

**St Joseph's Catholic Primary School...A Catholic School of excellence where every child is known.**

Publication of the following information is an Australian Government requirement and pertains to the 2025 calendar year. It highlights our school results and outcomes and helps set targets for improvement during 2026. The school website contains many relevant documents that will provide additional information for parents.

**Contextual Information**

Established in 1934, St Joseph's Pinjarra is a co-educational Catholic parish primary school catering for approximately 240 students from Pre-Kindergarten to Year Six. St Joseph's was founded by the Sisters of St Joseph's and the work of these sisters and of their founder St Mary of the Cross MacKillop, continues to be the core of our school. We endeavour to support the whole child and this is reflected in our mission as 'we seek to create a God centred educational environment where each school community member is nurtured spiritually, academically, socially and physically.' We believe that in a supportive environment, all individuals, staff, students, parish and community members, will recognise their potential and, through our collective effort, become the very best that they can be. St Joseph's school has a strong connection to the parish of St Augustine's and we work closely with catechists in the delivery of parish based, school supported sacraments of Reconciliation, First Holy Communion and Confirmation. Parish priest, Fr Robert Romano is a strong support within the school and in the lives of the staff and students, visiting classes weekly and celebrating whole school Masses and Liturgies.

We seek to ensure the curriculum, delivered through all learning areas, practises effective, contemporary pedagogy and inspires all students to become committed to service of the common good and contribute as Christians to society today.

We commit to providing every student with high quality Religious Education, implementing the Religious Education Units of Work as promulgated by the Diocesan Bishop. The 'Making Jesus Real' program supplements the school's Religious Education curriculum by bringing the Christian faith to life for our community members by showing them how to live it every day and finding 'God Moments' that happen around them.

At St Joseph's we live our mission through Christian Service Learning which reflects many Catholic social teaching principles. Our older students volunteer once a week at the Pinjarra Community Kitchen. Our students assist with the set-up, set-down and cleaning of tables and chairs, and the serving of donated meals to the needy. Our students also engage in conversation with the visitors and participate in a discussion related to a scripture quote and its meaning within their lives with a local volunteer. As part of our Evangelising Mission, students create prayer cards to give to the visitors,

sharing the Good News of Jesus Christ.

Our whole school approach to curriculum guarantees that students receive high-quality, explicit, differentiated teaching that helps them build knowledge and skills throughout their school years. Our whole school literacy programs include Seven Steps for Writing (writing), KeyLinks (reading) Lexile and Literacy Pro (reading and comprehension), Promoting Literacy Development (reading, comprehension and phonics) and Spelling Mastery (spelling). The school utilises MathsTrek throughout the school as well as the Champion of Maths program which is a component of the Alcoa Maths Enrichment Program. The mandated Keeping Safe Child Protection Curriculum, which is a child safety and respectful relationships curriculum, is taught throughout the school. This program teaches students in a developmentally appropriate way how to keep themselves safe.

Extension opportunities are provided for students and incorporate such programs as 'Write a Book in a Day', the Prime Minister's Spelling Bee, Lion's Public Speaking Competition and Children's University. In 2025, our *Write a Book in a Day* team achieved outstanding success, winning both the State and National Primary School categories. Our commitment to literacy is strengthened through the MultiLit suite of programs and the support of a school-based Speech Therapist. In addition, a dedicated teacher works with students in Years 2, 3, and 4 as part of the Better Fairer Schools Agreement, aiming to increase the proportion of students achieving proficiency in NAPLAN Reading and Numeracy by 10%. Specialist classes are offered in Science, Physical Education, Health, The Arts and AUSLAN across the school and a one-to-one iPad program (Bring Your Own Device) is in place from Years 3 to 6.

With Christ as our foundation, we place the spiritual and mental wellbeing of each person in our community as a priority. Our Student Wellbeing Officer offers small group support through the Seasons for Growth program as well as individual counselling when required. We also have a part-time school-based psychologist and access to a CEWA psychologist to support students with their mental health, wellbeing and differential learning needs. The school implements the Berry Street Education Model, equipping staff with strategies to increase engagement for students with complex learning needs, as well as the URStrong friendship program, which focuses on building healthy relationships. Our whole-school behaviour management approach is grounded in Restorative Practice, fostering meaningful, just and positive relationships across the entire school community. Our Early Years educators understand the importance of play-based learning, which capitalises on children's natural inclination to be curious, explore and learn. We also recognise that parents and caregivers are children's first and most influential teachers and the school collaborates with families to ensure that learning experiences are meaningful. Our Early Years Learning caters for Pre-Kindergarten (1 day a week), Kindergarten (3 days a week) and Pre-primary.

St Joseph's collaborates with the School Advisory Council and the Parents and Friends Group (P&F) to

foster Christ-like relationships within our whole school community. The Advisory Council works collaboratively with the school to nurture and strengthen the Catholic culture of the school and the P&F is committed to creating opportunities for community engagement between parents, staff, parishioners and students.

### **Teacher Standards and Qualifications**

All teaching staff at St Joseph's CPS Pinjarra are registered with the WA Teacher's Registration Board and all staff members hold a current Working with Children Card.

Casual relief staff are required to provide the necessary documentation prior to commencing work at the school.

All staff complete a Catholic Education Western Australia (CEWA) employment check. The school ensures that all employees have the necessary accreditation and mandatory reporting requirements to work and/or teach in a CEWA school.

### Qualifications

Master of Education: 3

Bachelor of Education: 9

Certificate III: 4

Certificate IV: 1

Certificates III and IV: 3

### Workforce Composition

Gender	Teaching Staff	Non-teaching Staff	Indigenous	Total
Female	12	12	0	24
Male	2	0	0	2

### **Student Attendance**

Average of all classes percentage over the school year.

Year Level	Rates of Attendance for 2025
Kindergarten	90%
Pre-primary	89%
Year 1	88%
Year 2	91%

Year 3	89%
Year 4	88%
Year 5	86%
Year 6	88%

### Student Non-Attendance

Class teachers record student attendance twice each day. Student non-attendance is managed by the front office via an automated SMS notifying parents each day by 9:15am. A note signed by parents/caregivers is required to explain student absences. If such notification is not received within a reasonable time of the student's return to school, then an absentee form is sent to the parent/caregiver requesting a reason for the absence. High absenteeism is managed through a series of communication, firstly letters to parents/caregivers (CEWA template) then parent interviews. Parents/caregivers who remove their children from school during term time for extended holidays are required to contact the Principal.

### **2025 Annual Assessment Results**

#### Religious Education Assessment

	School	CEWA	Bunbury Diocese
Year 3	443	404	392
Year 5	457	467	447

#### National Assessment Program-Literacy and Numeracy (NAPLAN)

Year 3	School	CEWA	State	National
Reading	408	398	389	402
Writing	410	411	406	414
Spelling	414	396	394	405
Grammar and punctuation	419	398	395	408
Numeracy	398	396	396	405

Year 5	School	CEWA	State	National
Reading	437	492	484	492
Writing	437	482	473	492
Spelling	436	490	490	487

Grammar and punctuation	434	490	490	497
Numeracy	448	486	488	492

Progressive Achievement Tests (PAT)

Year 1	School	CEWA	National
PAT Reading	82.6	81.4	84.2
PAT Maths	96.9	95.6	99.5

Year 2	School	CEWA	National
PAT Reading	91.9	98.8	101.1
PAT Maths	101.8	105.5	108.3

Year 3	School	CEWA	National
PAT Reading	108.3	109.8	113.0
PAT Maths	112.0	113.7	115.4

Year 4	School	CEWA	National
PAT Reading	110.2	117.7	120.9
PAT Maths	115.5	120.3	121.1

Year 5	School	CEWA	National
PAT Reading	116.4	123.1	125.8
PAT Maths	117.4	125.2	125.5

Year 6	School	CEWA	National
PAT Reading	128.9	127.4	128.8
PAT Maths	134.2	129.5	128.9

On-entry Assessment (Pre-primary only)

	School	Similar schools	CEWA
Speaking and Listening	472	n/a	472

Reading	468	439	456
Writing	210	210	210
Numeracy	442	422	442

## Parent, teacher and student satisfaction

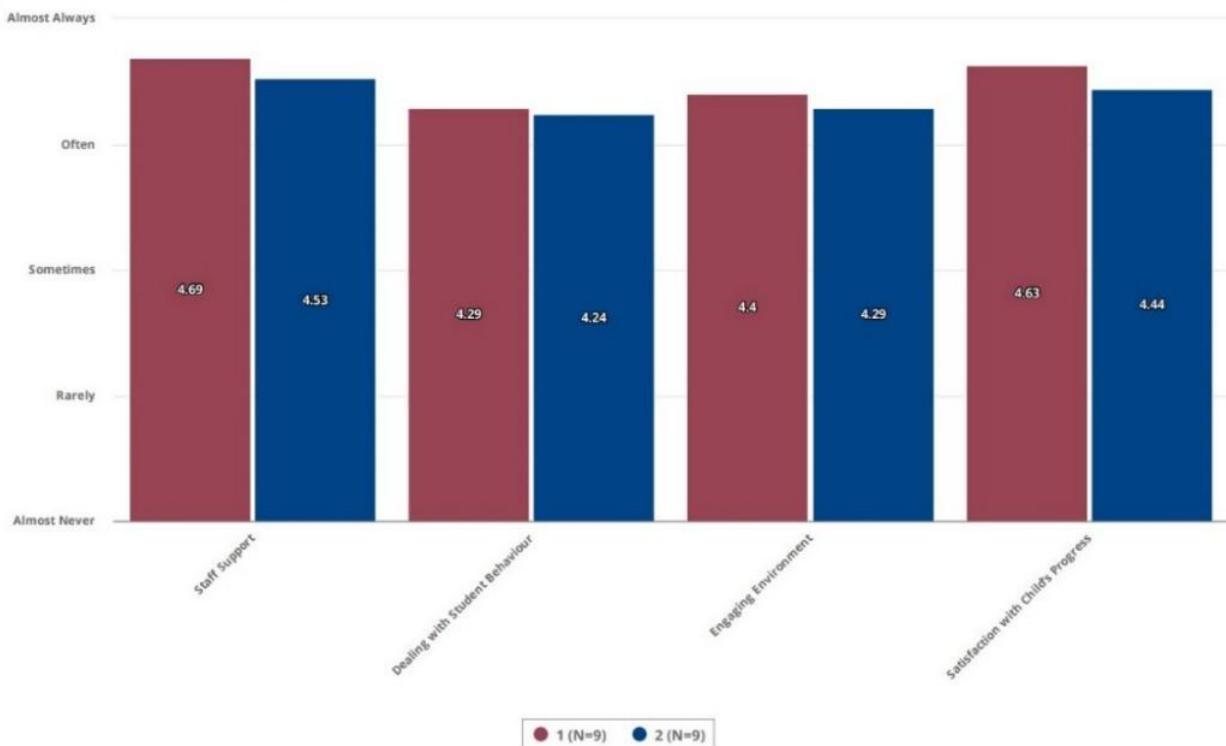
In 2022 information was gathered from the community through the School Organisational Climate Survey. Various groups of stakeholders were consulted as part of their review. Below are results of their thoughts and feedback.

### Parent and Caregiver voice

- Staff support-This construct assess the extent to which parents and caregivers feel that school staff are caring, respectful and supportive of their child/children
- Dealing with Student Behaviour-This construct assesses the extent to which parents and caregivers feel that the school makes the expectations for the behaviours clear and promotes a safe environment
- Engaging Environment-This construct assesses the extent to which parents and caregivers feel that the activities provided to their child/children are stimulating and challenging.
- Satisfaction with Child's Progress-This construct assess the extent to which parents and caregivers are satisfied with how the school helps their child progress.

## Child/Children's Experience: By Number of Children at the School

Means for each construct Categories with less than four responses have been omitted.

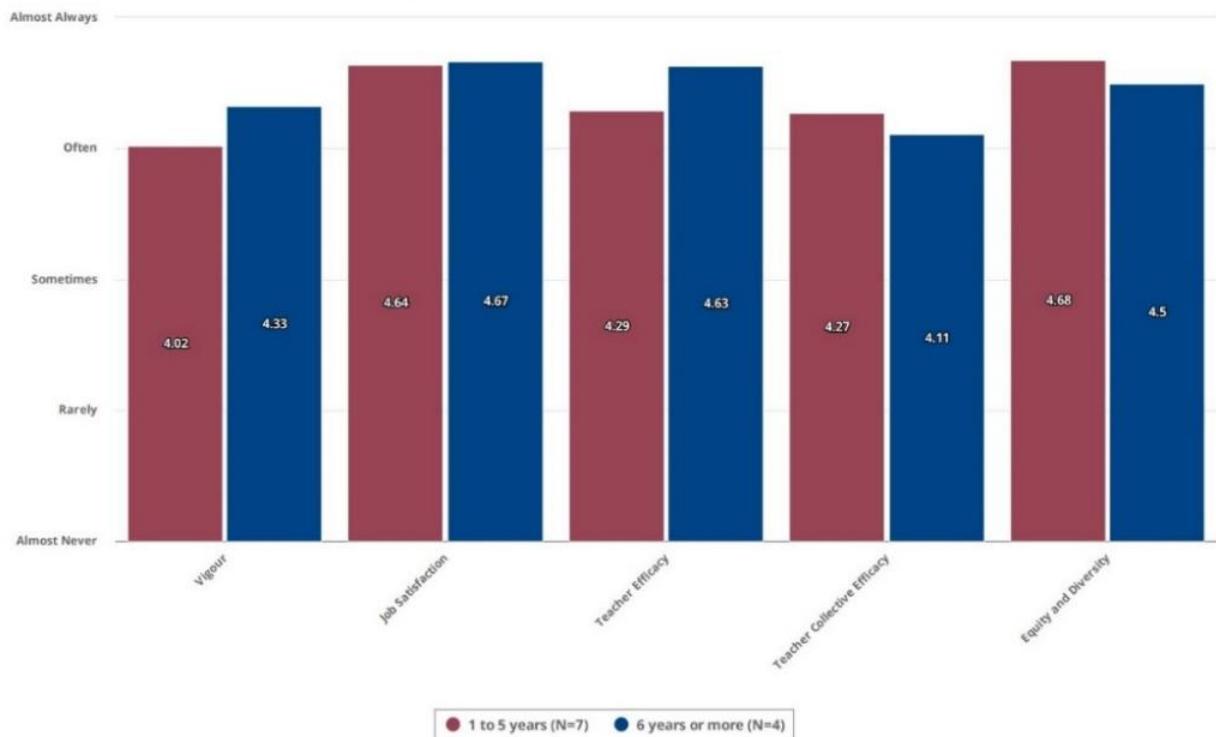


## Staff voice

- Vigour-This construct assesses the extent to which staff have high levels of energy and mental resilience while working.
- Job Satisfaction-This construct assesses the extent to which staff find working at the school satisfying and enjoyable.
- Teacher Efficacy-This construct assesses the extent to which teachers rate their ability to teach well, particularly in difficult or trying situations.
- Teacher Collective Efficacy-This construct assesses the extent to which teachers perceive the teaching staff of the school are able to teach well.
- Equity and Diversity-This construct assesses the extent to which school staff perceive that the school promotes an equitable and diverse workplace.

### **Work Engagement, Efficacy and Satisfaction: By Years at the School**

Means for each construct. Categories with less than four responses have been omitted.



## Student voice

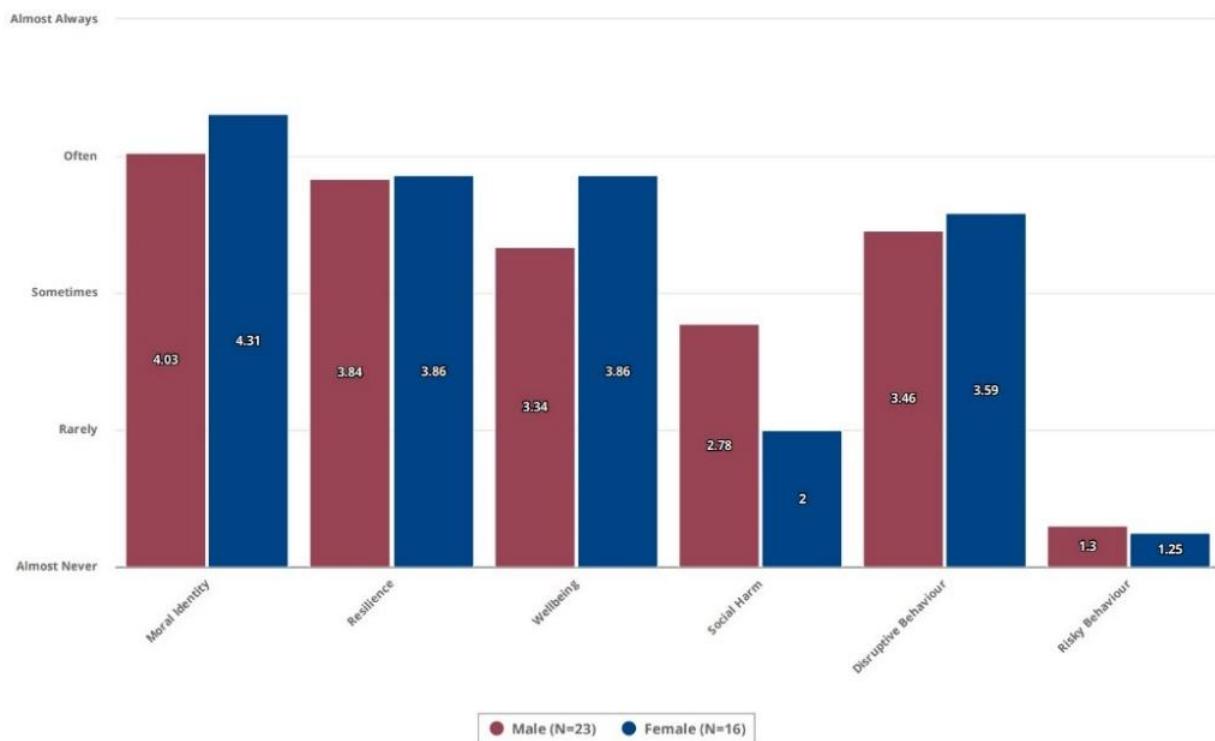
- Moral Identity-This construct assesses the extent to which students have a commitment to lines of action that promote or protect the welfare of others.
- Resilience-This construct assesses the extent to which students are able to cope with adversity and stress and achieve goals in the face of obstacles.
- Wellbeing-This construct assesses the extent to which students experience life in a positive way.
- Social Harm-This construct assesses the extent to which students have experienced social harm or conflict at school.

-Disruptive Behaviour-This construct assesses the extent to which students perceive lessons to be disrupted by others.

-Risky Behaviour-This construct assesses the extent to which students consider themselves to be involved in risky or undesirable behaviour.

### Protective and Risk Factors: By Gender

Means for each construct. Categories with less than four responses have been omitted.



### Post-school Destinations

Austin Cove Baptist College, Foundation Christian College, Frederick Irwin Anglican School, Mandurah Catholic College and Pinjarra Senior Highschool.

### School Income

The School income for the previous year is available in the Finance Section on the My School website at <https://www.myschool.edu.au/school/48939/finances>

### 2025 Quality Catholic Education

**Catholic Identity...Christ-inspired (CARE Culture)**

Whole school Masses, Liturgies and Special Days.

Term One-Welcoming Mass, Ash Wednesday, St Joseph's Feast Day, Staff/School Advisory

Council/Parents and Friends Group Commissioning Mass, Student Sacramental Enrolment Mass,

Stations of the Cross Liturgy and an Easter Liturgy.

Term Two-ANZAC Day Liturgy, Stations of Glory Liturgy, Mother's Day Liturgy (including a whole school breakfast), Sorry Day Liturgy and NAIDOC Week.

Term Three-St Mary of the Cross MacKillop Mass, The Assumption of Mary Mass, a Father's Day Liturgy (including a whole school breakfast), Book Week Parade, Saint Augustine's Liturgy, Open Night and the Colour Run.

Term Four-Grandparent's Day Liturgy (including morning tea), Pinjarra Massacre Site Liturgy, Remembrance Day Service at the Glelland, Sing-a-long and morning tea for the residents of Bedingfeld Lodge, Advent Liturgy, the Year Six Graduation Mass, the End of Year Thanksgiving Mass and an End of Year Staff Mass.

General-We prayed the rosary during the months of May and October and our Year Four, Five and Six students were able to celebrate the Sacrament of Reconciliation throughout the year.

Sacramental programs-Each sacramental celebration at St Joseph's CPS Pinjarra was enriched by staff-led retreat experiences that supported students in their faith journey:

Reconciliation was celebrated in Term One with Year Three students, guided by Miss Williams and Fr Mars, following a reflective retreat day. First Holy Communion was celebrated in Term Two, supported by Miss Moroney and Fr Robert, with students engaging in a meaningful preparation retreat.

Confirmation was also celebrated in Term Two with Year Six students, assisted by Mr Cosgrove and Fr Robert, following a spiritually focused retreat experience.

Social Justice Program-St Joseph's Pinjarra 'Soup-er' Community Kitchen.

2023 Quality Catholic Education Award in the Student Led Category and a Merit Award in the Catholic Identity Category, for the work we have been doing at the Community Kitchen. This work continued throughout 2024 and 2025.

Our annual "Sing-a-long" for the residents of Bedingfeld Lodge is also part of St Joseph's social justice program, giving students a meaningful opportunity to share joy and connect with our wider community.

Student Leaders-Our Student Ministries-Environmental, Executive, Pastoral and Sport-alongside our Year Four and Five Student Councillors, meet fortnightly with their teacher facilitator and serve as exemplary leaders for our entire school community. These young leaders embrace their roles within the School Leadership group, where they develop and implement meaningful school activities and service projects while collaborating with teachers and peers to foster a positive learning environment.

Faith Formation- St Joseph's CPS Pinjarra's "Guided by the Spirit" initiative offered staff a creative and faith-filled formation experience centred on the Holy Spirit. Through mosaic art, scripture, and reflection, staff deepened their connection to Jesus, strengthened Catholic identity, and grew spiritually-individually and as a team. The day reminded us that nurturing faith enables us to witness it meaningfully in our school community.

**Education...Achieve (CARE Culture)**

2025 has seen St Joseph's work towards developing whole school pedagogical approaches to

teaching and learning to ensure consistency throughout the school.

-Seven Steps for Writing

-Spelling Mastery in Years One, Two, Three, Four and Five

-An Early Years focus on reading with support from CEWA Literacy consultants

-Intervention programs, including MultiLit, Reading Eggs and the Toe by Toe program

-School-based speech therapist

-Focus on building teacher capacity regarding the creation and implementation of Individual Education Plans (IEPs)

-Fortnightly case management meetings with CEWA based psychologist

-Dedicated Literacy and Numeracy blocks

-Daily Reviews

-Consistent approach in classes with Learning Intentions and Success Criteria displayed

-2024 Quality Catholic Education Merit Award in the Student Led Category for the 'Children's University Program'.

-Academic extension through competitive programs including Write a Book in a Day, Numero, Prime Minister's Spelling Bee, Lion's Public Speaking Competition and the Great Southern Hackathon.

-The *Write a Book in a Day* team won both the State and National Primary School categories.

### **Community...Relationships (CARE Culture)**

St Joseph's is continuing to build relationships in the local and wider community. The reinforcement of values and culture, the learning opportunities provided when students are involved in community projects and the nurturing of positive social behaviours attest to the importance of community engagement.

-St Joseph's Pinjarra 'Soup-er' Community Kitchen

-Newly formed Parents and Friends group

-School discos

-School quiz night

-Annual Schools Tree Planting event

-Peel-Harvey Catchment Council (clean the Murray River Foreshore)

-Murray Library (visiting authors and National Simultaneous Storytime)

-Restorative Practice

-Student Ministry meetings

-Yarning Circle

-Cleaning/tidying the Pinjarra Massacre Site

-Peel Connect

-Bedingfeld Lodge Sing-a-long and Christmas card giving

## **Stewardship...Empower (CARE Culture)**

We continue to support the educational outcomes of our students through the purchasing of educational resources and the upgrading of facilities. We also acknowledge that our staff are our most important and valued resource.

-Growth plans for all staff (iGrow model)

-Affordable Schooling Project (8<sup>th</sup> year)

-New iPads for junior classes

-Levelled Reading books

-Aluminum picnic tables and umbrellas for student eating area

-Ongoing maintenance...painting, carpeting, gutters and lighting

-Increased enrolments

Sustainability-We've transformed underutilised school grounds into raised garden beds, where classes grow vegetables and herbs. The produce is donated to the Pinjarra Community Kitchen and the worm wee from our school's worm farm helps fertilise the gardens. Students come to understand that even small, mindful actions can make a meaningful difference in the lives of others.

## **School Improvement for 2026**

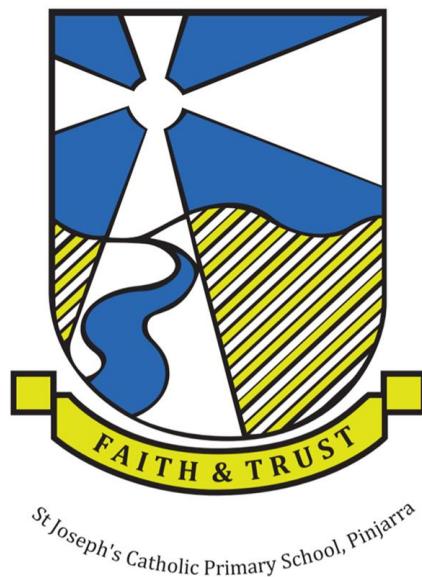
<b>Catholic Identity</b>	<b>Education</b>	<b>Community</b>	<b>Stewardship</b>
Inspiring Christ-centred Leadership	Catholic Schools of Excellence	Catholic Pastoral Communities	Accessible, affordable and sustainable system of schools
<b>Christ-inspired</b>	<b>Achieve</b>	<b>Relationships</b>	<b>Empower</b>
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 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 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 maintain the Early Years playground area, so that the physical aspect of the learning environment scaffolds and accelerates learning for each student.
We focus on service learning in the wider community, so that we reflect Catholic social teaching and the students experience faith in action.	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.	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.	We embed environmental stewardship into daily operations, curriculum and community engagement, so that whole-school sustainability practices foster a culture of care for creation.

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.

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

**'We at St Joseph's Catholic Primary School, Pinjarra, seek to create a God centred environment where each school community member is nurtured spiritually, academically, socially and physically.'**

Ms Vanessa Gangell, Principal



*St Joseph's Catholic Primary School, Pinjarra*