St Joseph’s Catholic Primary School
Pinjarra

Annual Report 2015
2015 ANNUAL REPORT TO THE SCHOOL COMMUNITY

PRINCIPAL REPORT - Mrs Joy Ketteringham

For 2015 Mrs Joy Ketteringham maintained principalship of the school. In 2016 she has been seconded to the Kimberley’s for twelve months service. In that time Mr Darrin Croft will be the school principal.

Mrs Ketteringham presented her principal report to the community at the Annual General Meeting. This PowerPoint presentation can be found on the website under Annual Reports 2015 / Principal’s Report to the Community.

BOARD CHAIR – Mr Michael Ferraro

Mr Ferraro is the Board Chairman of St Joseph’s Catholic Primary School. His full Board report to the school community can be found on the school website under Annual Reports/ Board Chair Report to the Community 2015.

SCHOOL IMPROVEMENT

St Joseph’s Catholic Primary School has developed a school strategic plan (2015 – 2018) in which it details goals and strategies aligned to benefiting whole school improvement. The plan outlines the future of the school for the next 3 – 5 years and incorporates aspects of Learning, Engagement, Accountability and Discipleship as driven by Catholic Education strategic direction.

In order for the strategic plan to be successfully developed the school implements an Annual School Improvement Plan (ASIP). It details key SMART goals that are intended to be achieved within a given calendar year or over the implementation of the strategic plan.
ANNUAL IMPROVEMENT GOALS 2015

In her Annual report to the Community, Mrs Ketteringham detailed key components of the School Improvement Plan and the evidence / strategies utilised to obtain success in these areas.

As a school, goals were centred on:

1. Increase comprehension levels and aim for improved spelling results across all year levels.
2. Improve social, emotional and mental health and wellbeing of students and staff.
3. Upskill teaching staff on AITSL standards
4. Improve ongoing partnerships with Parish

EVIDENCE BY:

◊ Reading Doctor available to all students : Kindergarten – Year Six
◊ Toe by Toe (a reading program recommended by SPELD) offered to students
◊ Curtin University: Speech Therapy – Early Childhood
◊ Due to a change of target focus EMU (Extending Mathematical Understanding) and Reading Recovery was offered to students in Years One & Two for 2015 so that the Year Two children were not disadvantaged by the change.
◊ Kath Walker Investigative Learning
◊ Dedicated Literacy and Numeracy Times –
  ✷ Focussing on comprehension and problem solving
  ✷ Increased early childhood classroom support during Literacy and Numeracy times
  ✷ Whole school Assessment Cycle
    • System requirements eg OLI, PIPs, Observation Surveys
    • Standardised Tests
    • Running Records/Informal Prose
◊ Ongoing PDs and PLCs for the implementation of WA Curriculum (2015)
  • PANL
◊ Data wall and data analysis
◊ Administration Classroom visits
  • Classroom management
  • Lesson structure and content
  • Coaching

TARGETS FOR 2016:

Drawing from the strategic plan and aligned to the Annual School Improvement Plan, objectives geared to overall school improvement at St Joseph’s for 2016 are to:

1. Introduce the Visible learning methodology as well as effect sizes around student learning and the impact of teacher mindsets on this model. Specifically to this framework, the value of feedback and its impact on student learning will be enforced as well as the capacity to align feedback specific to learning intentions of a lesson.
2. The completion of all staff to be trained in the Diana Rigg phonetic spelling program. This will form consistent practice throughout the school in terms of instruction, pedagogy, development, data analysis and lesson sequence within classrooms.

3. Revise the Assessment practice and data collection processes within the school and analyse, reflect and improve the practice around these findings and that of educational research.

4. Develop a Teaching and Learning team with key personnel to aid in driving the Literacy and Numeracy plan within the school.

5. Foster the Churches message of ‘The Year of Mercy’ within the school through the revitalisation of The Making Jesus Real Program, with key language and behaviours developed around this program.

6. Refine Intervention procedures for children at risk and implement more efficiency around the knowledge and protocols designed to aid teachers in providing the best possible options for these students.

7. Explore nature play initiatives within the playground and investigate how these will complement existing infrastructure, as well as provide learning benefits to our students.

8. Improve the practise of the You Can Do It program within the school/community and promote the benefits of building confidence, resilience, persistence, organisation and the ability to get along with others.

QUALITY CATHOLIC SCHOOL COMPONENT REVIEWS

In 2016 St Joseph’s will review itself on the following QCS components as a reflective process of school operations. This will be done on the criteria stated below.

WIDER COMMUNITY PARTNERSHIPS

The school actively seeks ways to enhance student learning and wellbeing by partnering with other education and training institutions, local businesses and community organisations. Partnerships are strategically established to address identified student needs and operate by providing access to experiences, support and intellectual and/or physical resources not available within the school. All partners are committed to the common purposes and goals of partnership activities. Procedures are in place to ensure effective communications and to monitor and evaluate the intended impacts of the school’s partnerships.

STAFF WELLBEING

Staff wellbeing is the potential impact that work has on an individual’s spiritual, physical and mental health and the moral and legal responsibility to promote employee wellbeing. A commitment to fostering a culture of cooperation, trust and mutual respect exists, where all individuals are treated with dignity, and can work at their optimum level.
PASTORAL CARE

Pastoral care in Catholic schools means enhancing the dignity of each person within a Catholic faith community. Pastoral care is concerned with maximising learning and growth to enable all to be inner directed and contributing members of God’s creation. The pastoral care policy draws from the Pastoral Care Framework which states: all members of the school community have a fundamental right to be treated with respect and to learn in a safe and supportive environment. Staff, students, families and the wider school community promote and sustain student wellbeing and positive student behaviour in a safe and supportive learning environment, underpinned by an effective pastoral care policy.

FINANCIAL AND INFRASTRUCTURE REPORT

The table below details the expected budget for 2016 as presented at the Annual General meeting. Additional to this, School Financial information can be found under the School Finances page of the my school website or by following the link:


<table>
<thead>
<tr>
<th>2016 BUDGET.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Income</td>
</tr>
<tr>
<td>Total Expenses</td>
</tr>
<tr>
<td>2016 Surplus</td>
</tr>
<tr>
<td>Cash Reserves and Provisions</td>
</tr>
</tbody>
</table>

2015 WORKS

During the 2015 year the school undertook two major capital improvement projects. Firstly, due to expected growth in 2016 student numbers, essential upgrading of the historic Convent building was undertaken, making it fit for early childhood classes and activities. Secondly, to improve the comfort and wellbeing of students and staff, substantial air-conditioning upgrades were carried out to all year level classrooms. The upgrades ensured that each room housed their own split level air-conditioning unit. Alongside these capital improvements ongoing maintenance continued, particularly to the school roofing, classroom cupboards and storage and playground softfall.