

St Jerome's Primary School

2022 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 2022 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 Making Jesus Real, Highway Heroes, 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 2)
- Liturgical Singing (Years 3 to 6)
- Dance and Drama (Pre-Primary 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)
- Extension (selected students from Year 2-6)

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 literacy sessions for all students covering spelling, comprehension, reading, writing, listening, speaking and handwriting. We also have a dedicated support teacher working with the MiniLit and MacqLit programs from Pre-Primary to Year 3 to support students as needed. Our library is very well resourced.

We also have a focus on Numeracy at St Jerome's with 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 Launch, Explore, Summarise approach ensures students are able to embed their mathematical knowledge and understanding.

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 fully 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.

The contribution of parents in the school is strongly encouraged and parents assist teachers regularly in the classrooms. A specific group of parents is known as the 'Creating Change in Children' (CCC) group. These volunteers are trained to work with children in the early years specifically in the areas of Literacy and Numeracy. Our Parents and Friends group works tirelessly on 'friend building' and fund-raising events.

Section 2 – Teacher Standards and Qualifications (2022)

In 2022, St Jerome's employed 75 staff. Of these, 40 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	1

Master of Teaching	2
Graduate Diploma of Education	6
Graduate Certificate of Education	3
Bachelor of Education	23
Diploma of Education	6
Other Bachelors	6
Other	8

Section 3 – Workforce Composition (2022)

	Number	FTE
Teaching Staff	41	34.80
Non-Teaching Staff	36	22.10
Indigenous Staff	1	
Male Staff	6	
Female Staff	71	

Section 4 – Student Attendance (2022)

Year Level	Average Percentage
Kindergarten	88.55
Pre-Primary	86.69
Year 1	86.94
Year 2	87.98
Year 3	89.25
Year 4	88.39
Year 5	89.99
Year 6	88.45
Whole School Average Pre-Primary to Year 6	88.25

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 (2022)

Students achieving the national benchmark in 2022:

	Year 3	Year 5
Reading	97.15%	100%
Writing	98.59%	98.57%
Spelling	98.57%	98.55%
Grammar and Punctuation	97.14%	98.02%
Numeracy	97.15%	97.14%

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 (2022)

School	Number of Children
Christian Brothers' College (CBC)	14
Corpus Christi College	5

Emmanuel College	5
Fremantle Christian College	1
Iona College	8
Kennedy Baptist College	3
Santa Maria College	2
Seton Catholic College	36

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

	Focus Area	Strategies and Actions
Evangelisation Plan	Mass Participation	<ul style="list-style-type: none"> • Outside of mass, Church visits to teach protocols and rituals • Father to teach parts of the mass
Aboriginal Education Plan	Aboriginal Education Improvement Map (AEIM)	<ul style="list-style-type: none"> • During whole school community gatherings and in classrooms, always begin with Acknowledgement of Country • Embed the cross-curricular priorities across learning areas and include Indigenous Perspectives within the classroom • Communicate with staff about 'Laudato si' and include the importance of caring for country in Religious Education classes • Sarah Hicks to implement the bush tucker school program in her science lesson • Review questions in the Unit Reviews to connect Laudato si and care for country
Early Years Focus	Developing Early Years Position Statement	<ul style="list-style-type: none"> • Intentionally planning the indoor and outdoor environments to promote learning • Documentation of children's interests, strengths and needs are evident in planning and

		<p>implementation of the program</p> <ul style="list-style-type: none"> • Working through the InitialLit lessons in a systematic process using a more hands on approach and resources • Encouraging parents to take part in the CCC (Creating Change in Children) support program • Providing parents with attention support materials, ideas and suggestions
Performing Arts Focus	The Arts Curriculum - Making and Responding	<ul style="list-style-type: none"> • Goal setting • Immersion • Creating opportunities • Using technology VR • Teaching the curriculum
Numeracy Focus	Developing a Numeracy Position Statement	<ul style="list-style-type: none"> • Maths Talks • Open Ended Tasks • Inquiry Approach • Launch, Explore, Summarise • Technology to assist understanding (Keynote) • Questioning • Word Walls • PLCs
Wellbeing Focus	Review Positive Behaviour Policy Staff Wellbeing	<ul style="list-style-type: none"> • Develop a scope and sequence aligning WA Health curriculum, Keeping Safe Curriculum and emotional and social programs already used within the school, Highway Heroes, Friendly Schools, Zones of Regulation • All staff complete Behavior Tonics PD 1 2023. • A small group of staff, selected from different areas and roles within the school revise Positive Behaviour Policy in consultation with Leith Tarling

Chris Cully
Principal