

St Jerome's Primary School

2019 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 2019 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 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, school band, 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 (2019)

In 2019, St Jerome's employed 71 staff. Of these, 38 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 (2019)

	Number	FTE
Teaching staff	38	31.4
Non-teaching staff	33	20.6
Indigenous staff	1	
Male staff	7	
Female staff	63	

Section 4 - Student Attendance (2019)

Year Level	Average Percentage
Kindergarten	87.35
Pre-Primary	91.97
Year 1	91.7
Year 2	93.8
Year 3	94.44
Year 4	93.76
Year 5	95.37
Year 6	93.68
Whole School Average Pre-Primary to Year 6	92.75

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 (2019)

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	96.0	98.7	98.7	98.7	98.6
Nation	95.9	96.4	93.2	94.9	95.6

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	98.8	96.5	97.6	96.4	96.4
Nation	94.8	92.7	94.0	92.4	95.4

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	415	432	401	431	394
Nation	432	423	419	440	408

Year 5	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
School	512	515	498	506	485
Nation	506	474	501	499	496

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

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. Teachers believe there is ongoing encouragement & opportunity to strive for quality.

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

School	Number of Children
Aquinas College	4
Aranmore CPS	1
Byford Secondary College	2
Christian Brothers' College	15
Corpus Christi College	2
Divine Mercy	1
Emmanuel College	9
Iona College	1
John Curtin	3
Rockingham Montessori School	1
Kennedy Baptist College	1
Santa Maria College	2
Seton Catholic College	31
South Australia	1
Tom Price	1

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.

Section 10 - Annual School Improvement

Priority 1

Whole school focus on the knowledge component of the RE program. Require children to learn by heart, facts and details of the life of Christ and the Lessons from the Parables.

Reason for Priority 1

The school's BRELA (Bishops' Religious Education Literacy Assessment) test results over recent years showed a need for students to increase their knowledge of the Gospels.

Steps taken to achieve Priority 1

These involved:

- Including a Common Assessment Task at the end of each Religious Education unit using questions that require students to “List, Provide, Explain, Compare and Describe”. These C.A.T.S were age appropriate.
- Continued our focus on the Gospels and the Life of Jesus.
- Each Friday, the Assistant Principal (RE) sent out the Sunday Gospel Reading along with a reflection including a video clip of the Gospel of the Day.

Status of Priority 1 - achieved through improved 2019 BRELA results in Yrs 3 & 5.

Priority 2

To implement the St Jerome’s Aboriginal Education Plan

Reasons for Priority 2

The school needed to review how Aboriginal Perspectives were imbedded across the K-6 curriculum.

Steps taken to achieve Priority 2

- An Aboriginal Perspectives Team was established during the year and met four times during the year.
- This team liaised regularly with CEWA Key Aboriginal Perspectives Team at CEWA.
- Two curriculum consultants from CEWA Aboriginal Education Team presented a full day whole staff professional development day where the school Aboriginal Education Plan was formulated.

Status of Priority 2 - achieved

Priority 3

To improve student performance in the area of Place Value in Maths across the school.

Reason for Priority 3

Our 2018 Naplan data indicated that the students’ results in Mathematics were below the all Australian mean result. Discussion with CEWA numeracy consultants suggested understanding of place value is the foundation to Mathematics improvement.

Steps taken to achieve Priority 3

- All classes followed a common format for Mathematics lessons
- Continual emphasis on mental computation
- Clear direct instruction of new Maths concepts
- Differentiated activities related to the key topic

- Use of the Paul Swan trajectories of Learning for Place Value to determine each student's ability
- Use of active "Maths Word Walls" for improvement in Maths vocabulary
- Professional Development with staff through collaboration with Notre Dame University Mathematics Staff, Lorraine Day and Derek Hurrell.

Status of Priority 3 - achieved.

Priority 4

To extend children's thinking and learning through planned and spontaneous experiences.

Reason for Priority 4

The students need to show more active engagement in their learning and develop a "can do" attitude to problems.

Steps taken to achieve Priority 4

- The Early Years (3 Year Old Kindy - Year 2) worked on their Quality Improvement Plan (QIP) through regular meetings related to the National Quality Standard for all Australian schools.
- Education Assistants were trained to interact positively with students in both indoor and outdoor activities, encouraging reflection, experimentation and questioning.
- Goal Setting was established as a school wide practice. Individual students were encouraged to understand their personal learning goals.
- Teachers worked on improving questioning techniques, allowing more wait time to allow more reflective students time to consider their response.

Status of Priority 4 - achieved.

Priority 5

To increase the use of technology to enhance student learning so that it becomes a seamless part of the learning process.

Reason for Priority 5

- Teachers and all staff need to develop confidence in the integration of specific technologies into their daily teaching.
- Students need to be wholly proficient in confidently using digital technology in all learning areas.

Steps taken to achieve Priority 5

- Key Teacher in Digital Technology was released from the classroom at an FTE of 0.4. This teacher worked with class teacher and students to provide support and encourage confident IT use.
- Digital Technologies Learning Area Team presented four PLC meetings.
- Use of SEESAW across the school to further enhance home/school communication.

Status of Priority 5 - achieved.

Priority 6

To enhance the Arts Learning Area across the school. This includes Music, Dance, Drama, Visual Arts and Media Arts.

Reasons for Priority 6

To further develop students' creativity and innovation. Through the Arts, demonstrate to students how things can be put together in new ways, how to take risks, experiment, refine ideas, fail and then try again.

Steps taken to achieve Priority 6

- Engagement of specialized teachers for Visual Arts and Drama
- Continuation of the existing Dance and Music program
- Introduction of Arts Media as a learning area in Middle and Upper year levels.

Status of Priority 6 - achieved.

Priority 7

For teachers to take responsibility for changes in practice that may be required to achieve school targets. For teachers to be using data on a regular basis to monitor the effectiveness of their own efforts to meet those targets.

Reasons for Priority 7

The collaboration of teachers working at Year Levels, cluster groups or Learning Area Teams needed to become more consistent and targeted at whole school improvement.

Steps taken to achieve Priority 7

- CATS (Common Assessment Tasks) and associated rubrics were used to moderate student work
- Teachers kept strictly to the format of the Whole School Testing Schedule
- The biannual "Cold Writes" format, established in 2018, was maintained.
- Teachers began to use "Brightpath" as an additional tool to assess student writing.
- The school participated in the "School Improvement Initiative" under the direction of Dr Lyn Sharratt and in collaboration with CEWA Curriculum Team.
- The Leadership Team, Cluster Leaders and three teacher representatives formed a team to attend three meetings throughout 2019.

Status of Priority 7 - achieved.

Helen O'Toole
Principal