

# St Jerome's Primary School

2023 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 2023 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, 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 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, 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 Launch, Explore, Summarise approach ensures students can 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 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 (2023)

In 2023, St Jerome’s employed 88 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	1

Master of Teaching	1
Graduate Diploma of Education	6
Graduate Certificate of Education	1
Bachelor of Education	32
Diploma of Education	5
Other Bachelors	8
Other	8

### Section 3 – Workforce Composition (2023)

	Number	FTE
Teaching Staff	35	31.7
Non-Teaching Staff	30	18.9
Indigenous Staff	1	
Male Staff	6	
Female Staff	58	

### Section 4 – Student Attendance (2023)

Year Level	Average Percentage
Kindergarten	89.65
Pre-Primary	90.49
Year 1	90.67
Year 2	90.4
Year 3	91.55
Year 4	90.62
Year 5	91.8
Year 6	90.40
Whole School Average Pre-Primary to Year 6	90.84

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 (2023)

The Proficiency Scale for NAPLAN has changed in 2023. The updated headings and percentage of students achieving at each level is shown in the table below.

		Year 3	Year 5
Reading	Exceeding	9.09%	9.21%
	Strong	51.94%	56.58%
	Developing	25.97%	22.37%
	Needs additional support	12.99%	11.84%
Writing	Exceeding	1.30%	3.95%
	Strong	75.32%	69.74%
	Developing	15.58%	13.16%
	Needs additional support	7.79%	13.16%
Spelling	Exceeding	6.49%	9.21%
	Strong	45.45%	47.37%
	Developing	38.96%	27.63%
	Needs additional support	9.09%	15.79%

Grammar	Exceeding	2.60%	1.32%
	Strong	37.66%	44.73%
	Developing	44.16%	40.79%
	Needs additional support	15.58%	13.16%
Numeracy	Exceeding	2.60%	2.63%
	Strong	50.65%	60.53%
	Developing	31.17%	22.37%
	Needs additional support	10.39%	14.47%

### 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 (2023)

School	Number of Children
Christian Brothers' College (CBC)	13
Corpus Christi College	3
Emmanuel College	8
All Saints College	1
Iona College	9
Melville Senior Highschool	1
Lakeland Senior Highschool	1
John Curtin College of the Arts	3
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](http://www.myschool.edu.au)

### Section 10 – Annual School Improvement

Catholic Identity	Focus Area	Strategies and Actions
Staff Formation Plan	To enrich the worship of our faith through prayer,	<ul style="list-style-type: none"> <li>Explaining the parts of the mass to staff and parents through a 'Teaching mass'.</li> </ul>

	scripture and the sacred liturgies.	<ul style="list-style-type: none"> <li>• Celebrate 'frequently' the Eucharist, in class groups, in varied settings, and in the Parish Church.</li> </ul>
<b>Education</b>	<b>Focus Area</b>	<b>Strategies and Actions</b>
Early Years Focus	Improvement of foci - and continue to embed the principles of EYLF - "Being, Belonging and Becoming".	<ul style="list-style-type: none"> <li>• Intentionally planning for indoor and outdoor environments to promote learning.</li> <li>• Incorporating children's interest to drive inquiry learning.</li> <li>• Classroom environment to support play based pedagogy</li> <li>• Creating investigative and open ended learning opportunities</li> </ul>
Literacy Focus	Science of Reading approach to Literacy Instruction (Years 3-6)	<ul style="list-style-type: none"> <li>• PD and PLC Sessions</li> <li>• Teachers meet in clusters to review the progress.</li> <li>• Implementing elements of Scarborough Reading Rope- with a focus on Vocab, Syntax and Comprehension</li> </ul>
Numeracy Focus	Open-ended approach to problem-solving (Whole School)	<ul style="list-style-type: none"> <li>• Best Practice in Inquiry Learning in PD and PLC sessions</li> <li>• Numeracy – Open ended approach to problem solving utilising the 'Launch, Explore, Summarise' method.</li> </ul>
<b>Community</b>	<b>Focus Area</b>	<b>Strategies and Actions</b>
Wellbeing Focus	Develop a Whole School Behaviour Engagement Plan	<ul style="list-style-type: none"> <li>• Professional development by Behaviour Tonic- Behaviour 123 and Emotion Coaching</li> <li>• Use of Social and emotional resources including the Berry Street Education Model to assist with extreme behaviour escalation.</li> <li>• Parent Information Evening and supporting workshops</li> </ul>

		<ul style="list-style-type: none"> <li>• Write a Student Code of Conduct</li> <li>• Create a Matrix of Student Expectations</li> </ul>
Stewardship	Focus Area	Strategies and Actions
Capital Development	Construction of Stage 11	<ul style="list-style-type: none"> <li>• Upgrade to outdoor learning spaces ( K,PP, 1), Kiss and Drive shelter, PP ablution block, lighting and floor coverings.</li> </ul>

Chris Cully  
Principal