

School Performance Information 2018 for 2017

Under the Australian Government Programmes for Schools Quadrennial Administrative Guidelines 2009 to 2012, all schools are required to make a commitment to ensure that School Performance Information is made publicly available within 6 months of the completion of the programme year. That is, by the commencement of Term 3 2018, schools must publish information relating to 2017.

Item	Subject	School Performance Information																								
1.	Contextual Information	<p>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.</p> <p>The school was founded by the Sisters of St Joseph of the Sacred Heart in 1943.</p> <p>St Joseph's School currently has an enrolment of 155 children from Kindergarten to Year 6. The school also facilitates a Three-Year-Old Playgroup and an Aboriginal Families as First Educators Playgroup.</p> <p>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.</p> <p>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 History, Art, Physical Education and Music.</p>																								
2.	Teacher standards & qualifications	<p>Master of Education - 1 staff Bachelor of Education - 5 staff Bachelor of Education - (Early Childhood Education) - 1 Staff Bachelor of Arts (Education) - 5 staff Diploma of Teaching - 1 Staff Certificate IV (Business) - 1 staff Certificate IV (Teacher's Aide) - 2 staff Certificate III in Education (ATSI) - 1 staff Certificate III (Teacher's Aide) - 4 staff Teacher Assistant Certificate - 1 staff</p>																								
3.	Workforce composition	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%; text-align: center;">Female</th> <th style="width: 20%; text-align: center;">Male</th> </tr> </thead> <tbody> <tr> <td>Teaching</td> <td style="text-align: center;">12</td> <td></td> </tr> <tr> <td>Educational Assistants</td> <td style="text-align: center;">6</td> <td></td> </tr> <tr> <td>AFaFE</td> <td style="text-align: center;">1</td> <td></td> </tr> <tr> <td>Administration</td> <td style="text-align: center;">2</td> <td></td> </tr> <tr> <td>Principal</td> <td></td> <td style="text-align: center;">1</td> </tr> <tr> <td>Non-Teaching Staff</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">22</td> <td style="text-align: center;">2</td> </tr> </tbody> </table> <p>Full-Time 12 Part-Time 12 Permanent Staff 12 Temporary Staff 12 Indigenous Staff 1 Non-Indigenous Staff 23</p>		Female	Male	Teaching	12		Educational Assistants	6		AFaFE	1		Administration	2		Principal		1	Non-Teaching Staff	1	1	Total	22	2
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4.	Student attendance at school	<table border="1" data-bbox="400 58 1086 506"> <thead> <tr> <th>Year Level</th> <th>Percentage present over the 2017 school year</th> </tr> </thead> <tbody> <tr> <td>Kindergarten</td> <td>86</td> </tr> <tr> <td>Pre-Primary</td> <td>91</td> </tr> <tr> <td>Year 1</td> <td>90</td> </tr> <tr> <td>Year 2</td> <td>89</td> </tr> <tr> <td>Year 3</td> <td>92</td> </tr> <tr> <td>Year 4</td> <td>88</td> </tr> <tr> <td>Year 5</td> <td>92</td> </tr> <tr> <td>Year 6</td> <td>90</td> </tr> <tr> <td>Average of all-classes percentage over the school year</td> <td>89.75</td> </tr> </tbody> </table> <p data-bbox="400 544 1433 936">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>	Year Level	Percentage present over the 2017 school year	Kindergarten	86	Pre-Primary	91	Year 1	90	Year 2	89	Year 3	92	Year 4	88	Year 5	92	Year 6	90	Average of all-classes percentage over the school year	89.75
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5.	NAPLAN Information	<p data-bbox="400 1010 1390 1072">Proportion of Year 3 and 5 students <u>at or exceeding</u> national Reading, Writing, Spelling, Grammar/Punctuation and Numeracy benchmarks in 2017:</p> <table border="1" data-bbox="400 1077 1417 1173"> <thead> <tr> <th></th> <th>Writing</th> <th>Reading</th> <th>Maths</th> <th>Spelling</th> <th>Grammar/Punctuation</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>100%</td> <td>92%</td> <td>85%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>Year 5</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table>		Writing	Reading	Maths	Spelling	Grammar/Punctuation	Year 3	100%	92%	85%	92%	92%	Year 5	100%	100%	100%	100%	100%		
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6.	Parent, student & teacher satisfaction	<p data-bbox="400 1245 1433 2040">All staff, a selection of parents and all Year 4, 5 & 6 students completed the TTFM (Tell Them From Me) survey in 2017 as part of the school's involvement in the Fogarty EDvance Program. 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. 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). 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. Students actively participated in all curriculum and extra-curricular events. School based liturgical events were well attended by students, staff and parents. Through the activities of the P&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&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 as well volunteering in extra-curricular activities, e.g. Canteen duties, Uniform Shop duties and Aussie Sports.</p>																				
7.	School Income	<p data-bbox="400 2078 1425 2139">The school income for the previous year is available on the My School website. Please visit www.myschool.edu.au</p>																				

School Improvement:

(Progress towards the Goals of our 2017 School Improvement Plan)

Learning:

- Throughout 2017 all staff members collaborated to review the school testing schedule/cycle and established data walls & other methods to track student progress & achievement.
- By the end of 2017 the Prime Mathematics Program in Years 1 & 2 was fully implemented.
- By the end of 2017 the Cyber Safety & Coding program in Years 5 & 6, and the use of Microbits in Years 4-6 was implemented.
- By the end of 2017 the Music Futures Program in Years 3-6 was introduced.

Engagement:

- Throughout 2017 we continued to develop parental involvement within the school and with teaching and learning programs.

Accountability:

- Throughout 2017 all staff members are involved in the Fogarty EDvance Program by becoming a Theme or Initiative Owner.
- The introduction of the Code of Conduct & a Protective Behaviours Program in Years K-6 was implemented.

Discipleship:

- The school introduced opportunities for students to understand the meaning behind symbols, objects & icons of the Church – Fr. Jay facilitated explanation with classes.
- Throughout 2017 the Making Jesus Real (MJR) Program was consolidated within the school, community and Parish.