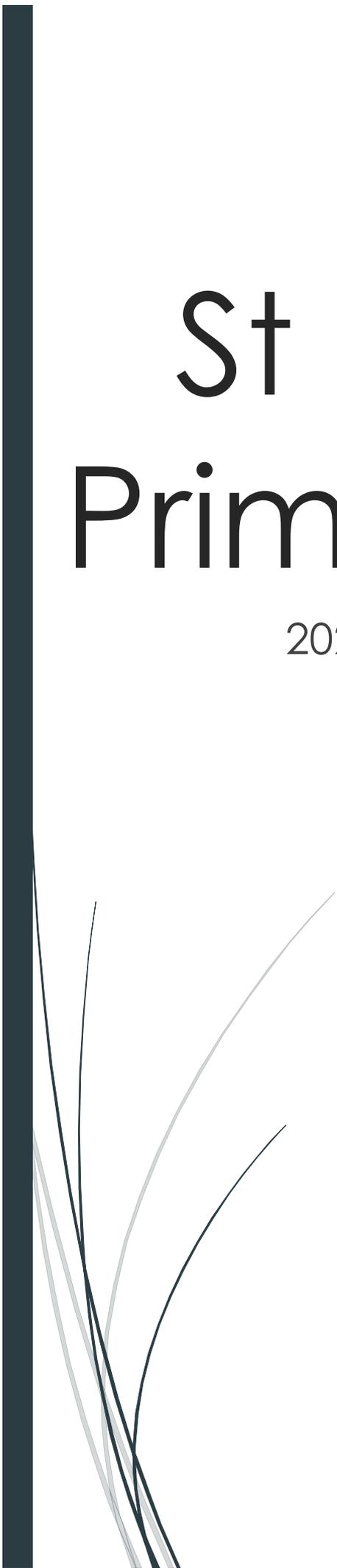


St Jerome's Primary School

2020 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 2020 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 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. 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 (Kindergarten to Year 6)
- Performing Arts (Year 1 to Year 6)
- Physical Education (Kindergarten to Year 6)
- Science (Year 3 to Year 6)
- Library (Kindergarten to Year 2)
- Languages - Italian (Year 1 to Year 6)
- Extension (Select Year 3 to Year 6 Students)
- Visual Arts (Year 1 to Year 6)

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 staffed by a Teacher and a Library Technical Officer.

We are also passionate about Numeracy. We support teachers and Educational Assistants and individual students struggling with numeracy by employing 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 (2020)

In 2020, St Jerome's employed **83** staff. Of these, **46** 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	4
Master of Teaching	3
Graduate Diploma of Education	6
Graduate Certificate of Education	6
Bachelor of Education	26
Diploma of Education	9
Other Bachelors	16
Other Diplomas	3
Certificates III & IV	4
Doctor	-

Section 3 - Workforce Composition (2020)

	Number	FTE
Teaching staff	46	37.2
Non-teaching staff	37	21.86
Indigenous staff	1	
Male staff	7	
Female staff	58	

Section 4 - Student Attendance (2020)

Year Level	Average Percentage
Kindergarten	90.19
Pre-Primary	91.93
Year 1	93.17
Year 2	94.2
Year 3	94.93
Year 4	94.98
Year 5	94.77
Year 6	94.11
Whole School Average Pre-Primary to Year 6	94.0

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, SMS 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 or planned absences of three or more days, parents or guardians are required to submit an Application for Extended 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 (2020) (Not available due to COVID-19)

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 Advisory Council, Parents and Friends meetings and class discussions. Additionally, the Student Council is made up of a representative group of Year 6 students. They meet regularly and are encouraged to raise any matters of concern in their meetings.

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 (2020)

School	Number of Children
Australian Christian College - Southlands	1
Aquinas College	1
Christian Brothers' College	17
Corpus Christi College	8
Divine Mercy	1
Emmanuel College	13
Iona College	3
John Curtin	1
Santa Maria College	1
Seton Catholic College	30

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

1. Evangelisation Plan – Review in 2021 – continued focus on the Gospels
2. Aboriginal Education Plan – Review the plan and embed Aboriginal Perspectives throughout the school
3. Early Years Focus - To provide planned, proactive and intentional play-based opportunities in order to extend, support and scaffold children in their learning
4. Curriculum Plan -
 - To continue to enhance and promote the Arts Learning Area across the school including dance, music, drama and visual arts
 - For teachers to continue using data on a regular basis to monitor the effectiveness of their own efforts to meet identified targets
 - Improve student performance across the school in the area of Place Value

Chris Cully
Principal