

St Joseph's Catholic Primary School Pinjarra



School Annual Report
2020



COMPLIANCE REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL PINJARRA SCHOOL PERFORMANCE 2020

Publication of the following information is an Australian Government requirement and pertains to the 2020 calendar year—some reports are unavailable due to COVID-19 eg NAPLAN

CONTEXTUAL INFORMATION

St Joseph's Catholic Primary School, Pinjarra, is a co-educational primary school with approximately 200 students from Pre Kindergarten (3 year old) to Year Six. We also offer a weekly playgroup for children under school age.

St Joseph's CPS was founded by the Sisters of St Joseph of the Sacred Heart. The work of these Sisters and St Mary MacKillop of the Cross is still the foundation of the school. St Joseph's provides for the academic needs of students and it seeks to create a God centred educational environment which reflects our vision that '*each school community member is nurtured spiritually, academically, socially and physically*'.

The school holds a vision that all community members will be seen as God sees them, very precious and abundant in potential. We believe that in a nurturing, Christian, professional environment, individuals will be more likely to recognise their potential and find the incentive and encouragement needed to unleash it. We hold this hope for all community members in our school, the staff, students, parents and parish. Our Motto is 'Faith and Trust'. Together we are developing our faith and trust in God. We are learning to share this with one another.

St Joseph's is committed to raising outcomes in Literacy and Numeracy and continues to offer support programs such as MiniLit, MaqLit and EMU Numeracy support. Additionally, St Joseph's CPS implements a whole school approach in reading, spelling and mathematics programs. This approach assists with continuity across the year levels focusing on developing a common language across the learning areas. Students are identified across all year levels to ensure that every opportunity is provided for successful learning.

Children from Pre-Kindergarten to Year Six are offered a comprehensive, stimulating, and differentiated curriculum targeted to the specific needs of the students and specialist areas include: The Arts, Science, Physical Education (which incorporates a Perceptual Motor Skills Program (for Early Childhood) and Health. We also access the Sporting Schools initiative to provide exposure to a variety of sports including rugby, lawn bowls, tennis and basketball. Our choir usually participates in Performing Arts, however, not in 2020 due to COVID restrictions. We also offer instrumental music lessons for individual students.

We have a strong emphasis on the use of Information Technology, with students in Year Three to Year Six participating in a BOYD program, which focusses on transforming information into a variety of texts, using 365 Teams (CEWA Ltd all school initiative) and integrated across the curriculum. Classes without BOYD program have access to a bank of iPads and all classes have either an Interactive or Apple TV. We adopted a teacher in-class support ICT model focussing on building both teacher and student digital capacity across the curriculum to allow our school community to be ethical digital citizens of the 21st Century. This approach empowered our staff and students to move seamlessly into remote learning as the impact of COVID-19 became apparent.

Our OSH provider, Camp Australia, is onsite to cater for families who wish to access before and after school care.

TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff members are registered with the WA Teachers Registration Board and all staff members hold a current Working with Children Card, screening number and regularly update Child Protection and Mandatory reporting requirements.

St Joseph's has ten full time and four part time teachers, including the Leadership Team.

| Qualifications | Bachelor of Education | Master of Education | Bachelor of Business | Certificate 3/4 |
|--------------------|-----------------------|---------------------|----------------------|-----------------|
| Teaching Staff | 12 | 3 | | |
| Non Teaching Staff | | | 1 | 9 |

WORKFORCE COMPOSITION

| GENDER | TEACHING STAFF | NON TEACHING | INDIGENOUS | TOTAL |
|--------|----------------|--------------|------------|-------|
| MALE | 2 | 1 | 0 | 3 |
| FEMALE | 13 | 13 | 1 | 26 |

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 prior to the absence, or on return. Unexplained absences are followed up by Administration Team, via phone calls, letters and parent interviews. If absences continue, the Administration Team contact the relevant government department. Truancy notification is initiated. A 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 4.6% during 2020, the educational restrictions of COVID-19 likely impacted on these figures.

| RATES OF ATTENDANCE FOR 2020 | |
|------------------------------|--------|
| PRE KINDERGARTEN | 81.73% |
| KINDERGARTEN | 85.61% |
| PRE PRIMARY | 84.87% |
| YEAR ONE | 82.64% |
| YEAR TWO | 82.90% |
| YEAR THREE | 87.28% |
| YEAR FOUR | 88.03% |
| YEAR FIVE | 89.35% |
| YEAR SIX | 90.48% |
| OVERALL ATTENDANCE | 85.88% |

NAPLAN INFORMATION

Due to COVID-19 NAPLAN testing was cancelled—below are PAT tests and Brightpath Writing assessments

PAT 2019/2020 ACER Effect Sizes and Growth

Key (approximate guide)

- 0.15 = 0 months growth across a 12-month period
- 0.2 = 9 months growth across a 12 month period
- 0.4 = 12 months growth across a 12-month period
- 1.0 = 2-3 years growth across a 12-month period

| Year | Learning Area | National Average | Average Growth |
|-------|---------------|------------------|----------------|
| One | Reading | N/A | |
| | Mathematics | Above | |
| Two | Reading | Above | N/A |
| | Mathematics | Below | 0.5 |
| Three | Reading | Below (slightly) | 1.64 |
| | Mathematics | Below (slightly) | 0.9 |
| Four | Reading | Below (slightly) | 0.6 |
| | Mathematics | Below (slightly) | 0.8 |
| | G & P | Below (slightly) | 0.2 |
| | Science | Average | N/A |
| Five | Reading | Below | 0.6 |
| | Mathematics | Above | 0.9 |
| | G & P | Average | 0.3 |
| | Science | Below (slightly) | |
| Six | Reading | At | 0.8 |
| | Mathematics | Above | 1.25 |
| | G & P | At | 0.6 |
| | Science | Above | 0.6 |

Term 3 Persuasive Text – Brightpath Year 2-6 Grade Percentage (State-wide Moderation Tool)

Oral Narrative

| | MEAN | 20 TH PERCENTILE | MEDIAN | 80 TH PERCENTILE | N |
|-----------------|------|-----------------------------|--------|-----------------------------|------|
| St Joseph's CPS | 160 | 140 | 180 | 178 | 27 |
| All Schools | 153 | 125 | 150 | 175 | 2230 |

Written – Persuasive

| | MEAN | 20 TH PERCENTILE | MEDIAN | 80 TH PERCENTILE | N |
|-----------------|------|-----------------------------|--------|-----------------------------|--------|
| St Joseph's CPS | 327 | 242 | 340 | 400 | 98 |
| All Schools | 310 | 235 | 320 | 390 | 51 480 |

PARENT, TEACHER AND STUDENT SATISFACTION

The School participated in CEWA’s National School Improvement Survey in 2019—Speaking out survey scheduled 2021

2020 reflection in italics

School Climate



Students at St Joseph’s feel that the teachers like them, listen to them when they have a problem, treat them fairly and care about them. We acknowledge the importance of including diverse learning materials in our classrooms and will continue to engage with learning materials from a range of different cultures. *Ongoing surveys to monitor students’ feedback and in 2021 we will be involved in the national Speaking Out Survey*

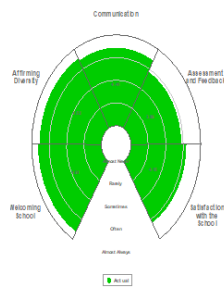
School Organisational Climate



Staff at St Joseph’s feel they are supported in improving and refining their practice.

In 2020 we will develop a more distributed leadership model. *We developed a wider leadership distribution focussing on using senior teachers leading curriculum areas.*

Parents/Caregivers’ Experience



Parents find our staff approachable, welcoming and respectful. We will continue to honour our open communication approach which fosters authentic relationships between the parent body and the School.

We will continue to prioritise parent meetings to discuss ongoing assessment and progress of students throughout the year.

2020—ongoing health and welfare contact with families from Leadership team and class teachers. (COVID-19 check-ups)

St Joseph’s Catholic Primary School prides itself on maintaining a strong level of parent, student and teacher satisfaction. The high level of support received from parents is evidenced in the form of classroom, canteen and uniform shop help; fundraising, specifically the Annual School Fair; and other social events such as Quiz nights and discos. COVID-19 severely restricted a number of events, however, ongoing emails from parents supporting the School’s dissemination of advice, ongoing well-being contact calls and a consistent approach throughout the year was extremely humbling. Students were surveyed throughout the year to monitor mental and physical well-being, especially during remote learning, again with minimal concerns raised.

8. POST SCHOOL DESTINATION

| | |
|-----------------------------|----|
| Austin Cove Baptist College | 1 |
| Mandurah Catholic College | 15 |
| Pinjarra Senior Highschool | 6 |

SCHOOL INCOME

School income information can be located at:

<https://www.myschool.edu.au/SchoolProfile/Index/101176/StJosephsSchool/48939/2015>

School financial data provides valuable information about a school's capacity to support educational outcomes for its students.

Data presented on the *My School* website, reports information on each school's recurrent income and capital expenditure for each calendar year, starting with 2009 data.

The 'School finances' page of *My School* includes total cumulative capital expenditure for each school that has data for a minimum of three consecutive calendar years.

Information on recurrent income is presented as both a 'total amount' and as 'income per student'. The per student calculations use enrolment figures collected from the annual school census, which provides a snapshot of student numbers on census day, and is supplemented with additional enrolment information, where appropriate. The per student calculations presented provide additional contextual information on the relative size of the school. It should not be assumed that each category of income reported on My School relates to every student at the school.

The financial resources available to schools are directly influenced by the characteristics of the School (such as its location and student profile), its programs and operations. Caution should be taken in using this information to make direct funding comparisons between schools.

REPORTING TO THE COMMUNITY

The principal, Mrs Joy Ketteringham, reported to the community at the AGM on 26 November 2020 on the following items:

- 2021 fees - including the School's continuation of CEWA's Affordable Schools Project
- 2021 budget
- Evangelisation Plan
 - Parish/School /Community engagement
 - ongoing PD /retreats reflecting on the Gospels, the history of the School, a variety of prayer forms, utilising the Sisters of St Joseph, ongoing Accreditation for all staff, continuation of Making Jesus Real (MJR) across the School as a whole school approach
- SIP focus and progress
 - continue to build teacher capacity in Literacy/Numeracy
 - using whole school programs across Learning Areas including
 - Synthetic Phonics (PLD)
 - Key Links (reading)
 - iMaths
 - Primary Connections (Science)
- * Consolidate our focus on Early Childhood and Literacy
- * Priority Areas (2021) (NAPLAN and BRLT etc not available PAT and ongoing teacher assessment
 - Religious Education
 - Grammar & Punctuation
 - Numeracy
- * Continued to provide support programs in 2021 including —
 - EMU Yr 1 and EMU support for Year 3-6 classes
 - MiniLit & MaqLit support for Year 1-5 classes
 - Enrichment—for students identified using AGAT results
 - a range of activities including Tournament of the Minds (TOMS), Wombat Books Illustration competition, Children's University collaboration—St Joseph's was one of three initial schools, and the first Catholic School, involved in this program in 2020
- *PAT tests reflected previous NAPLAN results of a positive growth between year levels