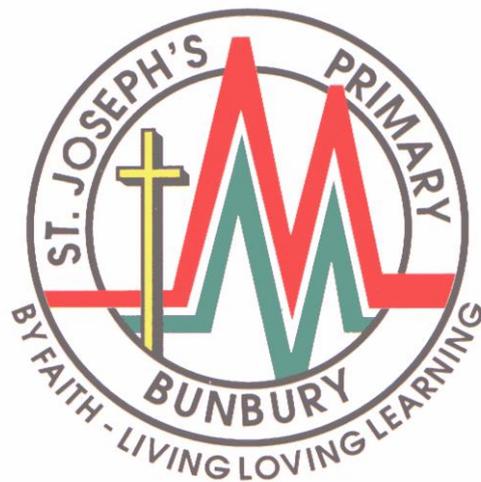


St. Joseph's Catholic Primary School Bunbury



School Performance Data 2020

For the 2020 School Year

St Joseph's Catholic Primary School

Parade Road Bunbury

Contextual Information

St Joseph's Catholic Primary School is a double stream co-educational Catholic School catering for an enrolment of just under 420 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 dedicated Art, Library and Science 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 and personal iPads 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 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-seven teaching staff were employed at St Joseph's in 2020. Of the 28 teaching staff, 28 are 4 year trained. Four of our teachers are also qualified in education at Masters level.

Workforce Composition

	TOTAL	FEMALE	MALE
Teaching Staff	28	24	3
Non-Teaching Staff	24	21	3
Indigenous Staff	1	1	0

	TOTAL	FEMALE	MALE
Teaching Staff	22.46 FTE	19.46 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	88.90%
Year 1	91.10%
Year 2	90.23 %
Year 3	93.92%
Year 4	92.47 %
Year 5	91.17%
Year 6	93.04 %

The average attendance rate for 2020 was 91.46%

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 sent home requesting an explanation.
- Families who decide to take in-term holidays are required to sign a parent letter.
- Principal & CEWA staff work with families of students with unacceptable attendance rates to ensure re-entry and improvements in attendance

NAPLAN Information

National Assessment in Literacy and Numeracy (NAPLAN)

Percentage of Children Achieving Benchmark 2019

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

There are no NAPLAN results for 2020 as tests suspended nationally due to Co-Vid 19.

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	Number of students
Bunbury Catholic College	56
Bunbury High School	3
Bunbury Cathedral Grammar	1
Applecross Senior High School	1
Hope Christian College	1
TOTAL	62

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 2020

CATHOLIC IDENTITY (Discipleship): *Systematic evangelisation planning; Integrating Catholic faith, life and culture.*

COMMUNITY (Engagement): *Engagement with the school community; Wider community partnerships.*

EDUCATION (Learning): *An explicit improvement agenda; Analysis and discussion of data; A culture that promotes learning; Targeted use of school resources; An expert teaching team; Systematic curriculum delivery; Differentiated teaching and learning; Effective pedagogical practices.*

STEWARDSHIP (Accountability): *Staff wellbeing; Pastoral care of students.*

2020 GOALS WERE IMPACTED BY COVID and resulting restrictions especially in the area of community and community partnerships

Key goals:

- Increased number of staff utilising reflective spaces around the school, eg school chapel.
- Increase Year Six leadership opportunities through the use of Ministry groups.
- Increase staff skills and pedagogy in the Aboriginal Studies area.
- 80% of students will demonstrate two years or more growth in writing between Years Three and Five.
- Teachers will use TIM to rate levels of technology integration in the classroom.
- By the end of term 4 2020 all staff will use Teams and OneNote.
- By the end of 2020 all staff will integrate technologies across the curriculum.
- Develop student cybersafety awareness
- Resources in the ECE centre will be updated to promote Choice and Agency.

Strategies to achieve:

- Staff lead prayer times based on the concept of sacred pathways.
- Staff create focal points to promote reflection around the school grounds.
- Regularly communicate with staff regarding well being practices and sacred reflection
- Hold a staff retreat.
- Year Six students will be allocated to lead Ministry groups for Communication, Environment, Sport and Missions.
- Each Ministry group will have fortnightly meetings, discuss their roles/faction charism, set their goals, plan and carry out actions.
- Significant dates and events will be observed to celebrate Aboriginal culture.
- Use Facebook as a resource to promote school in grater community
- Student attendance at Eisteddfod and Cathedral masses to promote community engagement
- Inclusion of ATA in planning and delivery of curriculum and events
- Endeavour to share activities with other schools.
- Participate in the Telethon Cyber Safety program
- Invite Aboriginal families and community members to share their knowledge with classes.
- Identify and make staff aware of local resources which support community relations.
- Identify Aboriginal Education PL for the staff.
- Staff and students to develop indigital technology to focus on Indigenous culture
- Staff and students to begin development of Aboriginal garden in school grounds, working with community members, IT providers and CEWA consultants
- Reorganise staff meetings and cluster meeting schedules to ensure focussed PL
- Brightpath PL to assist with moderation across the school.
- Talk for Writing PL to assist in choosing and implementing a consistent approach.
- Nominate a Talk for Writing key teacher/s for Early Years cluster .
- Make time for cluster meetings: meaningful learning and teaching through collaboration.
- Timetable wellbeing focus each term for staff in meeting schedule
- Digital Technologies PL.
- Integrate Enrichment into classroom activities
- Begin CDP to expand and renovate the Preprimary buildings/Admin and Carpark areas
- Purchase resources to support programs such as Talk for Writing
- Work collaboratively with School advisory council and P & F to support community outreach eg Easter hampers.