

St Jerome's Primary School

2025 Annual School Report



ST JEROME'S
PRIMARY SCHOOL

Purpose

The information within this document has been prepared as a requirement of the Federal Government and pertains to the 2025 calendar year.

Section 1 – Contextual Information

St Jerome's Primary School is a triple-stream co-educational Catholic primary school from Three-Year-Old Kindergarten to Year 6. The school is in the southern Perth suburb of Lake Coogee, close to Fremantle and occupies four hectares of landscaped grounds. St Jerome's is highly regarded by school and parish families and many of the students are second generation or third generation students of the school.

St Jerome's Primary School is a loving, welcoming, and vibrant Catholic school community. We are committed to quality education and the development of each child in our care, within a contemporary Twenty First Century learning environment. Children are encouraged to value lifelong learning and respect for each other. We believe in caring for one another as Jesus showed us, and this has its foundation in the strength of our relationships and the bonds that exist between all school community members working together – parish priest, parish members, school staff, students and parents.

St Jerome's provides a broad, integrated curriculum, relevant to individual needs, that prepares the students to meet the challenges of the future. The teaching staff is committed to fully implementing the Western Australian Curriculum, as mandated by the School Curriculum and Standards Authority as well as the Religious Education Curriculum developed by Catholic Education Western Australia Ltd. A strong emphasis is placed on student wellbeing and the students of St Jerome's are happy and feel connected to their teachers and peers. Self-belief and emotional wellbeing are valued in our school community through programs such as Kimochis, Student Leadership and Buddy Programs and the Keeping Safe Child Protection Curriculum.

There are specialist programs in the areas of:

- Music (Pre-Primary to Year 6)
- HASS (Year 1 to Year 6)
- Physical Education (Pre-Primary to Year 6)
- Science (Pre-Primary to Year 6)
- Languages – Italian (Pre-Primary to Year 6)
- Visual Arts (Pre-Primary to Year 6)

We are particularly passionate about Literacy at St Jerome's and have a focussed approach in the early years with the PreLit program in Kindergarten and InitialLit from Pre-Primary to Year 2. Years 3 to 6 continue with daily explicit, structured literacy sessions for all students covering spelling, comprehension, reading and writing. We also have a dedicated support teacher working with the MiniLit Sage and MacqLit programs from Year 1 to Year 4 to support students as needed. Our library is very well-resourced.

At St Jerome's, we also focus on numeracy. We have a dedicated EMU (Extending Mathematical Understanding) teacher and specialist Education Assistant in this area who work with children from Pre-Primary to Year 6. Our Mathematics program is underpinned by an explicit instruction approach, ensuring all students receive high-quality, structured teaching that systematically develops mathematical understanding, procedural fluency and problem-solving skills.

We ensure students are involved in regular assessments in the areas of Literacy and Numeracy that are developmentally appropriate to guide our classroom teaching. Parents and guardians are kept informed of student progress through parent/teacher meetings, formal school reports, emails and phone calls as required.

We offer busy families an Outside of School hours service which runs daily through school Terms and offers a holiday program.

Service is integral to our vision and students participate actively and frequently in activities with Lifelink, Catholic Missions, Caritas, St Vincent de Paul Society and various outreach and community service programs.

We are fortunate to have a strong, welcoming and highly engaged parent community that is an integral part of our school. Families are genuine partners in their children's learning and are actively encouraged to participate in all aspects of school life.

Parents enthusiastically support the school by attending liturgies, assemblies, sporting carnivals, performances, celebrations and other community events throughout the year. This visible partnership between home and school fosters a strong sense of belonging and contributes to the positive culture that underpins our community. Our Parents and Friends Association further strengthens these connections by working tirelessly to build friendships, foster community spirit and coordinate successful fundraising initiatives that enhance opportunities for all students.

Section 2 – Teacher Standards and Qualifications (2025)

In 2025, St Jerome's employed 72 staff. Of these, 36 were teaching staff, all of which have qualifications approved by the Teacher Registration Board of Western Australia. A summary of the highest qualification awarded to each teaching staff member is shown in the table below.

Qualification	Number
Master of Education / Religious Education	2
Master of Teaching	2
Graduate Diploma of Education	3
Graduate Certificate of Education	1
Bachelor of Education	25
Diploma of Education	3
Other Bachelors	2
Other	12

Section 3 – Workforce Composition (2025)

	Number	FTE
Teaching Staff	36	32.4
Non-Teaching Staff	37	24.3
Indigenous Staff	0	
Male Staff	9	
Female Staff	65	

Section 4 – Student Attendance (2025)

Year Level	Average Percentage
Kindergarten	92
Pre-Primary	90.58
Year 1	91.6
Year 2	92.26
Year 3	91.53
Year 4	92.07
Year 5	90.48
Year 6	89.23
Whole School Average Pre-Primary to Year 6	91.11

Teachers at St Jerome's Primary School are required to record absences electronically at the beginning of each day. Before recess, a text message is sent to parents or guardians who have children with an unexplained absence. Parents may contact the office via a phone call or through the school app to advise of an absence. The school is required to send letters home to parents and guardians who have not explained their child's absence. Children's absences are monitored through SEQTA and any unusual patterns of absence are reported to the appropriate Assistant Principal for monitoring.

Prior to family holidays or planned absences of three or more days, parents or guardians are required to fill in a Microsoft Form on the school app. This is submitted to the principal for review and is once approved, is recorded on SEQTA.

If children are absent for unexplained periods of time their teacher informs the Principal who will contact the family. If attendance becomes a challenge for a student or family, teachers are committed to working closely with appropriate individuals, parents and community organisations having regard for social, cultural and religious factors associated with indigenous students, students from culturally and linguistically diverse backgrounds and socially disadvantaged students.

When school procedures are not successful, the Principal writes to parents, requesting that they and the student meet with an authorised person with the purposes of working together to resolve issues that may be hindering the child's regular attendance. Parents must comply with this written request. The role of the authorised person will vary in each case, depending on individual circumstances. CEWA Ltd is kept informed of any chronic non-attendance.

Section 5 – Senior Secondary Outcomes (Not Applicable)

Section 6 – NAPLAN Information (2025)

The Proficiency Scale for NAPLAN and the percentage of students achieving at each level is shown in the table below.

		Year 3	Year 5
Reading	Exceeding	9.70%	15.20%
	Strong	40.30%	58.20%
	Developing	37.10%	20.30%
	Needs additional support	11.30%	0%
Writing	Exceeding	0%	2.50%
	Strong	77.40%	63.30%
	Developing	16.10%	31.60%
	Needs additional support	4.80%	1.30%
Spelling	Exceeding	6.50%	11.40%
	Strong	40.30%	44.30%
	Developing	43.50%	34.20%
	Needs additional support	8.10%	8.90%
Grammar	Exceeding	0%	6.30%
	Strong	29.00%	48.10%
	Developing	46.80%	34.20%
	Needs additional support	17.70%	10.10%
Numeracy	Exceeding	3.20%	3.80%
	Strong	52.40%	57.00%
	Developing	38.10%	27.80%
	Needs additional support	4.80%	10.10%

Section 7 – Satisfaction Surveys

Parent feedback is harvested at the conclusion of every school event which informs future planning. In general, parent feedback is high to very high.

Section 8 – Post-School Destinations (2025)

School	Number of Children
Aquinas College	2
Christian Brothers' College (CBC)	12
Corpus Christi College	1
Divine Mercy	1
Emmanuel College	5
Fremantle Christian College	2
Fremantle College	2
Iona College	4
Seton Catholic College	28
St George Anglican	1

Section 9 – School Income

Information regarding school income can be found on the My School website. This can be accessed through the following link: www.myschool.edu.au

Section 10 – Annual School Improvement

Catholic Identity	Focus Area	Strategies and Actions
Staff Formation Plan	Jubilee Year- Pilgrims of Hope	- Extend staff's personal knowledge of pilgrimage - Staff actively participate in the pilgrimage component of RE PD Day - Deepen the staff's understanding of the Jubilee Year
Education	Focus Area	Strategies and Actions
Early Years Focus	Continue Embedding EYLF – V2.0 focussing on: ATSI Perspectives - Building relationships and wellbeing - Critical Reflection and the Planning	- Embed a fortnightly reflective practice cycle to identify and support students in Mathematics - Create an Indigenous Perspectives focus group to plan for whole school events such as NAIDOC Week and Reconciliation Day - Revisit Kimochis and 123

	Cycle – with a Mathematics focus - Play based	Magic and Emotion Coaching regularly to support self-regulation development • Focus on embedding inquiry learning approaches
Literacy Focus	Improve understanding of and use High Impact Teaching Strategies, Cognitive Load Theory and Science of Learning in Literacy.	• Evidence-Based Practices in Science of Reading in PD and PLC Sessions • Teachers meet in clusters to review the progress. • Implementing Knowledge Rich English Curriculum Units • Embedding of Spellex (Yr3 and Yr4) and Spelling Mastery (5-6) for Spelling, Syntax Project for Grammar and Punctuation,
Numeracy Focus	Whole School Approach to Numeracy	• Evidence-Based Practices including explicit instruction to be embedded in Numeracy.
Community	Focus Area	Strategies and Actions
Wellbeing Focus	Case Management Process with School Psychologist	• Implementation of Case Management for students and staff with support plans written and strategies implemented in classrooms.
Stewardship	Focus Area	Strategies and Actions
Stewardship Focus	Develop a new staff appraisal process to focus on professional growth plans to improve classroom practice Update Crisis Management Plan	• Staff to have specific, measurable goals tied to improving classroom practice. • Regular, constructive feedback sessions and follow-up reviews to support teachers' growth throughout the year. • Crisis Management Plan is completed and shared with staff (Community Domain Audit 2025)

Chris Cully
Principal