

St Joseph's School, Moora

2019 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 165 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 1 – 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) and Extending Mathematical Understanding (EMU) support (Yrs 1-2). 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		9	
	Bachelor of Arts in Education		2	
	Diploma of Teaching		3	
Workforce composition	Males	2	Females	28
	Full time	11	Part Time	19
	Leadership Team & Teachers	15	Teacher Assistants	8
	Administration	3	Other	4
	Indigenous	3	Non-indigenous	27

Student attendance	Overall	K	PP	1	2	3	4	5	6
	90.8%	87.3%	90.2%	91.6%	94.3%	91.9%	88.4%	91.7%	90.9%

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 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	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.																																																																						
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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 ethos and 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, 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 raffles, the Food & 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>
<p>2019 Annual School Improvement</p>	<p>CATHOLIC IDENTITY <i>To develop a new Evangelisation Plan</i></p> <ul style="list-style-type: none"> • Evangelisation Plan 2019-2020 created <p>EDUCATION <i>To consolidate a whole school approach to teaching writing</i></p> <ul style="list-style-type: none"> • PLCs held regularly to revisit strategies • Moderating sessions in BrightPath to standardise assessment of student writing, <p><i>To introduce a whole school strategy for the teaching of Mental Maths</i></p> <ul style="list-style-type: none"> • Consolidated using sprints to teach spelling/grammar foci • Introduced sprints into Mental Maths activities • Consolidated across the year <p>EARLY YEARS FOCUS <i>To promote each child's agency, enabling them to make choices and decisions and influence events and their world.</i></p> <ul style="list-style-type: none"> • Regular discussions with Early Years staff • Student agency introduced across the school <p>COMMUNITY <i>To strengthen AFaFE playgroup and community partnerships</i></p> <ul style="list-style-type: none"> • Participation in KinderGym improved attendance on Tuesdays • Attendance incentives resulted in more consistent attendance for all three AFaFE sessions each week. • Some new families attending with with children in the 0-2yrs age group
<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>