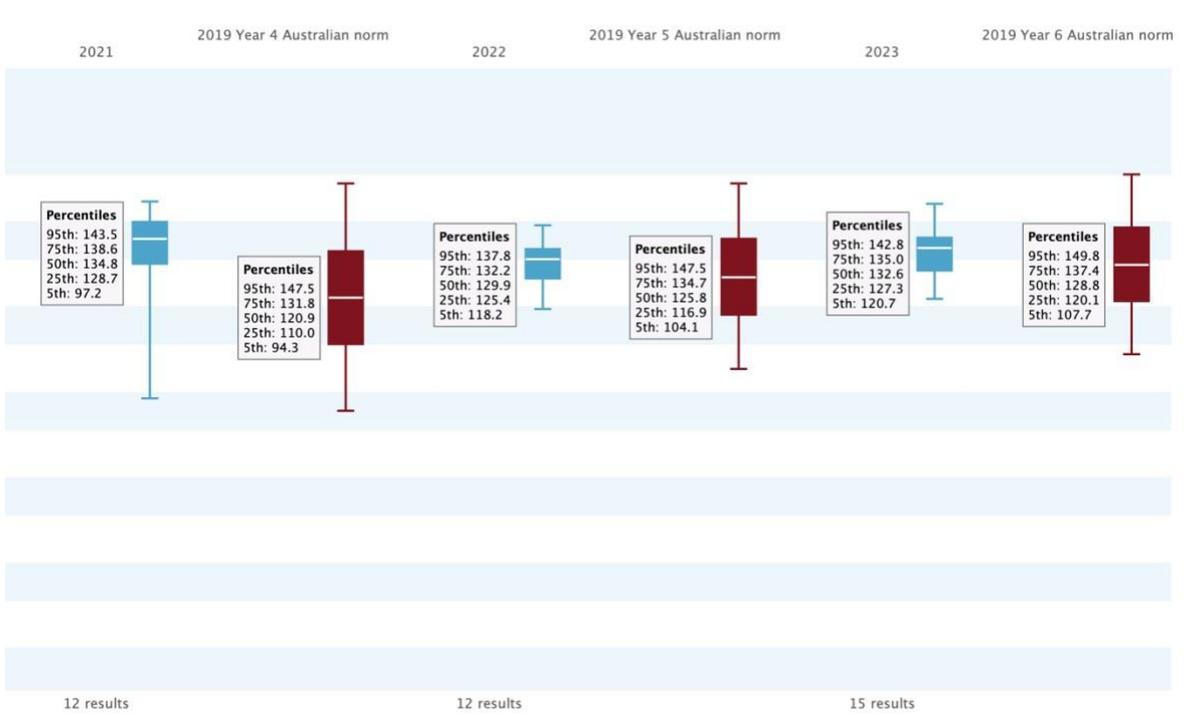


The year 5 Numeracy effect size growth based upon assessed data from the beginning to the end demonstrates an effect size of 1.05, more than double the desired 0.4 target. All students demonstrated strong growth, which should be celebrated.



## Year 6 Reading

It is important to note the very small sample size for the Year 6 group, which leads to significant variability.



The reading assessment for Year 6 over 2022 until 2023 demonstrates the improvement in the mean and narrowing of the spread of results. The brown colour demonstrated the Australian norm-referenced sample. Whilst substantially above the Australian average, the growth in reading has not increased as much as our target and individual results need to be viewed to understand the data

## Individual reading growth Year 6

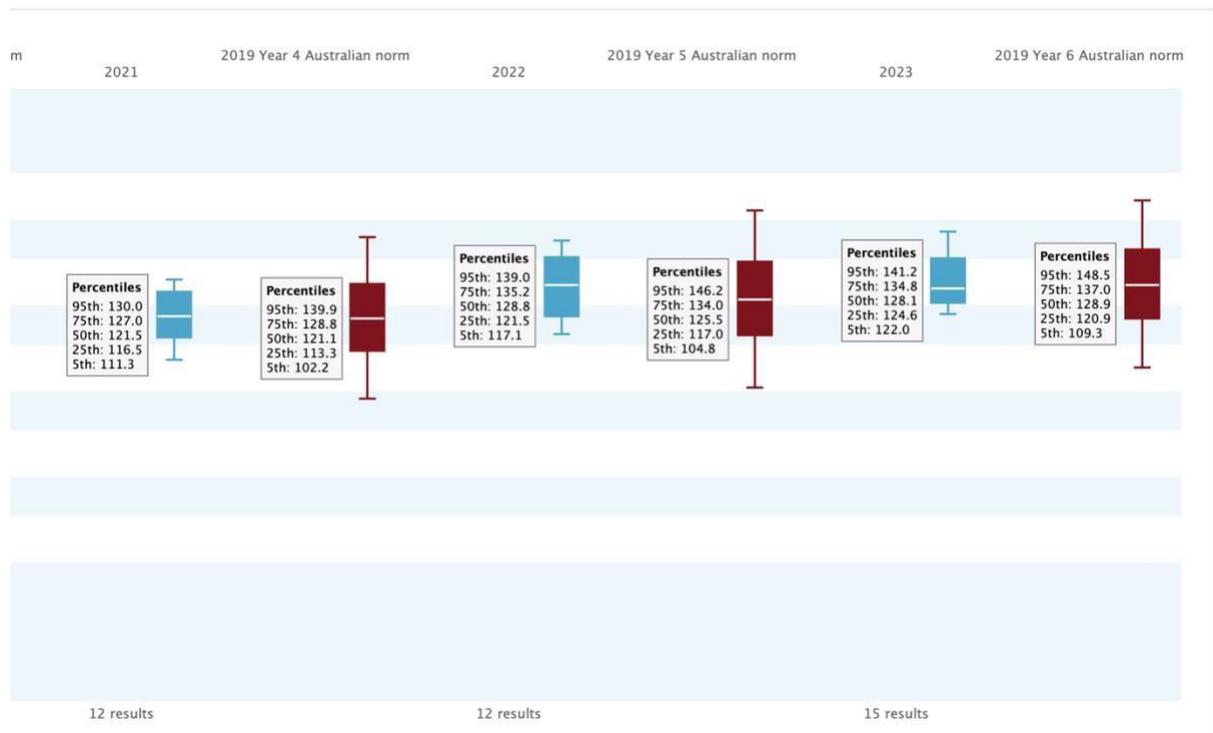
The average effect size in reading growth has been 0.26, although the small class size impacts the validity of the data, and one student result moved the cohort's average down from a 0.54 effect size (this exceeds our target).

### Progress & Achievement



### Year 6 Numeracy:

It is important to note the very small sample size for the Year 6 group, which leads to significant variability. Over the three years for Year 6 Numeracy, the cohort has demonstrated variable growth in our achievement. In the brown colour Australian normreferenced sample, which the students are now slightly below, the low number of students significantly impacts the averages.



The year 6 Numeracy effect size growth based upon assessed data from the beginning to the end demonstrates an effect size of 0.19, less than the desired 0.4 target. In looking at the data, students from the low base demonstrated the greatest growth, whilst students in the top quartile demonstrated the lowest effect size. Catering for the upper students via differentiation will be the focus in 2024

