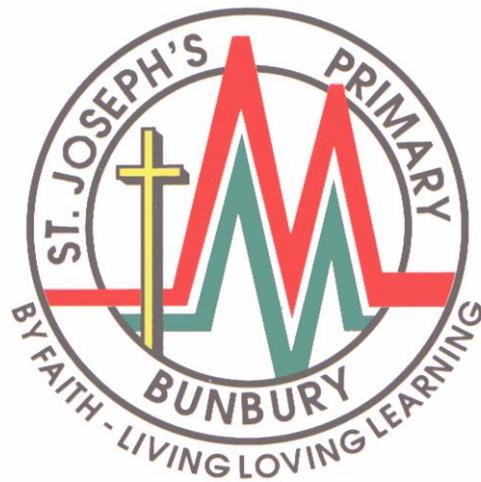


**St. Joseph's
Catholic Primary
School
Bunbury**



**School Performance
Data
2018**

For the 2018 School Year

(Published June 2019)

St Joseph's Catholic Primary School
Parade Road
Bunbury
June 2019

Contextual Information

St Joseph's Primary School is a double stream co-educational Catholic School catering for an enrolment of just over 450 students from Three Year Old Kindergarten to Year Six. St Joseph's has strong links to the Sisters of Mercy, who were instrumental in the establishment of primary education within the Bunbury region. The school offers an excellent learning facility for students and staff and has well-resourced Art, Library and Science dedicated spaces that are outfitted with flexible learning in mind. Each class has an Apple TV screen, and the integration of technology into the academic program is a priority. All Years Three to Six students participate in the one-to-one device program, junior classes share a pool of iPads and all students have access to desktop computers throughout the school. St Joseph's has a vibrant staff that is committed to maintaining a child safe environment and providing a quality Catholic education for all students. There is a strong emphasis on the development of Literacy and Numeracy skills through delivering the curriculum via the Response to Intervention model across all year levels. As a result, Growth Mindset and enrichment and intervention programs are seen as high priorities. Additional specialist programs in the school include Science, Music, Art, Indonesian, Physical Education and Health/Library. Parental involvement in the school is encouraged along with open communication between parents, staff and students to enhance pastoral care and development of the community. The school board provides effective support and leadership to the school community.

Teacher Standards and Qualifications

Twenty-eight teaching staff were employed at St Joseph's in 2018. Of the 28 teaching staff, 28 are 4 year trained. Three of our teachers are also qualified in education at Masters level.

Workforce Composition

	TOTAL	FEMALE	MALE
Teaching Staff	28	25	3
Non-Teaching Staff	23	21	2
Indigenous Staff	1	1	0

	TOTAL	FEMALE	MALE
Teaching Staff	22.92 FTE	19.92 FTE	3.0 FTE
Non-Teaching Staff	16.48 FTE	14.68 FTE	1.8 FTE
Indigenous Staff	1 FTE	1 FTE	0

Student Attendance at School

Rates of Attendance

Pre Primary	92.91%
Year 1	93.69%
Year 2	94.26%
Year 3	94.73%
Year 4	95.08%
Year 5	93.73%
Year 6	95.09%

The average attendance rate for 2019 was **95.26%**

Management of Non-Attendance

- Attendance is recorded each morning and afternoon by classroom teachers via the SEQTA system.
- Parents are required to notify the school prior to 9.15 am on the day of their child's absence. Parents receive a text message from the school if this is not done.
- Written absentee notes or texts are required for school records. If any absences do not have a correlating written explanation from the parents, a pro-forma letter is emailed to families requesting an explanation.
- Families who decide to take in-term holidays are required to complete a document in regards to the importance of attendance at school.

NAPLAN Information

National Assessment in Literacy and Numeracy (NAPLAN)

Percentage of Children Achieving Benchmark 2018

<i>Year Level</i>	<i>Grammar / Punctuation</i>	<i>Numeracy</i>	<i>Reading</i>	<i>Spelling</i>	<i>Writing</i>
3	94%	98%	98%	94%	96%
5	100%	100%	100%	100%	98%

Parent, Student and Teacher Satisfaction

Survey results gained from parents, staff and senior students reflected an appreciation for the way all members of the community were included with compassion and respect. This clearly had an impact on the behaviour of students who felt safe and connected. As a result, their motivation was high, which supported their learning confidence and outcomes for students across the campus.

Post-School Destinations

School	Catholic	Non Catholic
Bunbury Catholic College	36	20
Newton Moore Senior High School	0	0
Bunbury High School	0	1
Bunbury Cathedral Grammar	1	0
Australind Senior High School	0	0
Dalyellup College	0	0
Grace	0	1
Interstate	0	1

School Income

Information regarding school income can be obtained by accessing the ACARA website at the following address:

myschool.edu.au

Report on progress towards the school's SIP for 2018

LEARNING: *Leadership formation – transforming our people to lead outstanding Catholic communities*

ENGAGEMENT: *Early years learning and care – partnering across communities to provide the best opportunities for young families*

ACCOUNTABILITY: *Health and wellbeing of students and staff – providing learning environments where everyone feels safe and can flourish*

DISCIPLESHIP: *Educating at the margins – engaging with the most vulnerable and marginalised in our society*

Key goals:

- By the end of Semester One 2018, early childhood staff will be up-skilled in analysing Running Records.
- Teachers from Years One to Six will deliver Guided Reading to their classes on a daily basis.
- Students will demonstrate one year or more progress in their reading comprehension within 12 months.
- An increased number of students will demonstrate progress of two years or more in writing from Years Three to Five.
- An increased number of students will demonstrate improvement in narrative writing skills according to the Brightpath ruler.
- STEAM lessons are outlined in class programs and accompanying work is displayed in all classrooms.
- Years Five and Six Enrichment, DT and STEAM programs are fully integrated.
- All staff will be upskilled in implementing new technology for teaching.
- Teachers from Years Kindy to Six will integrate technology through STEAM.
- All staff will use Teams to access administrative notes.
- Aboriginal and multicultural lessons are integrated through identification of Cross Curricular Priorities in teachers' programs.
- Years Four and Five students will all be using one-to-one devices.

Strategies to achieve:

- Provide PL for Running Records.
- Continue with ongoing professional reading.
- Staff to engage in shoulder-to-shoulder sharing of guided reading lessons.
- Dedicate adequate staff meeting time to familiarising all staff with the Reading Comprehension scope and sequence.
- Maintain peer discussions to support Guided Reading lessons and complete Running Records.
- Provide EAs with PL on "Pause, prompt, praise" reading strategy.
- Implement Brightpath rulers and software to assist moderation of writing assessment across the school.
- Student narrative writing to be assessed using the Brightpath rulers in Terms Two and Four.
- Staff will attend STEAM PD.
- Review combination of STEAM and Enrichment classes.
- Integrate STEAM across the curriculum.
- Provide time for cluster meetings.
- Create an assets register for STEAM.
- Designate a storage area for STEAM.
- Parents will provide iPads for Years Four and Five students.
- Resurvey parents, students and staff to identify satisfaction with one-to-one implementation.
- Review TIM to check that staff have made progress towards the "Transformation" level of technology integration.