

St Joseph's School
Performance DATA
2022



Vision

St Joseph's School is a community growing together in harmony and faith in Jesus.

In a safe environment, our School community seeks to empower its members to reach their potential

CONTEXTUAL INFORMATION 2022

St Joseph's School is a community growing together in harmony and faith in Jesus. We espouse values that promote students, staff and families forming a respectful, caring, interconnected community in which everyone is helped to feel and be comfortable and safe.

We are a Catholic co-educational single-stream primary school established by the Sisters of St Joseph in 1913. The school is part of the Parish of St John the Baptist, Moora and within the Archdiocese of Perth. Located about two hours north-east of Perth, we currently cater for approximately 150 students from Kindy to Year 6, with approximately 25% Aboriginal enrolment. Children from outside areas such as Watheroo, Dandaragan, Bindi Bindi, Miling, Badgingarra, Koojan and Piawanning, travel by bus to school, but most school enrolments come from the town of Moora.

A dynamic and enthusiastic staff of 26 including experienced teachers, Education Assistants, Aboriginal Teacher Assistants, administrative and grounds staff, work with parents to holistically develop each child in our care.

A broad and comprehensive curriculum supports the needs of all students, with Literacy and Numeracy being the major focus throughout the school. In addition to providing a strong academic curriculum, all students Year 2 – Year 6 are taught by specialist teachers in the areas of Science, Physical Education, Health and ICT. Italian is taught in Years 3-6. Our Languages Other Than English focus in 2023 will be on AUSLAN. With a focus on differentiated learning and teaching practices, the academic program caters for the needs of all children. Interactive white boards, computers, iPads, notebooks and robotics resources are available in classrooms.

The school offers Mini-Lit Literacy Support (Yrs PP-2), Extending Mathematical Understanding (EMU) support and targeted Maths extension (Yrs 3-6). Extra curricula options are available through interschool/district carnivals and festivals and Sporting Schools (where funding is available). The school also provides an Aboriginal pre-school playgroup three mornings each week and a Kindergym session (0-4 yrs) on Tuesday mornings.

Parents, grandparents and wider community members are encouraged to volunteer time to help with classroom activities. We have a small core of parents and community volunteers who assist with listening to children read.

Teacher Standards and Qualifications

The teaching staff at St Joseph's School are all registered with the TRBWA and hold current Working with Children registrations. They are expected to adhere to our Code of Conduct and proactively support the Catholic faith and ethos of our school.

Teacher Qualifications:

Masters Degree	1
Bachelor of Education	14
Bachelor of Arts	2

Workforce Composition

Females	24	Males	2
Full Time	12	Part Time	14
Leadership Team	2	Teachers	11
Teacher Assistants	7	Administration/Other	6
Indigenous	3	Non-Indigenous	23

Student Attendance at School

The **annual, average, daily attendance** rate for students from Pre Primary to Year Six was 84.05%

The attendance rate for each year level was as follows:

Pre Primary	82.58 %
Year 1	85.65%
Year 2	81.44%
Year 3	78.07%
Year 4	87.5%
Year 5	85.1%
Year 6	88.01%

Student attendance is recorded twice daily in SEQTA. Office staff check student absences in SEQTA. All those who have been marked as absent (red cross) are followed up by SMS to determine where the child is. This information is then recorded in SEQTA as an “unresolved absence” until a written note or phone call is received, when it is changed to “resolved”, or “medical”.

Students who arrive late (ie. after 8.50am), or leave early (ie. before 3.00pm) are signed in and out at the school office.

Where a student has not returned with a note to explain an absence, a note is generated from SEQTA and sent home by the classroom teacher requiring a reason for the student’s absence. Aboriginal Teacher Assistants follow through with phone calls and home visits for Aboriginal children who have unexplained absences of more than one day.

The school bus runs most mornings to pick up Aboriginal students who live in Moora in an effort to improve both attendance and punctuality.

In cases of concern and where attendance has fallen below 85%, letters are sent alerting parents to the risks of poor attendance. Where a second letter is sent home, the parents are requested to meet with the Principal in an effort to determine appropriate interventions.

Where students have been absent for three or more weeks and all efforts to determine when they are returning or to locate them have failed, the student is placed on the *Students Whereabouts Unknown* list. They are removed from the school roll when notification to do so is received from the SWU office.

NAPLAN Results

Mean Score Comparison for Year 3

Year	School	CEWA	State	National
2022				
Reading	377	437	428	439
Writing	388	427	419	423
Spelling	366	419	414	418
Grammar	379	431	424	433
Numeracy	351	397	395	400

Mean Score comparison for Year 5

Year	School	CEWA	State	National
2022				
Reading	463	513	505	510
Writing	447	490	480	485
Spelling	467	509	505	505
Grammar	439	500	496	499
Numeracy	448	490	487	489

Our NAPLAN results are being used to inform our future practices. We are slightly below average in comparison to some CEWA schools and State and National Schools. Our focus continues to be on Differentiation, especially in the area of Mathematics and we have a strong Literacy focus.

Parent, Student and Teacher Satisfaction

With an experienced staff and stable leadership, the culture of this school is built on great trust and welcomes the voice of all in decision making. This allows the school to have a high level of staff engagement and commitment to the setting of the common goals.

Parents, teachers, and students have demonstrated a commitment to the ethos of St Joseph's and are given every opportunity to be involved in the life of the school.

Strong communication links between parents, teachers, and students are a significant aspect of our school ethos and policy and this is enhanced through meetings with parents (as required), Three-Way Interviews, Information meetings, communication books in the lower grades, open days, Teacher/Principal Interviews and our fortnightly newsletter.

Parent and grandparent volunteers and community members, students, and staff work together and are actively involved in many facets of school life including canteen, classroom assistance in the lower grades and fundraising events such as Mother's Day and Father's Day stalls, the Picnic and Performance Night, and Walk-Like-A-Pirate lap-a-thon.

Teachers and students have contributed to the wider community through their involvement in activities such as work displays in St John the Baptist Church, entries in the Moora Show, participation in the community ANZAC Day ceremony and NAIDOC Week

Fundraising for Caritas, LifeLink and Catholic Mission are integral to our promotion of commitment to those less fortunate than ourselves. In 2022 in conjunction with St John the Baptist Church we were very pleased that we were able to deliver around 25 Christmas/Food Hampers to needy families in our Community. This is something we hope will grow over the next few years.

Catholic School Improvement Plan

The Catholic School Improvement Plan for St Joseph's School is presented to the staff and School Advisory Council each year. It can also be found on our website.

School Income

Information regarding the school's income can be found by following the prompts on the following link.

<http://www.myschool.edu.au>

Evangelisation Plan Focus

Our Focus:

- Make a school focus the Religious Symbols around our school
- Develop a whole-school implementation of the MJR program
- Provide personal faith opportunities for staff
- Staff attending the Making Jesus Real Professional Development
- Monday morning prayer assembly incorporating MJR principles
- St Mary of the Cross award linked to her famous quote 'Never see a need without doing something about it' and linking it to our MJR principles.
- Identify sacred spaces in classrooms, specialist rooms, office, and staffroom.
- Develop the regular use of sacred spaces by students and staff both as reflection and teaching spaces

Curriculum Plan Focus

Our Focus:

*Differentiation in all areas of the curriculum, ensuring that students are given the opportunity to work at their own level on the same topic as their peers.

Strategies to achieve these goals have been:

- Professional Learning (PL) for all staff on Differentiation
- Evidence in both Programs and daily Work Pads of differentiation.

Early Years Focus

Our Focus:

* Further embed our ECE School Philosophy

* Sustainability

Strategies to achieve these goals have been:

- Implement our ECE philosophy – ensure that teaching practices and spaces align with this philosophy
- Regular meetings dedicated to NQS and ECE philosophy.
- Class visits from school based ECE Coordinator to assist staff with developing meaningful indoor/outdoor learning opportunities, and development of child agency in the planning-teaching assessing cycle.
- Yearly school based NQS Audit carried out by Principal and ECE Coordinator
- Upgraded outdoor garden beds
- Use of worm farms for food scraps
- Containers for Change procedures – remove straws

Keeping Safe: Child Protection Curriculum

At St Joseph's the safety of our students is a priority. Every year level, as part of their Health studies, students from Kindy to Year 6 undertakes lessons in the Keeping Safe: Child Protection Curriculum (KS:CPC). The KS:CPC is a respectful relationships and child safety curriculum that teaches all children and young people they have the right to be safe and they can help themselves to be safe by talking to people they can trust.

The KS:CPC is divided into four Focus Areas each covering a number of topics. The focus areas are:

1. The Right to be Safe
2. Relationships
3. Recognising and Reporting Abuse
4. Protective Strategies

These four areas are covered in increasing depth each year from Kindy to Year 6.

Additional Focus: Staff Wellbeing

Special attention has been made in ensuring that the well-being of staff is our focus and that this focus is maintained.

Strategies to achieve this include:

- Staff social activities (minimum of one per term)
- Promotion of CONVERGE to all staff
- Promotion of CEWA Leadership Psychologist for school leadership team