

St Joseph's School, Moora

2021 Performance Information

St Joseph's School is a community growing together in harmony and faith in Jesus. We espouse values that promote students, staff and families forming a respectful, caring, interconnected community in which everyone is helped to feel and be comfortable and safe.

We are a Catholic co-educational single-stream primary school established by the Sisters of St Joseph in 1913. The school is part of the Parish of St John the Baptist, Moora and within the Archdiocese of Perth. Located about two hours north-east of Perth, we currently cater for approximately 150 students from Kindy to Year 6, with approximately 25% Aboriginal enrolment. Children from outside areas such as Watheroo, Dandaragan, Bindi Bindi, Miling, Badgingarra, Koojan and Piawanning, travel by bus to school, but most school enrolments come from the town of Moora.

A dynamic and enthusiastic staff of 30 including experienced teachers, education assistants, Aboriginal Teacher Assistants, administrative and grounds staff, work with parents to holistically develop each child in our care.

A broad and comprehensive curriculum supports the needs of all students, with Literacy and Numeracy being the major focus throughout the school. In addition to providing a strong academic curriculum, all students Year 2 – Year 6 are taught by specialist teachers in the areas of Science, Physical Education, Health and ICT. Italian is taught in Years 3-5. With a focus on differentiated learning and teaching practices, the academic program caters for the needs of all children. Interactive white boards, computers, iPads, notebooks and robotics resources are available in classrooms.

The school offers Mini-Lit Literacy Support (Yrs PP-2), Extending Mathematical Understanding (EMU) support (Yrs 1-2) and targeted Maths extension (Yrs 3-6). Extra curricula options are available through interschool/district carnivals and festivals and Sporting Schools (where funding is available). The school also provides an Aboriginal pre-school playgroup three morning each week and two Kindergym sessions (0-18mths and 2-4 yrs) on Tuesday mornings.

Parents, grandparents and wider community members are encouraged to volunteer time to help with classroom activities. We have a small core of parents and community volunteers who assist with listening to children read and help in the canteen.

INFORMATION RELATING TO THE SCHOOL

Teacher standards and qualifications	Qualifications of Teaching Staff	No. holding that Qualification		
	Masters of Education	1		
	Bachelor of Education	12		
	Bachelor of Science	1		
	Bachelor of Health Science	1		
Workforce composition	Males	2	Females	27
	Full time	10	Part Time	19
	Leadership Team & Teachers	14	Teacher Assistants	8
	Administration	3	Other	4
	Indigenous	3	Non-indigenous	26

Student attendance	Overall	K	PP	1	2	3	4	5	6
	88.45%	89.8%	79.8%	88.1%	89%	90.3%	94.3%	88.3%	89.8%

Student attendance is recorded twice daily in SEQTA. Office staff check student absences in SEQTA. All those who have been marked as absent (red cross) are followed up by SMS to determine where the child is. This information is then recorded in SEQTA as an “unresolved absence” until a written note is received, when it is changed to “resolved”, or “medical”.

Students who arrive late (ie. after 8.50am), or leave early (ie. before 3.00pm) are signed in and out at the school office.

Where a student has not returned with a note to explain an absence, a note is generated from SEQTA and sent home by the classroom teacher requiring a reason for the student’s absence. Aboriginal Teacher Assistants follow through with phone calls and home visits for Aboriginal children who have unexplained absences of more than one day.

The school bus runs most mornings to pick up Aboriginal students who live in Moora in an effort to improve both attendance and punctuality.

In cases of concern and where attendance has fallen below 85%, letters are sent alerting parents to the risks of poor attendance. Where a second letter is sent home, the parents are requested to meet with the Principal in an effort to determine appropriate interventions.

Where students have been absent for three or more weeks and all efforts to determine when they are returning or to locate them have failed, the student is placed on the *Students Whereabouts Unknown* list. They are removed from the school roll when notification to do so is received from the SWU office.

NAPLAN information	Mean Score Comparison for Year 3				
	Year	School	CEWA	State	National
	2021				
	Reading	517	516	505	511
	Writing	483	493	481	480
	Spelling	502	513	503	504
	Grammar	489	504	497	503
	Numeracy	485	494	489	495
	Mean Score Comparison for Year 5				
	Year	School	CEWA	State	National
	2021				
	Reading	517	516	505	511
	Writing	483	493	481	480
	Spelling	502	513	503	504
	Grammar	489	504	497	503
	Numeracy	485	494	489	495
	Our NAPLAN results are tracking well. We are above the national average in Reading and although slightly below average in comparison to some CEWA schools in other areas we are on an equal footing with Western Australian schools in Writing, Spelling and Numeracy. We				

	<p>continue to focus on Numeracy to ensure our students are receiving intervention where possible.</p>
<p>Community satisfaction</p>	<p>Parents, teachers and students have demonstrated a commitment to the ethos of St Joseph's and are given every opportunity to be involved in the life of the school.</p> <p>Strong communication links between parents, teachers and students is a significant aspect of our school ethos and policy and this is enhanced through meetings with parents (as required), Three-Way Interviews, Information meetings, communication books in the lower grades, open days, Teacher/Principal Interviews and our fortnightly newsletter.</p> <p>Parent and grandparent volunteers and community members, students and staff work together and are actively involved in many facets of school life including canteen, classroom assistance in the lower grades and fundraising events such as Mother's Day and Father's Day stalls, the Picnic and Performance Night, and Walk-Like-A-Pirate lap-a-thon. Some activities in 2021 were impacted by COVID and some changes were made to events.</p> <p>Teachers and students have contributed to the wider community through their involvement in activities such as work displays in St John the Baptist Church, entries in the Moora Show, participation in the community ANZAC Day ceremony and NAIDOC Week</p> <p>Fundraising for Caritas, LifeLink and Catholic Mission are integral to our promotion of commitment to those less fortunate than ourselves. In 2021 in conjunction with St John the Baptist Church we were very pleased that we were able to deliver around 25 Christmas/Food Hampers to needy families in our Community. This is something we hope will grow over the next few years.</p>
<p>2021 Annual School Improvement</p>	<p>CATHOLIC IDENTITY <i>To provide an opportunity for staff to participate in an on-going renewal of accreditation workshop.</i></p> <ul style="list-style-type: none"> Father Renald and Mrs Savage-Morton (Principal) ran a Professional development on Church Teachings and Living a Eucharistic Life. Artistic pieces are displayed in our staffroom as a reminder of this day. <p>EDUCATION <i>To consolidate teachers' theoretical understanding of differentiation and their implementation of it into core subjects across all year levels.</i></p> <ul style="list-style-type: none"> Maths Differentiation let by Ben Saulsman Maths – where are we at? Run by staff Using Seesaw as a teaching tool – Run by staff <p>EARLY YEARS FOCUS <i>To promote Focus Area 1: Learning Intentions</i></p> <ul style="list-style-type: none"> Using WALT (We Are Learning To) and WILF (What I'm Looking For) at the beginning of each lesson <p><i>To promote Focus Area 3: Sustainability and Recycling</i></p> <ul style="list-style-type: none"> Looking at water and energy and how they can be used more sustainably Students actively recycling applicable items. <p>COMMUNITY <i>Continue with initiatives to increase the number of families attending and the regularity of attendance at Lil' Joeys.</i></p> <ul style="list-style-type: none"> Participation in KinderGym on Tuesdays Attendance incentives eg. providing food through breakfast and cooking activities Liaison with families by all AEA's <p>STEWARDSHIP <i>To develop a short-term Strategic Plan allowing as there will be a change of principal in 2021.</i></p> <ul style="list-style-type: none"> New Strategic Plan being developed with the arrival of a New Principal and New assistant principal.
<p>Income</p>	<p>Information regarding the school's income can be found by following the prompts on the following link http://www.myschool.edu.au</p>

