



St. Joseph's Catholic Primary School, Pinjarra

**Welcome to
St Joseph's CPS,
Annual Community
Meeting.**

**Wednesday,
20 November 2024, 6pm.**

School Prayer

God our Father,

We thank you for St Joseph's School and for all who make it a special place. Bless the children who are growing in the love of Jesus. Bless our parents and teachers who help us love and care for others and help us to learn. We remember with thanks the Josephite sisters who worked in our school. We pray for our Parish of St Augustine's and our town of Pinjarra. May our school community always be a place of love, peace, learning and laughter.

Amen.

Acknowledgment of Country.

As we join together this evening, I would like to acknowledge the Custodians of land on which we meet, Noongar Boodja Country, and the lands of which we may come from to join this meeting today. Men and women who, through their strength and commitment, continue to maintain traditions, and pass on their knowledge of Country through the generations as language, ceremony, story, music, dance and celebration. I acknowledge and pay respect to their Elders past and present, for they hold the memories, traditions and hopes of our Nations. And to our young people, we commit ourselves to support you into your future. I extend this respect to all Aboriginal people who have gathered with us this evening. This land was, and will always be, unceded Aboriginal land.

Mr David Galloway

School Advisory Council
Chairperson

**St Joseph's Catholic Primary School Advisory Council
2023 Annual Community Meeting
Minutes of Meeting**

Chaired by: David Galloway

Date & Time: Thursday 9th November 2023 - 6.00pm

Location: School Hall

Attendees: In separate register

Item	Description
1	Welcome, opening prayer and acknowledgement of country
2	Financials and 2024 Budget were presented by Bridget Bolt (Finance Officer) There were no questions about these reports
3	P&F Report presented by Rebecca Trigwell (President) covering major activities for the year and the financial results for 2024.
4	Parish Report presented by Fr Mars covering school/church activities for 2024
5	Principal's report Vanessa Gangell (Principal) reported on student results, school activities throughout the year, staffing for 2024 and school improvement plans for 2024
6	New council members for 2024 (Owen McLarty and Stephen Martin) presented to the meeting. Owen and Steven spoke to the meeting about their reasons for joining and the experience they believe they bring to the Council.
7	Closing prayer and meeting close

Election of Council Member

A blue ballpoint pen is positioned diagonally on the left side of the image, pointing towards the center. The background is a document with a grid and a bar chart. The bars in the chart are blue and increase in height from left to right. The word "Reports" is written in white, sans-serif font in the center of the image.

Reports

2024 Estimated Financial Results

Income Statement	
Income	3,313,964
Expenses	<u>3,017,589</u>
Surplus (Deficit) before Depreciation	296,375
Amortisation and Depreciation	<u>143,310</u>
Surplus (Deficit) after Depreciation	153,065

Balance Sheet	
Assets	4,467,902
Liabilities	<u>2,169,845</u>
Equity	2,298,057

2025 Budget

Income Statement	
Income	3,560,307
Expenses	<u>3,236,837</u>
Surplus (Deficit) before Depreciation	323,470
Amortisation and Depreciation	<u>121,788</u>
Surplus (Deficit) after Depreciation	201,682

Balance Sheet	
Assets	4,421,006
Liabilities	<u>1,525,783</u>
Equity	2,651,622

Cash Position 2025

	\$
Closing Balance December 2024	410,466
Movement 2025	<u>155,579</u>
Estimated Closing Balance December 2025	566,045

2025 Tuition Fees

	\$
Tuition Fees – per child	390
Building Levy - per family	90
Parents and Friends Contribution (Yrs PP – 6) per family	100
Parents and Friends Contribution (Kindergarten) per family	65
Camp (Yrs 5 & 6) – per child (biennial)	282.50
Pre-Kindergarten (3 Year Olds) – per child	\$70 per session



St Joseph's P&F...friendraising and fundraising!



St Joseph's P&F...friendraising and fundraising!

National Assessment Program-
Literacy and Numeracy (NAPLAN)

Progressive Achievement Tests (PAT)

BrightPath Writing

Lexile

Spelling Mastery

Words, Grammar and Fun

NAPLAN 2024

-The National Assessment Program-Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years Three, Five, Seven and Nine. It is the only nationwide assessment that all Australian children undertake.

NAPLAN 2024

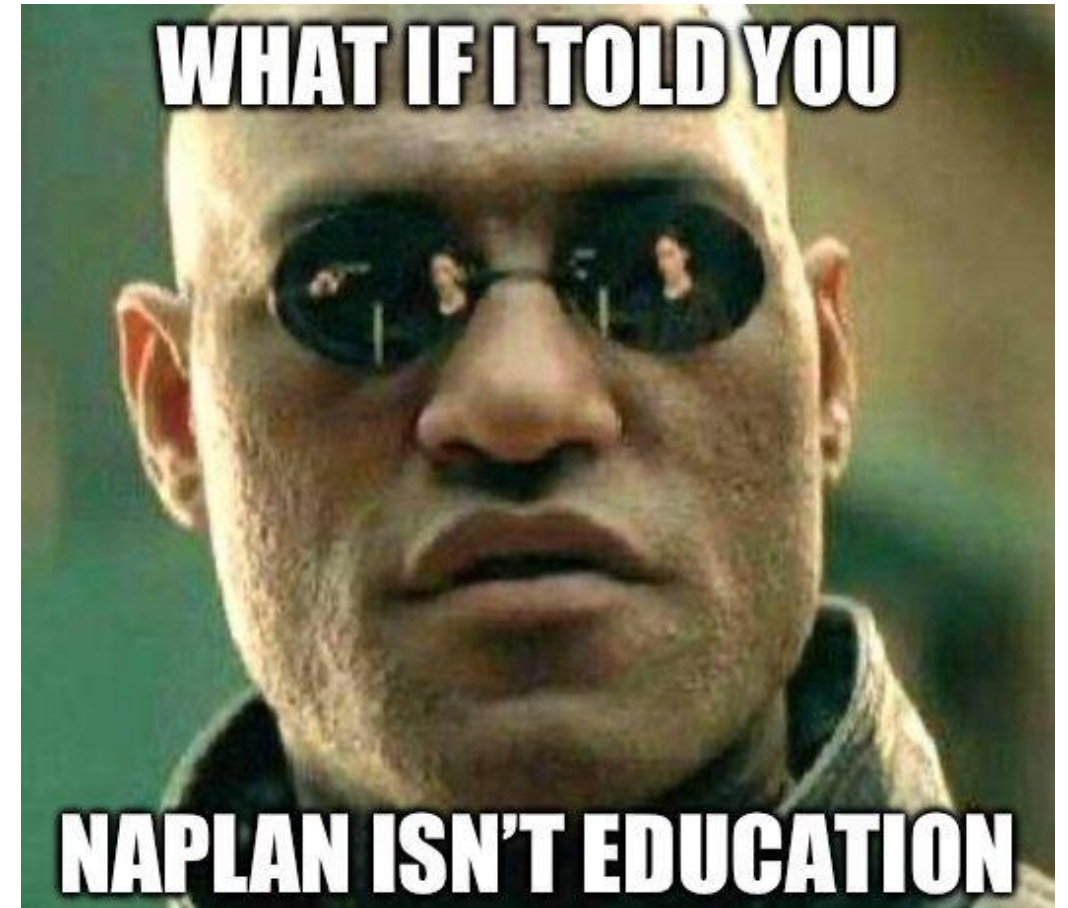
-NAPLAN tests students' ability in three domains of literacy-reading, writing and language conventions (spelling, grammar and punctuation) and in numeracy.

-A NAPLAN score in one test domain is not comparable with a NAPLAN score in another.

YEAR THREE	St Joseph's	CEWA	State	National
Reading	398	403	392	404
Writing	407	419	409	416
Spelling	404	401	395	401
Grammar	406	404	399	409
Numeracy	395	400	396	404

YEAR FIVE	St Joseph's	CEWA	State	National
Reading	436	492	484	492
Writing	440	484	478	485
Spelling	423	489	485	486
Grammar	436	493	492	498
Numeracy	457	486	485	489

NAPLAN assessments measure only specific academic skills. They don't capture our students' full range of capabilities-their critical thinking, creativity, emotional intelligence or curiosity. Nor do they reflect the diverse cultural backgrounds and learning profiles that enrich our school community. We value these broader dimensions of learning that shape our students' growth and success.



Progressive Achievement Tests (Maths Adaptive) 2024

- Measures mathematical ability across three strands:

 - Number and algebra

 - Measurement and geometry

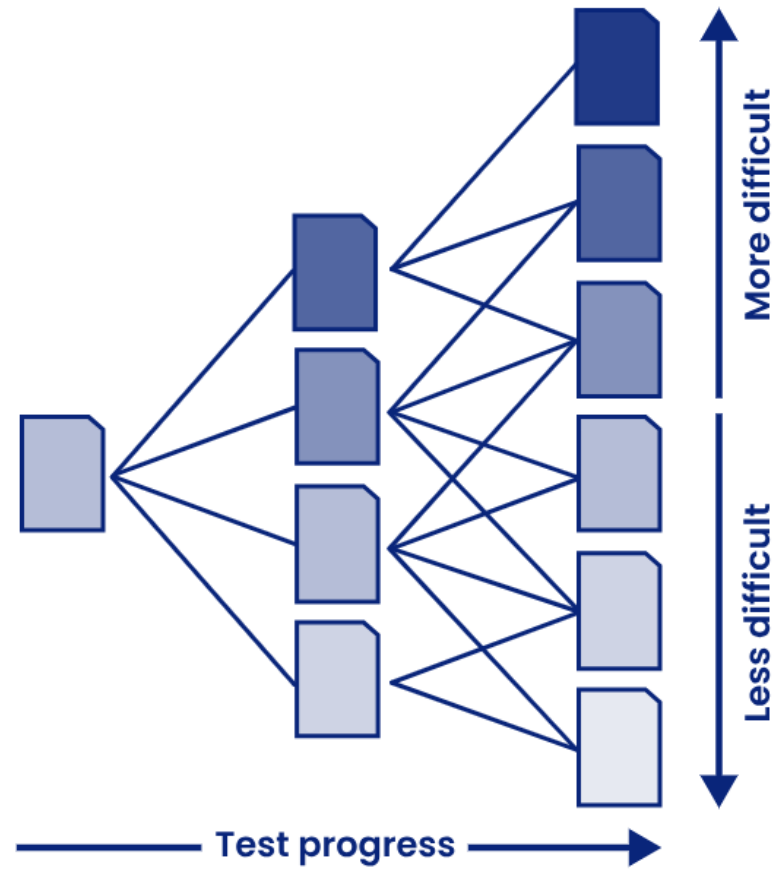
 - Statistics and Probability

- Addresses the proficiencies of fluency, understanding, problem solving and reasoning

- Automatic assignment of students' entry levels

- Personalised test pathways determined by student responses

Adaptive (tailored) testing



PAT Maths Adaptive

Year Level	Semester One (50 th percentile)	Semester Two (50 th percentile)
1	88.7	95.1
2	98.1	100.4
3	101.7	114.4
4	110.1	115.6
5	109.4	118.2
6	122.3	134.1

Progressive Achievement Tests (Reading Adaptive) 2024

-Assesses reading comprehension, covering four strands:

Retrieve

Interpret implied

Interpret explicit

Reflect

-Provides five text types and 16 strand processes as organising components of reports

-Automatic assignment of students' entry levels

-Personalised test pathways determined by student responses

PAT Reading Adaptive

Year Level	Semester One (50 th percentile)	Semester Two (50 th percentile)
1	62.9	76.5
2	79.2	98.9
3	102.3	114.7
4	104.9	107.0
5	100.1	116.2
6	125.2	129.1

Year	Whole school PAT Maths (50th percentile)	Whole school PAT Reading (50th percentile)
2020	102.0	88.8
2021	101.0	97.8
2022	105.5	101.7
2023	109.7	103.5
2024	112.1	107.9

Achievement Bands Descriptors (Reading example)

80-89 Retrieve

Students are learning to make simple, direct matches between key words in the question and the text to locate information when there are no other instances of the key word. They are still learning to retrieve prominent information that is mainly located at the beginning or the end of the text. They are developing their skills in matching and locating information in simple tables.

90-99 Retrieve

Students are mainly consolidating their skills in directly matching words in the question to words in the text in order to locate information nearby. They can match words across a short text. They are also beginning to recognise a simple rewording of a familiar idea that also uses familiar vocabulary. They are learning to manage some competing information when the information is in a prominent position, such as the start of the text.

BrightPath Writing.

- An evidence-based assessment tool
- Provides clear next-step teaching points that are targeted to help students improve writing skills.
- Showcases students' writing improvement over time, which validates writing strategies.

Narrative-Tells a story

Recount-Retelling of an event or experience

Persuasive-Tries to convince the reader of the writer's opinion/point of view.

BrightPath Writing

Term	Year Groups	Genre	St Joseph's mean	All schools mean
1	3-6	Narrative	333	315
1	PP-2	Recount	161	162
2	3-6	Persuasive	398	348
3	3-6	Narrative	345	315
3	PP-2	Recount	193	162

BrightPath Writing.

370-410 Descriptors

Writes a narrative with a distinguishable storyline, including some events that relate to the resolution.

Writing may present as a book chapter and therefore does not include a resolution.

There is a stronger sense of character and setting. Character emerges through actions and interactions.

Uses descriptive and precise language.

Uses cohesive devices such as simple conjunctions and connectives, noun-pronoun referencing and word groups.

Some use of paragraphing to enhance story-telling by indicating changes in time and events.

Uses simple, compound and complex sentences. Attempts at greater complexity of structure may lead to clumsy sentences.

May control sentence level punctuation.

Uses some other punctuation including apostrophe for contraction, speech marks, and commas for phrasing.

Teach students how to:

Provide imaginative or reflective elements (humour, drama, suspense, sympathy).

Adjust writing to account for audience, purpose and context.

Use details to reveal uniqueness of character and/or setting; and relationships between characters.

Use actions, dialogue, appearance to imply character and/or setting.

Select language to suit audience and purpose and to enhance story-telling.

Maintain noun/verb agreement and tense within a sentence.

Position dependent clauses correctly.

Structure paragraphs to enhance story.

Punctuate sentences.

Use speech marks, apostrophes for contraction and possession, and commas for phrasing.

Lexile Growth Report

This report compares the average Lexile 'first test' of the school year to the most recent test. Lexile tracks reading ability.

Year Level	First Test (average)	Most recent test (average)
3	413	508
4	271	383
5	436	558
6	717	834

Spelling Mastery Whole School Report

This report compares the initial Spelling Mastery placement level of the school year to the most recent placement.

Year Level	Term One placement	Term Four placement
2	22 level 'A' 8 level 'B'	2 level 'A' 6 level 'B' 16 level 'C' 2 level 'D' 1 level 'E'

Year Level	Term One placement	Term Four placement
3	5 level 'A' 12 level 'B' 4 level 'C'	1 level 'A' 1 level 'B' 13 level 'C' 4 level 'D' 1 level 'E' 1 level 'F'
4	5 level 'A' 10 level 'B' 13 level 'C' 1 level 'D'	1 level 'A' 5 level 'B' 10 level 'C' 7 level 'D' 0 level 'E' 2 level 'F'

Words, Grammar and Fun

-An intensive oral language program for our Pre-primary students to improve outcomes in the areas of semantics and grammar.

-This program ran over Terms Two and Three.

Subset	Pre-test % (Pre-primary)	Post-test % (Pre-primary)
Conjunctions	34%	58%
Adjectives	5%	26%
Adverbs	36%	46%
Synonyms	35%	43%
Multiple meanings	36%	77%
Vocabulary	5%	51%
OVERALL	25%	50%

Academics-Where to from here?

Reading-New decodable levelled reading program (Early Years)

Writing-Seven Steps for Writing (Day Two)

Spelling-Spelling Mastery Program (Years 1-5)

Grammar and punctuation-Implementation of new Scope and Sequence

Numeracy-Analysis of PAT mathematics data (support from CEWA) and further PL from MathsTrek.

Support Programs

MultiLit (Literacy) (Tier 2 and 3)

Pre-primary - 7 students

Year 1 - 14 students

Year 2 - 7 students

Year 3 - 2 students

Year 4 - 4 students

Year 5 - 1 student

Support Programs

Mathematics support

Years 1-6...a mixture of Tier 1 (whole class) and Tier 2 (small group) support.

Support Programs

Curtin University Speech Therapists
(Tier 1, 2 and 3)

Kindergarten - 6 students (Tier 1)

For 2025, the school has employed a speech therapist one day a week (school-based).

Support Programs

Student Wellbeing Officer (Tier 2 and 3)

Number of occasions of service (children) - 85 students
Number of occasions of service (parents) - 19 parents

Seasons for Growth (SFG) (Tier 2)

Number of SFG groups - 3 groups
Number of children in SFG - 16 students

Capital Development Plan Stage 7-Complete

Relocation of the canteen (including a servery into the Assembly Hall)

New classroom (Year One)

New STREAM and Investigative Learning Areas

New junior and staff toilets

New laundry

Corridor improvements

Maintenance

New artificial turf in the Early Years

Classroom improvements...carpet, painting, desks, lighting, Library fit-out (donated by P&F)

New path along northern verandah (partly P&F Funded)

New aluminum picnic tables (donated by the P&F) and umbrellas

New aluminum bag racks (donated by the P&F)

Grant Money

Wellbeing Boost (CEWA)

- Berry Street Training (all staff)-Year Two
- URStrong Training (all staff, parent PD and whole school 'Friendship Day')-Year Two
- Sensory spaces
- Literature (wellbeing focus)

Quality Catholic Education (QCE) Awards

St Joseph's Catholic Primary School-Merit in the Student-Led Category

Education-Catholic Schools of Excellence

The Education Award recognises outstanding school projects and initiatives that inspire and support students in their learning and make a significant contribution to educational outcomes of students in Catholic schools.

The 'Children's University' program run at St Joseph's Pinjarra in collaboration with the University of Western Australia, engages students in exciting learning opportunities, increasing their chances for educational achievement and rewards them for taking responsibility for their learning. Students pursue excellence and strive for their personal best within a supportive environment. Participating in a range of online learning activities, visiting learning destinations, attending community events and completing community service. Once 30 hours in their learning passports has been completed, students are invited to a graduation at UWA, fully dressed in cap and gowns for the formal graduation at Winthrop Hall.



Staffing for 2025

Principal-Vanessa Gangell

Assistant Principal-Tracy O'Dwyer

Finance Officer-Bridget Bolt

Administration-Christine Douglas and Tammy Schelfhout

Speech Therapist-Jordan (Jordy) Robinson

Canteen-Ros Treasure

Social Worker-Jill Ward

General Education Assistants-Jane Preston, Tammy

Schelfhout and Margrate Snow

Pre-Kindergarten - Michelle Van Reeken and Ginette Black
Kindergarten - Zoe Ramsay, Raani Abourizk and Ginette

Black

Pre-primary - Rachael Leventhal, Kirsten Greenham and
Margrate Snow

Year One - Kristie Jones

Year Two - Katie Whiteman

Year Three - Yasmin Williams

Year Four - Tammy Moroney

Year Five - Rachel Waters

Year Six - Pete Cosgrove

Physical Education and Health - Rob Henry

Science - Stephanie White

The Arts and Languages (Auslan) - Kate Martin

Staff leaving St Joseph's

Mel Bray

Justine Dodson

Amaya Durnin

Deb Gundry (returning in 2026)

Di Partridge

Toni Romeo

Katie Simpson

Flow of concern (school parents)

Parent who has a concern.

It is the standard expectation that the first point of contact regarding issues that relate to your children is the classroom/specialist teacher. Meeting requests with Leadership to be conducted only if confidentiality issues exist or access to classroom/specialist teacher is limited.

Classroom/specialist teacher...if there is an issue requiring more support...Assistant Principal

Classroom/specialist teacher...if there is an issue of major concern or confidentiality required...Principal

Please note, classroom/specialist teachers will be notified by Leadership of parent meetings with Leadership unless fair reason is provided.

Parents may seek alternate pathways if deemed appropriate to the circumstances.

School Advisory Council Chair...Mr David Galloway

CEWA School Improvement Advisor...Mrs Julie Hornby

<https://policy.cewa.edu.au/executive-directive/dispute-and-complaint-resolution/>

Catholic Identity-2024

By the end of the year, we have connected more deeply to the charism of the Josephite Sisters, so that we can represent Christ more fully and be a channel of goodness for all people.

By the end of the year, we focus on service learning in the wider community, so that we reflect Catholic social teaching and the students experience faith in action.

Education-2024

By the end of the year, we have successfully implemented the Spelling Mastery Program, so that we have a consistent approach to teaching spelling throughout the school and the students develop a common language.

By the end of the year, we have developed a scope and sequence document for grammar and punctuation, so that learning experiences are tailored to students' ages and developmental levels.

Community-2024

By the end of the year, we have explored ways we can demonstrate respect for Aboriginal culture and traditions, so that we continue to build our cultural competencies.

By the end of the year, we have implemented the URStrong friendship program, so that our students and community members are empowered with the skills, language and self-confidence to develop healthier relationships.

Stewardship-2024

By the end of the year, we have maintained the Early Years playground area, so that the physical aspect of the learning environment scaffolds and accelerates learning for each student.

By the end of the year, we have maintained enrolment numbers to stabilise the financial position of the school.

The background features several overlapping, semi-transparent circles in various shades of light blue and light green. The circles are arranged in a way that they appear to be layered, with some partially obscured by others. The overall effect is a soft, modern, and clean aesthetic.

Looking forward...

- Faith formation for the staff-we cannot give what we do not have
- Spelling Mastery-Years One to Five
- Revise the Seven Steps for Writing Program (Day Two)
- Continue with the URStrong and Berry Street Programs (Year Two)
- Analysis of Reading and Mathematics PAT data (CEWA supported)
- Sustainability initiatives
- Compliance Audit-Stewardship Pillar
- Quality Catholic Education School Review
- Stage Seven Official Opening

St Joseph's Catholic School Improvement Plan for 2025

Formation for Mission
Excellence for Success
Witness for Impact
Growth for Access



Catholic Identity-2025

We integrate faith, life and culture through faith formation and shared witness, so that all staff are empowered to further the vision and mission of Catholic Education.

We focus on service learning in the wider community, so that we reflect Catholic social teaching and the students experience faith in action.

Education-2025

We successfully maintain the Spelling Mastery program, so that we have a consistent approach to teaching spelling throughout the school and the students develop a common language.

We successfully maintain the Seven Steps for Writing program, so that we have a consistent approach to teaching writing throughout the school and the students develop a common language.

Community-2025

We explore ways we can demonstrate respect for Aboriginal culture and traditions, so that we continue to build our cultural competencies.

We successfully maintain the URStrong friendship and Berry Street programs, so that our students and community members are empowered with the skills, language and self-confidence to develop healthier relationships.

Stewardship-2025

We maintain the Early Years playground area, so that the physical aspect of the learning environment scaffolds and accelerates learning for each student.

We maintain enrolment numbers to stabilise the financial position of the school.

CARE culture



St Joseph's Catholic Primary School, Pinjarra

Christ-inspired

Achieve

Relationships

Empower

St Joseph's Catholic Primary School...

A Catholic School of excellence where every child is known.





Thank you for
joining us!