



St Joseph's Catholic Primary School



2025



St Joseph's Catholic Primary School, Pinjarra

Welcome to St Joseph's CPS, Annual Community Meeting.

**Wednesday,
12 November 2025, 5:30pm.**

Acknowledgment of Country.

As we join together this evening, I would like to acknowledge the Custodians of land on which we meet, Noongar Boodja Country, and the lands of which we may come from to join this meeting today. Men and women who, through their strength and commitment, continue to maintain traditions, and pass on their knowledge of Country through the generations as language, ceremony, story, music, dance and celebration. I acknowledge and pay respect to their Elders past and present, for they hold the memories, traditions and hopes of our Nations. And to our young people, we commit ourselves to support you into your future. I extend this respect to all First Nations people who have gathered with us this evening. This land was, and will always be, unceded First Nations People's land.

School Prayer

God our Father,

We thank you for St Joseph's School and for all who make it a special place. Bless the children who are growing in the love of Jesus. Bless our parents and teachers who help us love and care for others and

help us to learn. We remember with thanks the Josephite sisters who worked in our school. We pray for our Parish of St

Augustine's and our town of Pinjarra.

May our school community always be a

place of love, peace, learning
and laughter.

Amen.

**St Joseph's Catholic Primary School Advisory Council
2024 Annual Community Meeting
Minutes of Meeting**

Chaired by: David Galloway

Date & Time: Thursday 20 November 2024 - 6.00pm

Location: STREAM Centre

Attendees: In separate register

Item	Description
1	Welcome, opening prayer and acknowledgement of country
2	Financials and 2025 Budget were presented by Bridget Bolt (Finance Officer) There were no questions about these reports
3	P&F Report presented by Mani Oliver (President) covering major activities for the year and the financial results for 2024.
4	Parish Report presented by Fr Mars covering school/church activities for 2024
5	Principal's report Vanessa Gangell (Principal) reported on student results, school activities throughout the year, staffing for 2025 and school improvement plans for 2025
6	Closing prayer and meeting close

Mr Owen McLarty

School Advisory Council
Chairperson

Introduction of Council Members

Cassie Budd and Blessings Maruza



Reports

2025 Estimated Financial Results

Income Statement	
Income	3,560,199
Expenses	<u>3,243,539</u>
Surplus (Deficit) before Depreciation	316,660
Amortisation and Depreciation	<u>121,787</u>
Surplus (Deficit) after Depreciation	194,873

Balance Sheet	
Assets	4,796,868
Liabilities	<u>2,148,284</u>
Equity	2,648,584

2026 Budget

Income Statement	
Income	3,807,532
Expenses	<u>3,490,861</u>
Surplus (Deficit) before Depreciation	316,671
Amortisation and Depreciation	<u>265,326</u>
Surplus (Deficit) after Depreciation	51,345

Balance Sheet	
Assets	4,737,982
Liabilities	<u>2,038,053</u>
Equity	2,699,929

Cash Position 2026

	\$
Closing Balance December 2025	923,122
Movement 2026	<u>112,565</u>
Estimated Closing Balance December 2026	1,035,687

2026 Tuition Fees

	PP to Year 6	Kindy
Tuition Fees - per child	\$350	\$350
Building Levy - per family	\$105	\$105
Parents and Friends Contribution - per family	\$100	\$65
Total school fees - per student	\$555	\$520

Camp charges will also be added for Year 6 (annually)

Pre-Kindergarten program (3-year-olds) \$70 per day per child

St Joseph's P&F...friendraising and fundraising!



St Joseph's P&F...friendraising and fundraising!



St Joseph's P&F...friendraising and fundraising!



St Joseph's P&F...friendraising and fundraising!



Fr Robert Romano

St Augustine's Parish Priest

National Assessment Program-Literacy and Numeracy (NAPLAN)

Progressive Achievement Tests (PAT)

- Maths
- Reading
- Spelling

BrightPath Writing

Lexile

AEDC (Australian Early Development Census)

NAPLAN 2025

-The National Assessment Program-Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years Three, Five, Seven and Nine. It is the only nationwide assessment that all Australian children undertake.

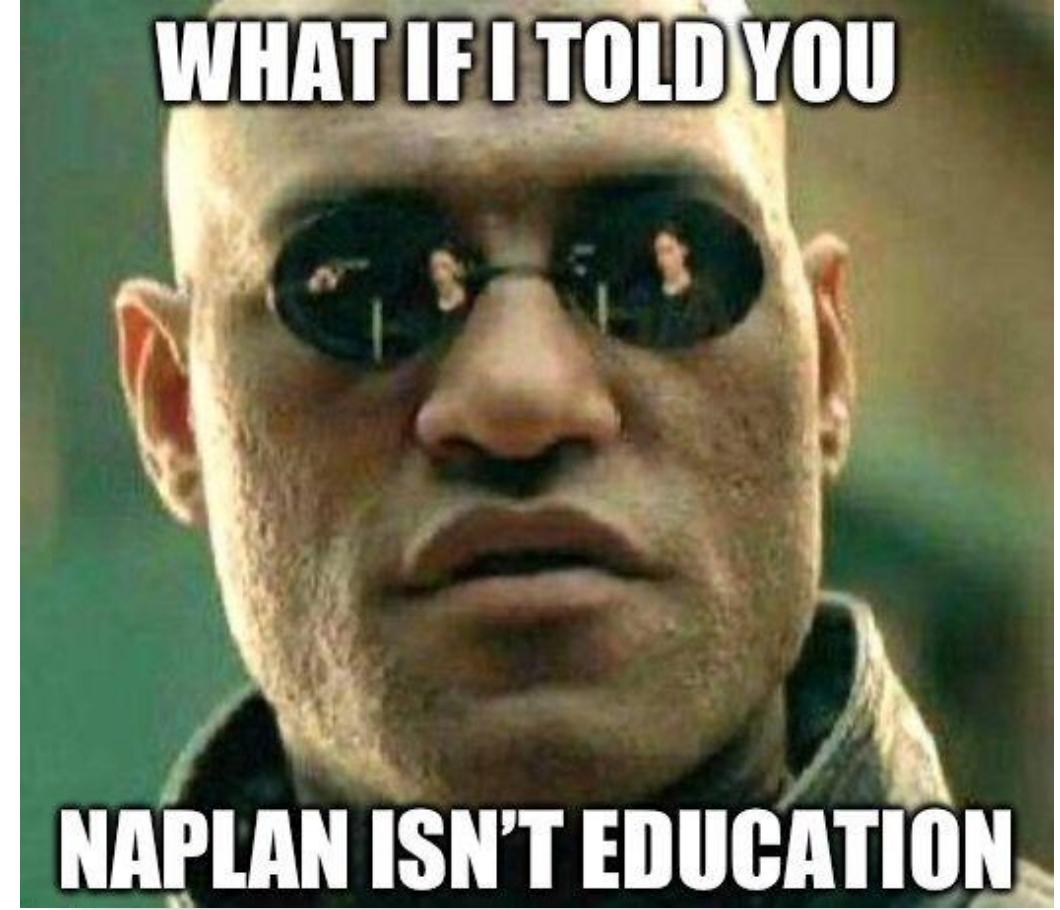
NAPLAN 2025

- NAPLAN tests students' ability in three domains of literacy-reading, writing and language conventions (spelling, grammar and punctuation) and in numeracy.
- A NAPLAN score in one test domain is not comparable with a NAPLAN score in another.

YEAR THREE	St Joseph's	CEWA	State	National
Reading	408	398	389	402
Writing	410	411	406	414
Spelling	414	396	394	405
Grammar	419	398	395	408
Numeracy	398	396	396	405

YEAR FIVE	St Joseph's	CEWA	State	National
Reading	437	492	484	492
Writing	437	482	473	492
Spelling	436	490	490	487
Grammar	434	490	490	497
Numeracy	448	486	488	492

NAPLAN assessments measure only specific academic skills. They don't capture our students' full range of capabilities-their critical thinking, creativity, emotional intelligence or curiosity. Nor do they reflect the diverse cultural backgrounds and learning profiles that enrich our school community. We value these broader dimensions of learning that shape our students' growth and success.



Progressive Achievement Tests (Maths Adaptive) 2025

-Measures mathematical ability across three strands:

Number and algebra

Measurement and geometry

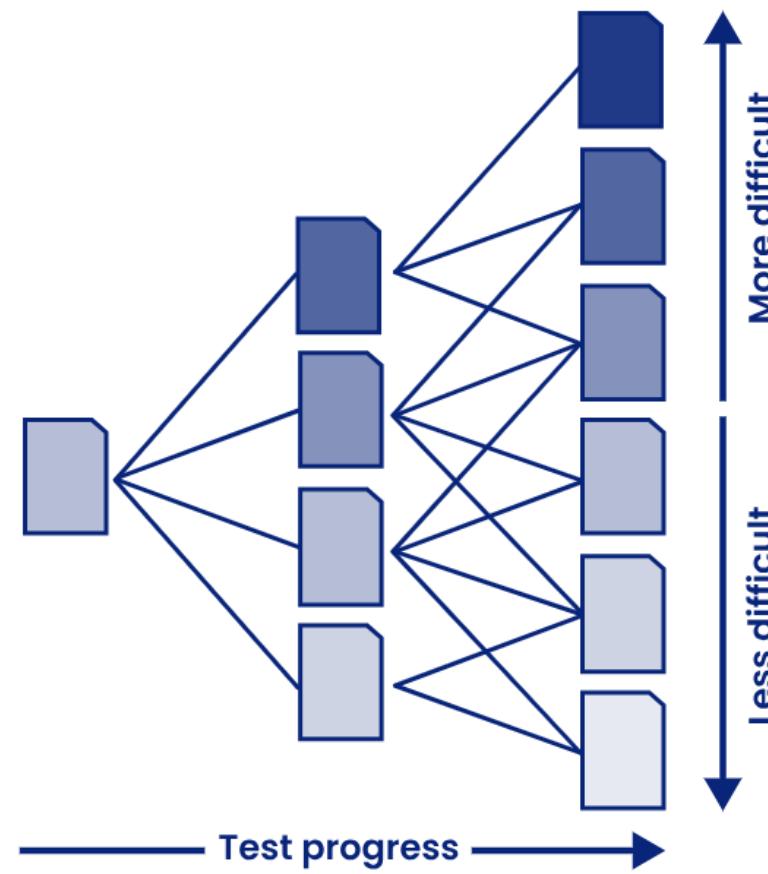
Statistics and Probability

-Addresses the proficiencies of fluency, understanding, problem solving and reasoning

-Automatic assignment of students' entry levels

-Personalised test pathways determined by student responses

Adaptive (tailored) testing



PAT Maths Adaptive-2025

Year Level	Semester One (50 th percentile)	Semester Two (50 th percentile)
1	85.5	95.3
2	97.1	102.9
3	100.4	110.7
4	112.3	116.3
5	111.6	117.7
6	122.0	133.5

Progressive Achievement Tests (Reading Adaptive) 2025

- Assesses reading comprehension, covering four strands:
 - Retrieve
 - Interpret implied
 - Interpret explicit
 - Reflect
- Provides five text types and 16 strand processes as organising components of reports
- Automatic assignment of students' entry levels
- Personalised test pathways determined by student responses

PAT Reading Adaptive-2025

Year Level	Semester One (50 th percentile)	Semester Two (50 th percentile)
1	62.9	83.2
2	77.3	91.5
3	97.7	111.5
4	105.8	113.4
5	113.8	119.7
6	119.8	129.1

Achievement Bands Descriptors (Reading example)

80-89 Retrieve

Students are learning to make simple, direct matches between key words in the question and the text to locate information when there are no other instances of the key word. They are still learning to retrieve prominent information that is mainly located at the beginning or the end of the text. They are developing their skills in matching and locating information in simple tables.

90-99 Retrieve

Students are mainly consolidating their skills in directly matching words in the question to words in the text in order to locate information nearby. They can match words across a short text. They are also beginning to recognise a simple rewording of a familiar idea that also uses familiar vocabulary. They are learning to manage some competing information when the information is in a prominent position, such as the start of the text.

Year	Whole school PAT Maths (50 th percentile)	Whole school PAT Reading (50 th percentile)
2020	102.0	88.8
2021	101.0	92.5
2022	103.7	98.6
2023	104.8	97.1
2024	108.9	103.8
2025	110.7	105.9

PAT Spelling-2025

Year Level	St Joseph's (50 th percentile)	Year Norm (50 th percentile)
3	102.6	82
4	111.9	97
5	114.5	112
6	126.7	124

BrightPath Writing.

- An evidence-based assessment tool
- Provides clear next-step teaching points that are targeted to help students improve writing skills.
- Showcases students' writing improvement over time, which validates writing strategies.

Narrative-Tells a story

Recount-Retelling of an event or experience

Persuasive-Tries to convince the reader of the writer's opinion/point of view.

BrightPath (whole school)-2025

Term	Genre	St Joseph's mean	All schools mean
1	Narrative	330	319
1	Persuasive	399	354
3	Recount	163	161
3	Narrative	370	319
3	Persuasive	482	354

BrightPath (individual classes)-2025

Term	Year level	Genre	St Joseph's mean	All schools mean
3	PP	Recount	156	129
3	1	Recount	164	182
3	2	Recount	168	218
3	3	Narrative	344	304
3	4	Narrative	365	346
3	5	Narrative	366	376
3	6	Narrative	417	401

BrightPath Writing.

370-410 Descriptors

Writes a narrative with a distinguishable storyline, including some events that relate to the resolution.

Writing may present as a book chapter and therefore does not include a resolution.

There is a stronger sense of character and setting. Character emerges through actions and interactions.

Uses descriptive and precise language.

Uses cohesive devices such as simple conjunctions and connectives, noun-pronoun referencing and word groups.

Some use of paragraphing to enhance story-telling by indicating changes in time and events.

Uses simple, compound and complex sentences. Attempts at greater complexity of structure may lead to clumsy sentences.

May control sentence level punctuation.

Uses some other punctuation including apostrophe for contraction, speech marks, and commas for phrasing.

Teach students how to:

Provide imaginative or reflective elements (humour, drama, suspense, sympathy).

Adjust writing to account for audience, purpose and context.

Use details to reveal uniqueness of character and/or setting; and relationships between characters.

Use actions, dialogue, appearance to imply character and/or setting.

Select language to suit audience and purpose and to enhance story-telling.

Maintain noun/verb agreement and tense within a sentence.

Position dependent clauses correctly.

Structure paragraphs to enhance story.

Punctuate sentences.

Use speech marks, apostrophes for contraction and possession, and commas for phrasing.

Lexile Growth Report

This report compares the average Lexile 'first test' of the school year to the most recent test. Lexile tracks reading ability.

Year	First Test (average)	Most recent test (average)
2	639	639
3	543	600
4	489	571
5	459	651
6	648	793

AEDC Results-2024-St Joseph's CPS, Pinjarra (current Year 1 students)

Collected every three years.

	At risk-St Joseph's (WA)	Vulnerable-St Joseph's (WA)
Physical Health and Wellbeing	20.7 (10.5)	3.4 (10.5)
Social Competence	20.7 (15.5)	3.4 (9.9)
Emotional Maturity	20.7 (15.9)	3.4 (10.3)
Language and Cognitive Skills	24.1(11.3)	10.3 (8.3)
Communication and General Knowledge	37.9 (13.5)	13.8 (9.7)

Academics-Where to from here?

*Better Fairer Schools Agreement...

Numeracy-increase the proportion of students achieving proficiency in NAPLAN Numeracy by 10%
Literacy-increase the proportion of students achieving proficiency in NAPLAN Reading by 10%

*Reading-Expand decodable levelled reading program (Early Years)

*Spelling-Spelling Mastery Program (Years 1-6)

*Include Reading Eggs and Toe by Toe programs to help students needing additional support

Support Programs

MultiLit (Literacy) (Tier 2 and 3)

Pre-primary - 5 students

Year 1 - 10 students

Year 2 - 6 students

Year 3 - 6 students

Total - 27 students

Support Programs

Mathematics support

Years 1-6...a mixture of Tier 1 (whole class) and Tier 2 (small group) support.

Support Programs

School-based Speech Therapist

Kindergarten - 17 students (Tier 2)

Pre-primary - 11 students (Tier 2)

Pre-primary - 2 students (Tier 3)

Year 1 - 3 students (Tier 2)

Year 2 – 2 students (Tier 3)

Year 3 - 3 students (Tier 3)

Support Programs

Student Wellbeing Officer (Tier 2 and 3)

Number of occasions of service (children) - 41 students

Number of occasions of service (parents) - 19 parents

Number of occasions of service (teachers) – 20 teachers

Seasons for Growth (SFG) (Tier 2)

Number of children in SFG - 93 students

Capital Development Plan Stage 7-Complete

Early Years Master Plan

-Artificial turf

-Landscaping including river stones and mulch

Maintenance

Classroom improvements...carpet, painting, desks, ceiling repairs and lighting

Additional aluminum picnic tables (donated by the P&F)

QCESR Panel Report summary

Key achievements

- Enrolment growth and demand
- Improved market share
- Reduced vacancy rate
- Leadership and culture transformation
- Inclusivity and pastoral care
- Visionary and strategic leadership

QCESR Panel Report summary

Catholic Identity

- Strengthened parish/school connection
- Faith formation through lived experience
- Student-led spiritual leadership
- Service and social justice initiatives
- Visible Catholic Identity and Josephite Charism
- Staff faith formation and support
- Empowered community engagement

QCESR Panel Report summary

Education

- Strategic implementation of evidence-based programs
- Data informed practice and continuous improvement
- Improved student outcomes
- Enhanced pedagogical practice
- Early intervention and support
- Inclusive and supportive school culture
- Staff development and empowerment
- Enrichment and extension opportunities
- Cultural and community engagement

QCESR Panel Report summary

Community

- Personalised and community-centred leadership
- Collaborative goal setting
- Unified approach to pedagogy and behaviour
- Commitment to school improvement
- Supportive and inclusive school culture
- Improved communication and transparency
- Strengthened family partnerships
- Civic and community engagement

QCESR Panel Report summary

Stewardship

- Staff culture and professional growth
- Environmental stewardship
- Infrastructure and financial management
- Governance and compliance
- Safe and predictable learning environment

QCESR Panel Report summary

- Strategic leadership
- Clear strategic priorities for future growth
- Holistic and sustainable school improvement

School's future focus

- *St Joseph's Vision for Learning
- *Extend the existing leadership team

Staffing for 2026

Principal - Vanessa Gangell

Assistant Principal - Tracy O'Dwyer

Finance Officer - Bridget Bolt

Administration - Christine Douglas and Tammy Schelfhout

Speech Therapist - Jordan (Jordy) Robinson

Canteen - Ros Treasure

Wellbeing Officer - Jill Ward

General Education Assistants - Mel Bray, Jane Preston, Tammy Schelfhout and Margrate Snow

Pre-Kindergarten - Baileigh Allen and Ginette Black

Kindergarten - Baileigh Allen, Ginette Black and Tammy Stevens

Pre-primary - Rachael Leventhal and Kirsten Greenham

Year One - Kristie Jones

Year Two - Deb Gundry

Year Three - Yasmin Williams

Year Four - Tammy Moroney

Year Five - Rachel Waters

Year Six - Pete Cosgrove

Support - TBA

Physical Education and Health - Rob Henry

Science - Stephanie White

Languages (Auslan) - Kate Martin

The Arts - Zoe Ramsay

Staff leaving St Joseph's

Raani Abourizk

Di Partridge

Katie Whiteman

Flow of concern (school parents)

Parent who has a concern.

It is the standard expectation that the first point of contact regarding issues that relate to your children is the classroom/specialist teacher. Meeting requests with Leadership to be conducted only if confidentiality issues exist or access to classroom/specialist teacher is limited.

Classroom/specialist teacher...if there is an issue requiring more support...Assistant Principal

Classroom/specialist teacher...if there is an issue of major concern or confidentiality required...Principal

Please note, classroom/specialist teachers will be notified by Leadership of parent meetings with Leadership unless fair reason is provided.

Parents may seek alternate pathways if deemed appropriate to the circumstances.

School Advisory Council Chair...Mr Owen McLarty
CEWA School Improvement Advisor...Miss Toni Kalat

<https://policy.cewa.edu.au/executive-directive/dispute-and-complaint-resolution/>

Catholic Identity-2025

We integrate faith, life and culture through faith formation and shared witness, so that all staff are empowered to further the vision and mission of Catholic Education.

We focus on service learning in the wider community, so that we reflect Catholic social teaching and the students experience faith in action.

Education-2025

We successfully maintain the Spelling Mastery program, so that we have a consistent approach to teaching spelling throughout the school and the students develop a common language.

We successfully maintain the Seven Steps for Writing program, so that we have a consistent approach to teaching writing throughout the school and the students develop a common language.

Community-2025

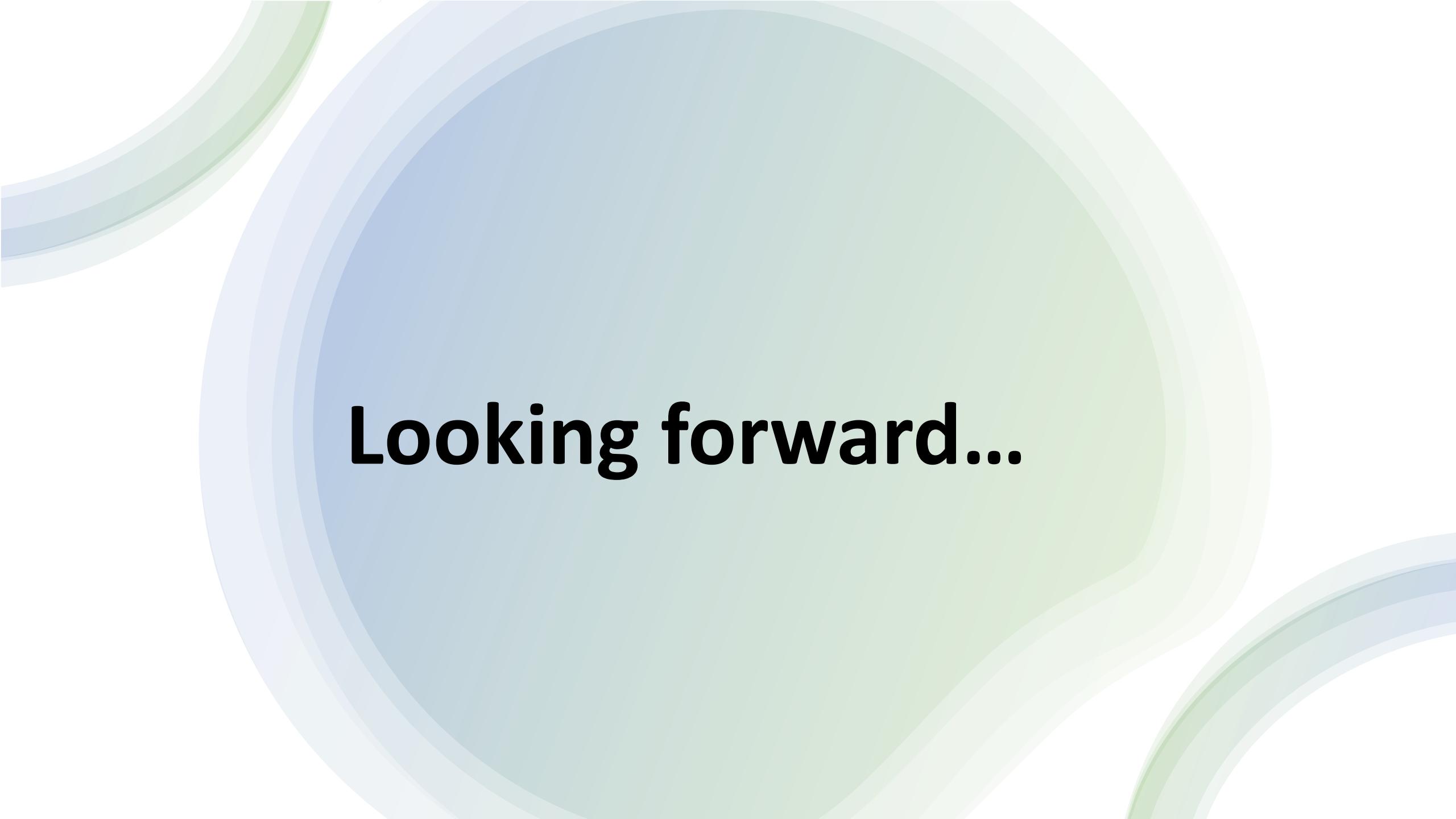
We explore ways we can demonstrate respect for Aboriginal culture and traditions, so that we continue to build our cultural competencies.

We successfully maintain the URStrong friendship and Berry Street programs, so that our students and community members are empowered with the skills, language and self-confidence to develop healthier relationships.

Stewardship-2025

We maintain the Early Years playground area, so that the physical aspect of the learning environment scaffolds and accelerates learning for each student.

We maintain enrolment numbers to stabilise the financial position of the school.



Looking forward...

- Faith formation for the staff-we cannot give what we do not have
- Better Fairer Schools Agreement (Reading and Numeracy NAPLAN goals)
- Spelling Mastery-Years One to Six
- Creation of a school Vision for Learning (CEWA supported)
- Extension of the leadership team
- Analysis of Reading and Mathematics PAT data (CEWA supported)
- School-based psychologist
- Sustainability initiatives
- Compliance Audit-Education Pillar

St Joseph's Catholic School Improvement Plan for 2026

Formation for Mission
Excellence for Success
Witness for Impact
Growth for Access



Catholic Identity-2026

We integrate faith, life and culture through faith formation and shared witness, so that all staff are empowered to further the vision and mission of Catholic Education.

We focus on service learning in the wider community, so that we reflect Catholic social teaching and the students experience faith in action.

Education-2026

We shape our Vision for Learning, guided by CEWA's Vision for Learning, so that we foster a culture of excellence through high-quality, evidence-based teaching with a strong focus on pedagogy.

We aim to increase the proportion of students achieving proficiency in NAPLAN Reading by 10%, so that we meet the goals of the Better, Fairer Schools Agreement.

Education-2026

We aim to increase the proportion of students achieving proficiency in NAPLAN Numeracy by 10%, so that we meet the goals of the Better, Fairer Schools Agreement.

Community-2026

We continue to strengthen our community-building initiatives, so that partnerships with families and local organisations enhance our school's profile and esteem in the wider community.

We work together to develop a Reconciliation Action Plan, so that we strengthen respect, relationships and opportunities for First Nations people across our school and community.

Stewardship-2026

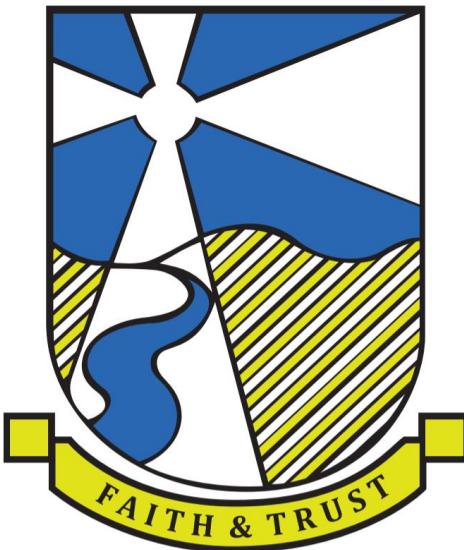
We maintain the Early Years playground area, so that the physical aspect of the learning environment scaffolds and accelerates learning for each student.

We maintain enrolment numbers to stabilise the financial position of the school.

Stewardship-2026

We embed environmental stewardship into daily operations, curriculum and community engagement, so that whole-school sustainability practices foster a culture of care for creation.

CARE culture



St Joseph's Catholic Primary School, Pinjarra

Christ-inspired

Achieve

Relationships

Empower

St Joseph's Catholic Primary School...

A Catholic School of excellence where every child is known.





Thank you for
joining us!