



"Strength through Christ"

Annual Performance Information 2020

St Joseph's Primary School, Pemberton



PART ONE

CONTEXTUAL INFORMATION

St Joseph's School is a Catholic primary school located in Pemberton. The school is comprised of mixed age classes, allowing opportunities for extension and consolidation whilst providing a family atmosphere, where children learn from older students and consolidate understandings through mentoring younger students. The collaborative environment strengthens community in the school and creates a positive ethos. The school's focus is on the needs of the whole child: spiritual; physical; intellectual; social and emotional.

Individuality is encouraged through developmental practice to allow each child to learn at their own pace. The school's Early Learning Centre offers students the opportunity to work in a play-based environment consolidating skills and understandings necessary for abstract learning in later years. Both staff and students are skilled in using digital technologies to enhance the learning process.

Skills are continuously developed to maximise motivation, learning potential and effective delivery. Gospel values continue to underpin the vision at St Joseph's to develop a sense of peace, security and dignity throughout our school.

TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff members are registered with the Teacher Registration Board (TRBWA) and qualifications include Masters Degrees, Bachelor of Education Degrees and Diplomas/ Graduate Diplomas of Teaching. All staff members are required to undertake the relevant Accreditation requirements for teaching, leading or working in Catholic Schools as well as ongoing renewal.

QUALIFICATION	NUMBER OF TEACHERS
Diploma of Teaching	1
Bachelor of Education	5
Master of Education	1

WORKFORCE COMPOSITION

	Male	Female	Indigenous	Non-Indigenous
Teachers	1	5		
Education Assistants		2		
Administration		1		
Groundskeeper	1			
Cleaner		1		
Principal	1			

STUDENT ATTENDANCE AT SCHOOL

Year Group	Average Rate
Kindergarten	95.46%
Pre-Primary	95.80%
Year One	92.45%
Year Two	91.12%
Year Three	89.45%
Year Four	93.71%
Year Five	94.08%
Year Six	93.44%
School Average	93.32%

Overall, the attendance rate is high, and absences are due to genuine illness.

If a student is absent from school, a parent is required to contact the school by 9.30 am. A written note must also be supplied to the class teacher explaining the absence on the day the student returns. If a parent does not contact the school when their child is absent, the school will contact the parent/guardian via a written letter. If a student has a high number of absences, then a parent is required to attend an interview with the principal.

NAPLAN ANNUAL ATTENDANCE

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020.

PARENT, STUDENT AND TEACHER SATISFACTION

Visitors to our school often comment on the friendly and warm welcome they receive. During enrolment and exit interviews, an overwhelming majority of parents expressed gratitude, happiness, and satisfaction with the way the school operated in 2020.

Students are happy, eager learners who are proud to be at this school. They treat each other with respect and dignity and truly reflect the vision of the school in this way. The pastoral care demonstrated by the students for each other in St Joseph's is very evident and has been a priority through the implementation of the MJR (Making Jesus Real) program.

Our teachers are very satisfied with the school, and this is confirmed through the high retention rate of staff. Staff retention is indicative of the satisfaction that our teaching and non-teaching staff have with St Joseph's School.

All parents, students and teachers are continually encouraged to raise issues or concerns with the appropriate personnel within the school.

SCHOOL INCOME

The school income for the previous year is available in the Finances section on the My School website <https://www.myschool.edu.au/>

POST SCHOOL DESTINATION

Students from St Joseph's usually move on to Kearnan College, Manjimup, with some attending Pemberton District High School and some attending Manjimup District High School. We are a 'feeder school' for Kearnan College for those families who choose to continue in Catholic Education.

2021 Destination School	Number of Students
Kearnan College, Manjimup	7
Manjimup Senior High School	2

ANNUAL SCHOOL IMPROVEMENT 2020

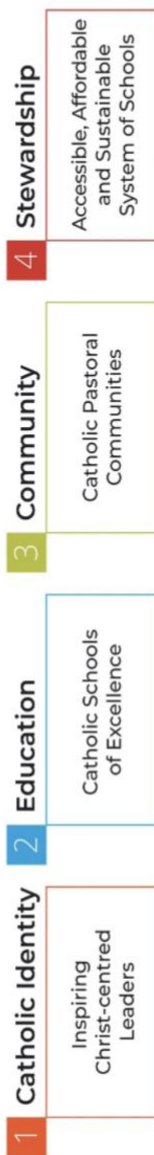
2020

Commencement Year:

Saint Joseph's Primary School, Pemberton

CECWA Strategic Directions

Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.



The School Improvement Plan (SIP) is not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, the SIP is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of the SIP is encouraged and schools may find the addition of notes and/or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

Focus Area	Informed by Evidence <i>Qualitative and quantitative</i>	Specific <i>Performance & development goal to be achieved (stated simply)</i>	Measurable <i>Evidence that will be used to demonstrate progression and goal achievement</i>	Achievable <i>What actions will we take to achieve the goal?</i>	Relevant <i>How does the goal connect to your school's strategic plan (and/or other plans)?</i>	Time Bound <i>What are the timeframe milestones? Timeframes within which the goal will be achieved</i>	Resources <i>Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.</i>	Success Indicators <i>How will we know we have been successful (quantitative and measurable)?</i>	Monitoring Process and Progress <i>Who is the staff member who will ensure we are on track to achieve our goals? When/how regularly will this be done? How will this be done?</i>
Evangelisation Plan Focus <u>School Vision, Values and Mission</u>	Multiple versions of our Core Values and Mission Statement exist. Our official school values aren't as visible as our PBS pillars and MJR values. These two factors create a lack of clarity around our core identity as a school.	Undergo the process with students, staff and parents of analysing what our vision is asking of us in our time, as well as clarifying what our core values mean and how we are all called to show them. Review our Mission Statement to ensure it reflects our agreed school values.	Release a clarifying document to the community.	Schedule regular meetings and opportunities for discussion and analysis with key stakeholders (students, staff, parents).	Strategic Priority 6	At least one meeting/discussion scheduled for each term with each stakeholder. Release clarifying document to the community before the end of 2020.	Seek examples of similar processes carried out by other schools. Dedicate time for discussion with all stakeholders.	All members of the community show an increased familiarity with the school's Vision, Mission and Values in 2021.	Brett to assess progress and plan the next meetings at the beginning of each term.
Aboriginal Education Plan Focus <u>Topics Document</u>	Aboriginal Education Improvement Map (AEIM) indicates a desire for a greater presence of Aboriginal perspectives in teaching and learning.	Develop an Aboriginal Studies topics document for use in all classes.	The topics document to be complete and ready to implement for 2021.	Plan to be developed through staff collaboration at PLC meetings, with guidance from CEWA and Curriculum.	Relates to a key goal in our Aboriginal Education Plan.	Complete topics document by end of 2020. Have time scheduled regularly throughout 2020 for working collaboratively on this focus area.	Leon Ridgeway and other CEWA Aboriginal Team members to provide support. Curriculum documents. Examples from other schools.	The topics document to be in place, with evidence of classroom use, in 2021.	Brett to assess progress and plan the next meetings at the beginning of each term.
Early Years Focus <u>Re-develop outdoor learning environment</u>	NQS Audit	Re-develop our outdoor learning environment in ECE, to facilitate the learning described in our ECE Philosophy Statement and to attract future enrolments.	An overall planning document to be completed, with a schedule of work underway.	Work on this project each week at NQS Meetings, plus at some whole-staff PLCs. Utilise the P&F for assistance.	Strategic Priority 8	Complete planning document by end of Semester 1. Begin works Semester 2.	P&F (funds and personnel). NQS Audit and EYLF resources Examples of outdoor environments from other educational facilities.	Works to be underway, according to the plan, in Semester 2, 2020.	All ECE staff to monitor progress through our weekly NQS meetings.

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Curriculum Plan Focus <u>Grammar and Punctuation</u>	NAPLAN School-based testing data. Classroom observation	Improve student achievement in grammar and punctuation.	NAPLAN results School-based assessments Teacher observation	Make grammar and punctuation a major focus of our PD/PLCs in 2020 Classroom teachers to target grammar and punctuation in daily lessons.	Strategic Priority 4	By the beginning of Term 2, review how we approach instruction in grammar and punctuation. Implement changes in approach from Term 2.	CEWA and external consultants Research on best practice Examples from other schools	NAPLAN results to show significant growth in grammar and punctuation achievement in 2021- more than two years growth Year 3 2019- Year 5 2021	Brett to schedule and arrange relevant PLCs and PD. All staff to track student progress through assessment results.
Additional Focus <u>Work Standards</u>	Teacher observation	Improve work standards (quality, accuracy and presentation) in each year level.	Teacher observation Comparison of work samples at intervals throughout the year	Review and enforce agreed work standards expectations for students.	Strategic Priority 4	By the end of Term 1, have reviewed and communicated to students the expected work standards. During Term 2-4, improvement should be observed.	Review what is already in our Teaching and Learning Handbook Posters to make expectations visible and explicit in each class.	Comparison of work samples at various intervals throughout 2020 to show clear improvement.	All staff to monitor and enforce.
Additional Focus <i>(optional)</i>									

ONGOING EVALUATION

FOCUSING
What does our focus need to be?



DEVELOPING A HUNCH
What is leading to this situation?

SCANNING
What's going on for our learners?

LEARNING
How and where can we learn more about what to do?

CHECKING
Have we made enough of a difference?

TAKING ACTION
What will we do differently?

Informed by evidence from:

- CECWA Strategic Directions (2019-2021)
- School Strategic Plan
- Evangelisation Plan
- Aboriginal Education Plan / AEIM: Aboriginal Education Improvement Map
- Curriculum Plan
- Student data analysis, e.g. Appraise & other achievement data, attendance, wellbeing etc.
- National Quality Standard (NQS) Audit
- Quality Catholic Schooling Component Reviews
- School Cyclic Review
- School Climate Survey
- Technology Integration Matrix (TIMS) / Technology Uses and Perceptions Survey (TUPS)

2020 School Improvement Plan Progress

Evangelisation Plan Focus

- Staff continued working with the school community to complete the school's Vision, Mission and Values document with an accompanying visual. The completion of this work has been communicated to the school community at school assemblies and through the school newsletter.

Aboriginal Education Plan Focus

- Staff has spent time exploring and purchasing new resources to support Aboriginal education topics that are studied in our classrooms. Document due to be completed in 2021.

Early Years Focus

- News soft fall was laid, surrounding the ECE classroom. This project was partially funded by the school P&F.
- The construction of a cubby house was completed at the end of 2020.

Curriculum Plan Focus

- Staff spent time exploring at a variety of teaching practices around Grammar & Punctuation during PLCs and Professional Learning Events.
- Brightpath has been used as a tool to measure students' ability in Grammar and Punctuation with staff seeing suitable improvements.
- Staff have explored assessment tools to assist in measuring growth in Grammar and Punctuation, with decisions around this to be made in 2021.
- Grammar and Punctuation continues to be an area of focus in 2021.

Additional Focus

- Staff reviewed work standards expectations and communicated this clearly to students. Documents are on display in all classrooms and referred to regularly during lessons.
- Observed improvement has been noted by staff.

PART TWO

BOARD CHAIR REPORT TO THE SCHOOL COMMUNITY 2020

I am so proud of our school community and what we have been able to achieve in 2020, which has been a year of unexpected twists and challenges at Saint Joseph's. Despite the challenges of working around the COVID-19 pandemic, we have been able to pull together as a community to ensure another successful year of school events and activities.

I would like to sincerely thank the staff, led by Mr. Wilkie, for their dedication and work that they do in teaching our children. This year, the staff have been extremely flexible and dedicated, as in Term One they prepared for the prospect of delivering their lessons to all of us at home. The way that they committed to this extraordinary

situation was greatly appreciated by all parents. We were fortunate that the children were able to return to school early in Term Two, where they were welcomed and cared for so expertly by the school staff. I thank the staff for their commitment and dedication to our school.

Similarly, it has been a strange year for the P&F, with a number of planned events and activities needing to be postponed or cancelled due to unforeseen circumstances. I think we can be very proud as a parent community that we were able to successfully adapt and still deliver a number of great events, projects and services, including:

- Big Bash Sundowner*
- Mother's Day and Father's Day Drive Through*
- School Disco*
- School Canteen*
- Winter Carnival Canteen*
- Uniform Shop*
- New furniture- Y3/4 Classroom*
- New rubber surface- K/PP area*

None of these can happen without the generosity of our parents- each of us voluntarily contributes in order to ensure that we continue to offer a wide range of experiences, despite our small size. I would like to thank each of our parents for the hours they serve as volunteers. I especially thank those parents who were regulars at our monthly meetings- Lisa Beck, Lisa Ebsary, Amanda Keough and Marion Fuge- your contribution has been enormous. Thank you also to Kylie Bendotti for again being our Canteen Co-Ordinator and Jodie Omodei for her work as Uniform Co-Ordinator.

From a School Board perspective, we have achieved many things throughout 2020, as we try to set up our school as best we can for a successful future. We continue to enjoy sound financial management; thank you to Lyn Byrne and Rose Moyle who have worked together with our Treasurer, Lisa Beck, to manage our school finances. This year, we have overseen the purchase of a significant amount of new IT devices for staff and students, while upgrading our cabling to meet our future needs. We contributed to both the School Cyclic Review and Principal Review process; both of which provided valuable feedback that we can use in our ongoing quest for school improvement. We also extend a warm welcome to Miss Ashlee De Campo, our new school principal as of 2021. As a Board, we couldn't be happier with the appointment of Ashlee and we can't wait to work with her in the coming years.

Saint Joseph's is such a special place where we all work together to ensure our children are cared for, while learning to the best of their ability. We look forward with anticipation to another successful year in 2021.

Last but not least, I would like to say thank you and good luck to Brett, Sarah and their family. Even though you haven't been here very long you have all become a loved part of the Pemberton and St Joseph's family. It has been a blast having you all here with us even if it has meant endless Richmond talk. I think it's fair to say the kids will really miss your 'dad jokes', Narrative Man and your allround happy disposition. We wish you all the success in the world on your journey and don't be a stranger; you will always be welcome here with us.

Kirby Bendotti

School Board/P&F President

PRINCIPAL'S REPORT TO THE SCHOOL COMMUNITY 2020

"Having faith does not mean having no difficulties, but having the strength to face them, knowing we are not alone." Pope Francis

2020 has certainly been an interesting one for schools, as well as the rest of society, as the COVID-19 pandemic has ensured drastic changes in the lives of so many people globally. While we have all been affected in different ways and to different degrees, one thing has remained the same- the way our school community approaches challenges with optimism, creativity and determination. It has been an enormous credit to the students, staff and parents of our school community that we have been able to collectively and resiliently cope and indeed thrive despite the challenges presented to us by the pandemic. Pope Francis reminds us that we can always turn to our faith as a Catholic community for inspiration in trying times- advice that has certainly held us in good stead throughout 2020.

Educationally, we have been on quite a journey, with some students working from home for a few weeks earlier in the year. We were prepared for the worst at one point, anticipating that all of term Two may need to be taught remotely. To our great relief, this never eventuated, and students were back at school for the beginning of Term Two. It was a real credit to our staff and students that everyone was able to take this uncertainty in their stride and make the best of the situation.

While we did experience some unavoidable interruption to the learning program, we were still able to make some good strides academically, with our successful move to the iMaths program, the embedding of our Whole-School Writing Philosophy, our work in our focus area of grammar and punctuation and our emphasis on work-standards and expectations. We had students proudly represent us at interschool academic competitions, such as Mathademic and Spellademic, while we have also increasingly explored the concept of inquiry learning across the school.

There are far too many highlights of 2020 to mention them all, but a few do stand out for various reasons. The Year 6 Camp in March was thoroughly enjoyed by all. This camp is always a great opportunity for the Year 6 group to grow closer, as they develop resilience and leadership skills. Miss Buegge and I certainly enjoyed the week, as it enabled us to bond with these students in a different context. Their attitude on camp was an absolute credit to them. The Mothers Day and Fathers Day Drive Throughs also stand out as vibrant and atmospheric events- a great example of working together to forge creative solutions. I commend the students also on the way they continued to be inspired by Mary MacKillop to be people of service, as they showed determination at our Water-Carrying Challenge in Term One and generosity and kindness in the way they participated in community service activities for MacKillop Day. I encourage our students to continue to develop the attitude of 'others before self'. We again enjoyed the 'Options' program, while a highlight of the year was once again our school mascot, Joseph the Bear, spending time in the homes of some of our students who have strongly reflected our MJR values.

We are very fortunate at Saint Joseph's to have an amazing group of students to teach and guide- while no child is perfect, we have greatly appreciated the high standard of behaviour, respect and compassion that Saint Joe's kids always demonstrate. I particularly acknowledge our graduating Year 6 students, Lachlan Abraham, William Beck, Dane Flanders, Reid Marshall, Cassie Ebsary, Lia Ellis, Bella Ng, Alex Otway and Amelie Windberg. I thank them for their contribution to the culture of our school and wish them well for their future endeavours- they have been a wonderful leadership group.

All of us with children at the school should count ourselves very fortunate to have this wonderful group of staff members teaching our children. Each and every member of staff cares deeply for the students, while showing the utmost professionalism and dedication at all times. At Saint Joe's, every staff member happily contributes more than their fair share to ensure that we all enjoy a thriving school with engaging lessons and fun events and activities. I cannot thank them enough for their support this year once again. I would like to acknowledge a

couple of staff members in particular. Miss Teagan Dallimore leaves us at the end of 2020, as she pursues opportunities closer to friends and family. Teagan is just a super-impressive young lady, with a caring and friendly nature and she has done a sensational job with her students over the last couple of years. Teagan, thank you and we will miss you greatly. Thank you also to Mrs. Lyn Byrne, who has been a tremendous support to all of us, but especially to me with in her role in the office. Lyn, you have worked tirelessly, and we will always be indebted to you for the way you have embraced your opportunity this year. While we look forward to Mrs. Moyle returning to the office next year, Lyn we know you will continue to be a special part of our community. It is with great excitement that we welcome a new principal for next year, Miss Ashlee De Campo. It is safe to say that we are all thrilled with the appointment of Ashlee, as she is a person and professional of the highest quality. I have no doubt that Ashlee will continue to enhance the reputation of our great school.

I must also acknowledge the wonderful parents in our community. You not only support your child's learning and the class teachers so strongly, but you also commit your time generously to ensure that our little school enjoys all of the same experiences of a larger school. I am very grateful for your support. To the Windberg, Flanders, Ng, Ebsary, Ellis and Otway families, we wish you all the best as your youngest child graduates- you will always be a special part of our Saint Joes family. I should also acknowledge our P&F for supporting the school so strongly, through funding such items as new furniture for Year 3/4 and a new rubber surface in our early childhood area- these contributions have been greatly appreciated.

I wish to acknowledge the ongoing support of Father Edwin and our Parish. We have enjoyed another year of close links between parish and school, with many memorable Sacraments and Masses throughout 2020. We will continue to work together to cultivate our Catholic identity in the coming years.

On a personal note, the Wilkie family will be very sad to leave Saint Joseph's at the end of this year. The way our whole family has been embraced and supported by this community has been greatly appreciated and I am sure all of us will look back at our Pemberton years as very special indeed. We hope that we will be able to continue to engage with the community of this wonderful little school from afar and we hope we have been able to make a positive contribution. May you all have a safe and holy Christmas and enjoy a well-deserved holiday period with your family.

God bless,

Brett Wilkie