

St Joseph's School, Moora

2018 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 Thursday mornings.

The school employs 30 staff, 15 of whom are teaching staff (full and part-time), 5 Education Assistants (full and part-time), 3 Aboriginal Education Assistants (full and part-time), and 7 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, Health and Digital Technology. Extra curricula options are 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 and MacqLit Literacy Support (Yrs 1-6) and Extending Mathematical Understanding (EMU) support (Yrs 1-2).

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		9						
	Bachelor of Arts in Education		2						
	Diploma of Teaching		3						
Workforce composition	Males	3	Full time	13					
	Females	27	Part Time	17					
	Leadership Team & Teachers	15	Administration	3					
	Teacher Assistants	8	Other	4					
	Indigenous	3	Non-indigenous	27					
Student attendance	Overall	K	PP	1	2	3	4	5	6
	90.8%	88.4%	89.4%	91.5%	91.5%	91%	90.1%	89%	95.6%

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 8.40am), 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 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.

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

NAPLAN information

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.

Yr 3 13 students	Absent / Withdrawn	BAND 1	BAND 2 Minimum	BAND 3	BAND 4	BAND 5	BAND 6	BAND 7
Reading			1	5	2	2	3	
Writing				4	3	5	1	
Spelling		1	1	4	2	2	3	
Grammar/ Punctuation				6	2	3	2	
Numeracy			3	3	2	2	3	

Yr 5 14 students	Absent / Withdrawn	BAND 3	BAND 4 Minimum	BAND 5	BAND 6	BAND 7	BAND 8	BAND 9
Reading	1	1		2	3	5	2	
Writing	2		2	7	2	1		
Spelling	1		3		4	3	3	
Grammar/ Punctuation	1		1	1	6	2	3	
Numeracy	1			4	5	3	1	

Community satisfaction

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.

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.

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 & Dance Fest, Walk-Like-A-Pirate lap-a-thon and school fete.

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

	<p>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>
<p>2018 Annual School Improvement</p>	<p>LEARNING</p> <p><i>Ensure instructional clarity and consistency across the school.</i></p> <ul style="list-style-type: none"> • Vision for Learning document created. • Teaching and Learning Handbook added to in 2018. • T & L Handbook referred to during PLC meetings on a regular basis. <p><i>Create a PLP for every indigenous student</i></p> <ul style="list-style-type: none"> • PLPs created • Input from parents/carers during 3-way interviews • Parents/ Carers sign PLPs and are given a copy • Robyn Watson nominated as teacher liaison with Aboriginal community <p>ENGAGEMENT</p> <p><i>Continue to implement an ongoing teacher and education assistant development and appraisal process, aligned to the AITSL</i></p> <ul style="list-style-type: none"> • Staff development and appraisal processes in use. • Teachers identifying and working towards professional goals. • Non-teaching staff identifying and working towards work place goals. • At end of terms 2-4, teachers and education assistants assess personal achievements in school's ASIP and establish next goal • SWIVL use by teachers and education assistants for self and peer appraisal. • Education assistants included in PLCs
<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>