

# St Jerome's Primary School

2018 Compliance Data



**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 2018 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 located in the southern Perth suburb of Munster, 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 21st 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. A strong emphasis is placed on student wellbeing and the students at St Jerome's are happy and feel connected to the school and their peers. Self-belief and emotional wellbeing are valued in our school community through programs such as Virtues, Making Jesus Real, Student Leadership and Buddy Programs, Friendly Schools Plus and Keeping Safe Child Protection Curriculum.

There are specialist programs in the areas of:

- Music / Performing Arts (Pre-Primary to Year 6)
- Physical Education (Kindergarten to Year 6)
- Health (Year 1 to Year 6)
- Science (Year 3 to Year 6)
- Library (Kindergarten to Year 2)
- Languages - Italian (Year 1 to Year 3)
- Extension (Select Year 3 to Year 6 Students)

We are particularly passionate about reading at St Jerome's and support teaching staff work with individual students to ensure that every child learns to read with confidence and fluency. We have a full time Reading Recovery teacher and we also offer Mini-Lit (Year 1 and 2) and Multi-Lit (Year 3 to 6). We have a wonderful School Library which is truly the information centre of the school. A Teacher Librarian and Library Technical Officer work with teachers and students to ensure that we discover that certain book that sets a child onto a lifelong love of reading.

We are also passionate about numeracy and support teaching staff and individual students struggling with numeracy through the support of a full time EMU (Extending Mathematical Understanding) Teacher.

We ensure that regular testing is done on every child to check that their Literacy and Numeracy development is age appropriate. Parents and guardians are kept fully informed about their child's progress through parent-teacher interviews, school reports, direct emails or telephone calls as required.

St Jerome's is well resourced in all areas. Continual upgrading of school facilities has enhanced our information communication technology, design and technology, performing arts and physical development programs. We also offer Outside School Hours Care to assist our busy families.

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 cultural and service activities include music, various choirs, choral speaking, ensembles, instrumental programs, dance and public speaking.

The contribution of parents in the school is strongly encouraged and parents assist teachers regularly in classrooms. A specific group of parents is known as the "Making a Difference" (MAD) group. These volunteers are trained to work with children who have specific learning or social needs. Our Parents & Friends group works tirelessly on community building and fund raising events.

## Section 2 - Teacher Standards and Qualifications (2018)

In 2017, St Jerome's employed 83 staff. Of these, 44 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	5
Master of Teaching	2
Graduate Diploma of Education	7
Graduate Certificate of Education	1
Bachelor of Education	25
Diploma of Education	15
Other Bachelors	21
Other Diplomas	3
Certificates III & IV	22

### Section 3 - Workforce Composition (2018)

	Number	FTE
Teaching staff	43	35.6
Non-teaching staff	38	26.25
Indigenous staff	1	
Male staff	7	
Female staff	74	

### Section 4 - Student Attendance (2018)

Year Level	Average Percentage
Kindergarten	89.29
Pre-Primary	91.05
Year 1	92.38
Year 2	93.96
Year 3	93.92
Year 4	94.68
Year 5	94.48
Year 6	93.85
Whole School Average Pre-Primary to Year 6	92.95

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 email, telephone or over the counter 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 parents or guardians are required to submit an Application For Leave. This is signed by the relevant classroom teachers and then submitted to the Principal. The Principal reviews each application and notes are 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 for 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. Catholic Education Western Australia is kept informed on any chronic non-attendance.

## Section 5 - Senior Secondary Outcomes (Not Applicable)

## Section 6 - NAPLAN Information (2018)

The table below shows the percentage of students at or above the National Minimum Standard for St Jerome's Primary School and for Australia.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	91.0%	98.9%	98.8%	98.8%	98.9%
Nation	95.6%	94.5%	94.1%	94.4%	95.6%

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	94.4%	94.5%	95.8%	98.6%	98.6%
Nation	94.8%	90.0%	94.4%	93.5%	95.6%

The table below shows the following information mean score for St Jerome's Primary School and for Australia.

Year 3	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	411.4	417.9	401.2	417.7	384.8
Nation	433.8	407.2	417.8	431.7	407.7

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	517.17	496.5	512.8	514.5	489.2
Nation	509.0	464.6	502.5	503.6	494.2

## Section 7 - Satisfaction Surveys

The opinions of parents, teachers and students are sought to contribute to the planning for continuous school improvement. These discussions take place at School Board, Parents and Friends and class meetings. Additionally, the Student Council is made up of a representative group of Year 6 students. They meet regularly and are encouraged to bring any matters of concern.

Parents continue to express a high level of agreement that St Jerome's is committed in its approach to teaching, the school is managed well and the staff at St Jerome's are approachable. Comments by parents identified that the school continues to have a welcoming and inclusive environment.

Teachers who provided feedback expressed positive agreement that they have opportunities for professional development; feel like a professional at work; are committed to this school and that the school encourages student responsibility.

Students shared similarly positive responses and agreed that the school has clear rules and expectations and that they are expected to act responsibly, especially in the older years. Students enjoy the opportunity to participate in sporting events both in house and interschool.

### Parent Satisfaction

Level of parent satisfaction at St. Jerome's is high, based on the following:

- Strong support for all school functions and activities such as Grandparents day, Mothers' and Fathers' Day events, Open Night, P&F functions, support of P&F initiatives etc.
- Strong level of parental involvement in the education program especially through the Sacramental programs
- Strong school/home partnerships
- Extremely positive parental interaction with staff
- Places continue to be eagerly sought at the school and applications remain high
- Good attendance at Parent/Teacher meetings
- Positive response when assistance for school events is requested

### Student Satisfaction

- Students at St. Jerome's work and play in a happy, safe and friendly environment.
- High level of student satisfaction based on the following:
- Minimal incidents of negative interactions amongst students in and out of class
- The positive result from the School Climate Survey conducted in 2018 is that the perception of bullying in the school is quite low
- There is a strong level of engagement in various learning programs
- High level of cooperation with staff
- Consistent progress from students
- Inclusive of all nationalities
- Nurturing attitude towards each other
- Willingness to participate
- Strong level of collaboration amongst students as noted by various class teachers and staff

- The School Climate Survey conducted during 2018 indicates high expectations for academic achievement amongst students is evident

### Teacher Satisfaction

St. Jerome's fosters a wonderful working environment. Our high retention rate demonstrates the many quality relationships that exist between the staff. A culture of professional respect, friendly cooperation and congeniality is evident within our school. Staff well-being and job satisfaction is good, including EAs. Strong feedback from teachers about their practice through the School Climate Survey conducted during 2018 was very positive. Teachers believe there is ongoing encouragement & opportunity to strive for quality.

## Section 8 - Post-School Destinations (2018 → 2019)

School	Number of Children
Atwell College	1
Christian Brothers' College	11
Corpus Christi College	3
Emmanuel College	15
Iona College	11
Kennedy Baptist College	1
Santa Maria College	2
Seton Catholic College	25
Trinity	1
Not Stated	2

## Section 9 - School Income

Information regarding school income can be found on the My School website. This can be accessed via the following link [www.myschool.edu.au](http://www.myschool.edu.au).

# Report on achieving outcomes in Annual School Improvement Plan

As reported at 2018 School Annual Community Meeting on Wednesday 28 November 2018.

## FOCUS AREA

### MATHS

- All teachers Yr 1 - 2 conducted MAI (Maths Assessment Interviews) on every student.
- Continued extension during Maths lessons of our top Maths students.

### WRITING

- Introduction to VCOP (Vocabulary, Connectives, Openers & Punctuation) was successfully achieved.

## COMMON ASSESSMENT TASKS

- Teachers met in cluster groups to create common assessment tasks so that assessment/tasks were very clear in content.

## DIGITAL LEARNING

- Key Teacher in Digital Learning was responsible for helping teachers to improve in their knowledge concerning best use of technologies to improve student learning.

Helen O'Toole  
Principal