

# St Joseph's School

## 2017 Performance Information

St Joseph's was founded in 1913 by the Sisters of St Joseph as they saw a need to provide education for children disadvantaged by the fact they lived in the country. Following in their tradition, we at St Joseph's School believe that we are a community, growing together in harmony and faith in Jesus. While most of the school's 170 enrolments from Kindy to Year 6 come from the township of Moora, children from outlying areas such as New Norcia, Watheroo, Dandaragan, Bindi Bindi, Miling, Koojan and Piawanning, travel by bus to school. The school has an Aboriginal playgroup (Lil' Joeys) which runs Tuesday to Friday mornings.

The school employs 32 staff, 15 of whom are teaching staff (full and part-time), 5 Education Assistants (full and part-time), 4 Aboriginal Education Assistants (full and part-time), and 8 staff who cater for administrative/other duties (most working part-time hours).

Parents are acknowledged as the first educators of their children and are valued for the contribution they make to school life. Our school has made it a priority to promote the ideal that students, staff and families form a respectful, caring, interconnected community in which everyone is helped to feel and be comfortable and safe. From its foundation, St Joseph's School has particularly supported Aboriginal and Torres Strait Islander (ATSI) children and has instigated a number of measures to improve attendance and engagement in learning and school life, including academic support programs, a morning bus run, breakfast club, home visits by Aboriginal Education Assistants (ATAs) and liaison with external agencies.

In addition to providing a strong academic curriculum, all students Year 1 – Year 6 are taught by specialist teachers in the areas of Science, Physical Education and Computing. Extra curricula options are also available through interschool/district carnivals and festivals and Sporting Schools (where funding is available). With a focus on differentiated learning and teaching practices, the academic program caters for the needs of all children. However, there is a need to particularly support those students who have 'gaps' in their learning. To do this the school offers MiniLit, MultiLit and MacqLit Literacy Support (Yrs 1-6) and Extending Mathematical Understanding (EMU) support (Yrs 1-2).

Parents and grandparents 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.

### PRINCIPAL'S 2017 ANNUAL REPORT TO THE COMMUNITY

2017 has been an extremely busy, but rewarding year and our students have been provided with many opportunities to participate in diverse, rich and exciting learning opportunities. It would be impossible to list all of the events and milestones from the year, so I will just talk about a few.

**School Canteen:** Earlier in the year, we conducted a canteen survey to get the community's ideas about how we could improve our canteen service. Based on this feedback, we revamped the menu, ensuring it adheres to our Healthy Food and Drinks Policy and provided some new menu items, such as nachos and the grazing plate. These have proven to be popular items and Rosemary and her volunteer helpers, Sarah Hubbard, Jeanie Longman and Shirley O'Brien, have done an outstanding job implementing the new menu. I thank them sincerely for their work in this.

**Faction Names:** The staff decided to explore the idea of relabelling our factions with names that had some meaning in the local community. After receiving all the feedback and name ideas, we took it to a vote and the factions were renamed Yuat, Mackillop and Moore. We also introduced a whole school behaviour reward system and students have been collecting house tokens for making good choices.

**Grandparents' Day:** To celebrate the role that grandparents play in the life of our students, we introduced Grandparents' Day this year. We began the day with a liturgy to commemorate the feast of Sts Joachim and Ann, the grandparents of Jesus, and then our special visitors could visit the classrooms to see what their grandchildren were learning. We had a great response to this day and plan to make it an annual event.

**Sacramental Program:** In conjunction with Fr Chris Webb and the parish of St John the Baptist, we had students celebrate the sacraments of Reconciliation, Eucharist and Confirmation this year. They were ably prepared by both the in-class Religious Education programs and by after-school classes led by Jackie Riches and Fr Chris. These programs

provide our students with opportunities to participate in the life of the church and to develop their understanding of their faith, which is a core goal of our Catholic Education system.

**P & F:** We have been blessed with the wonderful core group of P & F members this year. They have been very generous in their responses to teacher requests throughout the year and have provided many, many, many resources to our teachers to enhance their learning programs. They have provided us with literacy and numeracy resources, classroom storage, intervention programs, learning games for the classrooms and much more.

Their current fundraising goal is to provide some shade to the playground and they have conducted a range of fundraising activities to assist with this. There was the fete, mother's and father's day raffles, school disco, the 5 cent challenge, manning the Moora Race gate and the picture plates. Of course, the P & F fundraising would not be such a success if it were not for the generous members of our school community who bought those raffle tickets and plates, came along to the fete and volunteered to assist when needed. Thank you both to the committee and to the members of the wider community who have supported the P & F events this year.

**Educational Programmes:** Our school offers a diverse range of learning experiences and curriculum to our students and the results of our whole school testing has shown pleasing growth for the vast majority of children this year, especially in the core areas of literacy and numeracy. We are lucky to have a comprehensive support program that allows us to meet the needs of all students and allow each child to thrive. We have been supported by parent volunteers who assist in classrooms and support student learning at home. I would like to especially mention and thank Jean Howard, who comes in each week to assist our senior students with their reading.

**Staff Professional Learning:** Teachers commit to a lifetime of continual learning, even after they graduate from university. This year, every staff member has engaged in professional learning of some sort. Many of our Education Assistants spent a weekend at the WA Teacher Assistant Conference, our playgroup staff attended conferences in Broome and Canberra, most staff have completed study in Religious Education as part of their accreditation requirements and teachers have learned more about protective behaviours, literacy, numeracy, ICT, support programs and working with children with special learning needs. This focus on professional learning and development ensures our staff are well informed and capable of implementing best educational practice in their classrooms.

**Staff:** I want to say a very big thank you to our hard-working teaching staff. Research very clearly shows that teachers have the biggest in-school impact on student achievement and the continuous professional learning, collaboration, research and preparation that each of our teachers does, ensures they are providing high-quality learning experiences for every child. We are blessed to have a stable, long-serving group of teachers who do their best for our students. Our Education Assistants and Aboriginal Teaching Assistants have all made significant contributions to our school this year. Their expertise in early childhood education, working with children with special needs, or in supporting students with literacy and numeracy in classrooms, has enriched our classrooms and provided support for teachers in their work with students. I thank each EA and ATA for their valuable contribution to our school this year.

Our school administration team of Ruth McDonald, Natasha Butcher and Priscilla Willmott have gone above and beyond this year. As a new principal, with a lot to learn about the school, these ladies provided me with insight into the community and answered the thousands of questions I have fired at them throughout the year. Thank you, team, for your support.

Our school support staff, Rosemary Lennox, Gary Brown, Kathryn Murray and Felena Reid make our school tick. Their tireless work ensures our students are well fed and have a safe and hygienic environment in which to learn. Thank you to these staff for their continued work for our school and its students.

**Leadership Team:** I would like to extend my heartfelt thanks to the school leadership team for their support and advice throughout the year. Jackie Riches, Lexy Crombie, Mel Machin, Robyn Watson and Kim Noble have all proven to be invaluable sources of information and insight into the school, its practices, the families and children, which has allowed me to make fully informed decisions throughout the year. I would like to extend an extra special thank you to Jackie Riches, who stepped up at the end of Term 1 to take on the role of Assistant Principal. This is not an easy role and Jackie has demonstrated supreme organisational skills in ensuring that the day to day running of the school has been smooth and efficient. I truly thank her for the time, thought and effort she has put into this position.

**Staff Leaving:** We bid a few staff members farewell at the end of this year. Karra Olde-Byvank will be commencing parental leave as she prepares to welcome a new baby into her family. I thank Karra for her professionalism and commitment to her students this year and give her my best wishes for the safe arrival of her baby. Karra will return at the start of 2019.

Emma Trevaskis will also be welcoming a new addition to her family early next year. Emma has been a fabulous member of our staff this year and has worked very well with Katie Monaghan in running our physical education program and the associated carnivals. We thank Emma for her contribution to our school and wish her the best for the future. Priscilla Willmott has decided to put her feet up for a year and is taking leave in 2018, before returning for the start of 2019. Priscilla has filled a number of roles this year, both in the classroom and the office, and has performed each role with cheerfulness and expertise. I wish Priscilla a restful year.

Ros Drayton will also not be returning in 2018, as she has a new job at Moora Hospital, working in community health. We thank her for her work in running our playgroup this year and wish her the best for the future.

**New Staff:** We welcome Mr Jae Dornan as the new Assistant Principal in 2018 and Miss Nicole Kerr as a new teacher. We have also recently advertised for a new part-time admin assistant, as Ruth McDonald is reducing her hours to one day per week.

I have thoroughly enjoyed my year in this lovely school and have appreciated the opportunity to get to know the students, families, staff and community members. Thank you for the support you have given me and for the friendship you have extended. Moora will hold a special place in my heart. I will you a joyful and peaceful Christmas season, filled with love and relaxation.

Lisa Gallin  
Principal

## INFORMATION RELATING TO THE SCHOOL

Teacher standards and qualifications	Qualifications of Teaching Staff		No. holding that Qualification						
	Masters of Education		1						
	Bachelor of Education		9						
	Bachelor of Arts in Education		2						
	Diploma of Teaching		3						
Workforce composition	<b>Males</b>		2	<b>Females</b>		30			
	Full time		12	Part Time		20			
	Leadership Team & Teachers		15	Teacher Assistants		9			
	Administration		4	Other		4			
	Indigenous		4	Non-indigenous		28			
Student attendance	Overall	K	PP	1	2	3	4	5	6
	92.1%	86.4%	93.5%	92.5%	93.6%	91.9%	92.5%	95%	91.9%
	<p>Student attendance is recorded twice daily in SEQTA and is also monitored through a daily absence sheet sent around. Where a student has not returned with a note to explain an absence, a note is 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 1 day.</p> <p>The school bus runs most mornings to pick up Indigenous students who live in Moora in an effort to improve attendance and punctuality.</p> <p>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.</p>								

NAPLAN information	<p>The tables below indicate the number of students who achieved NAPLAN scores in each band relevant to the subject. The highlighted band indicates the At Standard band for each year level.</p>																																																																																																												
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Community satisfaction	<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 policy and this is enhanced through meetings with parents (as required), three-Way Interviews, Information meetings, communication books in the lower grades, Learning Journey evenings, Teacher/Principal Interviews and our weekly 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 raffles, the Food &amp; Dance Fest, Walk-Like-A-Pirate lap-a-thon and school fete.</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, NAIDOC Week and Tree Planting for the Shire.</p> <p>Fundraising for Caritas and LifeLink are integral to our promotion of commitment to those less fortunate than ourselves.</p>																																																																																																												
Annual School Improvement	<p><b>LEARNING</b>  <i>Improve the transfer of learnt spelling into daily writing across all subjects.</i></p> <ul style="list-style-type: none"> <li>A number of PLC meetings held; school spelling scope and sequence established.</li> </ul> <p><u>Outcome:</u> spelling and grammar scope and sequences written; dictation practice implemented.</p> <p><i>Increase staff capacity to use data to differentiate for extension and remediation.</i></p> <ul style="list-style-type: none"> <li>Establish a data wall for reading and comprehension; PLCs dedicated to upskilling teachers in the use of data; collaborative time built into DOTT timetable.</li> </ul> <p><u>Outcome:</u> data wall not established; standardized test results discussed at PLCs and staff meetings throughout the year.</p> <p><b>ENGAGEMENT</b>  <i>Enhance staff engagement in professional learning</i></p> <ul style="list-style-type: none"> <li>Introduction of SWIVL for personal self-assessment; seesaw as a means of communicating student work and achievements to parents.</li> </ul> <p><u>Outcome:</u> Teachers' self-assessment completed in Term 4; seesaw established; staff record of</p>																																																																																																												

	<p>professional development attended.</p> <p><b>ACCOUNTABILITY</b>  <i>Review the You Can Do It! Program and update Protective Behaviours and Code of Conduct</i></p> <ul style="list-style-type: none"> <li>• Staff training on Code of Conduct;</li> <li>• Regular meetings each term to follow through on attainment of IEP &amp; CAP objectives/strategies</li> </ul> <p><u>Outcome:</u> Code of Conduct for staff and community implemented; scope and sequence for You Can Do It! And Protective Behaviours programmes written</p> <p><b>DISCIPLESHIP</b>  <i>Continue to work with engaging the Aboriginal community in the Lil' Joeys program</i></p> <ul style="list-style-type: none"> <li>• Professional development of ATAs in the Abacedarian Approach; home visits</li> </ul> <p><u>Outcome:</u> the Principal, Patrina and Mel (ECE co-ordinator) trained in Abacedarian; home visits were conducted. Regular attendance was influenced by the movement of parents between Moora and surrounding districts.</p>
<p><b>Income</b></p>	<p>Information regarding the school's income can be found by following the prompts on the following link  <a href="http://www.myschool.edu.au">http://www.myschool.edu.au</a></p>