



St. Joseph's School Performance Data

CONTEXTUAL INFORMATION

St Joseph's is a remote, composite, multicultural, country school catering for students from Playgroup to Year Six. Southern Cross is located 370km east of Perth. Students at the school are predominantly from the close knit farming, local business and mining community.

St Joseph's School has an innovative curriculum which is based on promoting student success, by building from what the student actually knows, with teaching and assessments catering for individual learning styles and a strong emphasis on collaboration, impacting on all staff involved in the success of each student.

It is a well-resourced school with computers in every classroom, electronic whiteboards, iPad's and Laptops for students. There is a strong emphasis on Raising Achievement in Schools (RAISE) which is supported by a whole school dedicated Literacy and Numeracy Timetable. There are Specialist Teachers for the learning areas of Science and History.

There is a friendly, family atmosphere that permeates throughout the school.

The school enjoys excellent support from the School Board and the Parents & Friends Association. St Joseph's School enjoys a close and supportive relationship with the Parish and the Sacramental program is parish based, family focused and school supported.

The school continues to strive in its service to provide quality education for country children and families, through the mission and vision of the founding religious orders – both the Presentation Sisters foundation Principal - Nano Nagle and the St Joseph's Sisters foundation Principal - St Mary MacKillop.

TEACHER STANDARDS AND QUALIFICATIONS

St Joseph's has four full time and one part time teacher, including the Leadership Team.

All teaching staff members are registered with the Teachers Registration Board of Western Australia and all staff members hold a current Working with Children Card. Staff members who are not registered with TRBWA also have a National Policy Check.

Qualifications:

Master of Education	Bachelor of Education Primary	Bachelor of Early Childhood Education
2	2	1

WORKFORCE COMPOSITION

GENDER	TEACHING	NON-TEACHING	INDIGENOUS	TOTAL
Male				0
Female	5	4	0	9

STUDENTS ATTENDANCE AT SCHOOL

Non-attendance is managed by parents advising the school of planned absences due to holidays and unplanned absences due to sickness and or family commitments. Notes are given either prior to the absence or on return. Unexplained absences are followed up by the Administration Team, via phone calls, letters and parent interviews. If absences continue, the Administration Team contacts the relevant government department. Truancy notification is initiated.

RATES OF ATTENDANCE FOR 2016	
Pre-Kindergarten	80.64%
Kindergarten	92.8%
Pre Primary	88.79%
Year One	93.88%
Year Two	80.43%
Year Three	92.09%
Year Four	94.77%
Year Five	92.49%
Year Six	93.22%

Overall Attendance = 89.9%

NAPLAN INFORMATION

RESULTS SUMMARY 2016

YEAR 3	Percentage of students at or above the National Minimum Standard
Reading	100%
Writing	100%
Spelling	90%
Grammar and Punctuation	50%
Numeracy	100%
YEAR 5	
Reading	100%
Writing	100%
Spelling	100%
Grammar and Punctuation	100%
Numeracy	100%

PARENT, TEACHER AND STUDENT SATISFCATION

- Parents and students at our school enjoy being part of the St. Joseph's community.
- Staff satisfaction was reflected as high.
- Parents support the community and religious atmosphere which they agree is characterised by a committed staff, participation by the clergy and focused on assisting students to know and live their faith.
- Parents attendance and support for the School's assemblies, class Liturgies of the Eucharist and shared Morning Teas is increasing.
- The community representatives on the School Board have verbalised their support and enthusiasm for the School's operation, environment and planning perspectives.
- Individual parent comment to the Principal, teaching staff and support staff across the course of the year.
- Teacher satisfaction can be measured by the continued commitment to the school's vision and goals, Southern Cross community activities and parish.
- The level of support for extracurricular activities in the school and the wider community, reflects positively on staff morale and satisfaction.

SCHOOL INCOME

School income information can be located at:

<https://www.myschool.edu.au/Finance/Index/112146/StJosephsSchool/48947/2016>

School financial data provides valuable information about a school's capacity to support educational outcomes for its students

Data presented on the My School website, reports information on each school's recurrent income and capital expenditure for each calendar year, starting with 2009 data.

The 'School finances' page of My School includes total cumulative capital expenditure for each school that has data for a minimum of three consecutive calendar years.

Information on recurrent income is presented as both a 'total amount' and as 'income per student'. The per student calculations use enrolment figures collected from the annual school census, which provides a snapshot of student numbers on census day, and are supplemented with additional enrolment information, where appropriate. The per student calculations presented provide additional contextual information on the relative size of the school. It should not be assumed that each category of income reported on My School relates to every student at the school.

The financial resources available to schools are directly influenced by the characteristics of the school (such as its location and student profile), its programs and operations. Caution should be taken in using this information to make direct funding comparisons between schools.

POST SCHOOL DESTINATIONS

Southern Cross District High School 1

ANNUAL SCHOOL IMPROVEMENT – LEAD (Learning, Engagement, Accountability, Discipleship)

Learning:

- All teachers will be continuously collecting, analyzing and recording school wide data in order to inform teaching and learning.
- Teachers and support staff will use the data continuously to inform differentiated teaching and learning programs.
- All teachers will demonstrate that provision of differentiation is evident in the classroom through programs and assessments.
- All students will meet the achievement targets, set for their differentiated level, in each year level for literacy and numeracy with a particular focus on improving comprehension skills across every learning area.
- Students will have developed a repertoire of comprehension strategies to use in both literacy and numeracy activities.

Engagement:

- The school will have continued to establish strong relationships with families, parish and the wider community to actively engage in school improvement conversation

Accountability

- Staff to identify one or two standards from the AITSL standards to work on in order to improve teaching and learning.
- A number of the school policies will be reviewed
- A Protective Behaviours program will be implemented with the school
- A comprehensive early childhood grounds improvement plan will be developed so that the ECE grounds become more nature based.

Discipleship

- Students have participated in the Caritas Project Compassion learning program to develop awareness of those less fortunate and how we can assist in our community and the wider society.
- Teachers and students will be able to articulate the life and mission of St Joseph, St Mary Mackillop and Nano Nagle so that we are able to share this knowledge with the whole school community.
- Teachers and students will be able to articulate the charisms of the Josephite and Presentation orders so that the Four Pillars of Prayer, Study, Community Life, and Ministry and Service are clearly evident.