

St Jude's Catholic Primary School

Langford



School Performance Data

Report for the 2020 Academic Year

St Jude's Catholic Primary School Vision

St Jude's Catholic School is a compassionate and welcoming community.
We centre our learning in Christ and strive to achieve excellence,
As we affirm, nurture and develop the unique gifts of each child.

School Performance Data Report 2020N

1: Contextual Information in 2020

St Jude's Catholic Primary School is a co-educational primary school comprised of 215 students from Three- Year-Old Pre-Kindy to Year Six and serves the Catholic Parish of St Jude's Langford, Lynwood, and Parkwood. St Jude's School is a caring and multicultural educational community which offers innovative programs and seeks to provide a safe, nurturing and secure environment for all children and their families. St Jude's School was established in 1979 by the Sisters of Mercy and their foundation principles continue to underpin the traditions of the school. These foundations are deeply centred on the teachings of Jesus, and respect for the dignity of each person underpins all our actions and relationships within the School.

St Jude's Catholic Primary School has a wonderful sense of unity and community that fosters the education and development of the whole child. We strive for excellence in all areas of curriculum and work in partnership with parents to support our students to achieve their full potential. We strive to ensure that each student has access to a complete and integrated education, that is, one that promotes physical, intellectual, moral, social, spiritual and creative growth.

The school recognises the importance of literacy and numeracy skills and offers learning programs and support programs to cater for the specific needs of each child. St Jude's has had a focus on the development of literacy and numeracy skills, and with special attention to the needs of EAL/D students, who comprise approximately 78% of our student body. Our Year 1 to 4 students have the opportunity of a 1-1 school funded iPad program while our Year 5 and 6 students have a 1:1 school funded laptop program. Interactive whiteboard technology, Apple TV's and iPads are available in all classrooms to help embed technology process into the everyday classroom learning situation.

The specialist areas of STEM, Physical Education, Japanese, Music & Drama and Visual Arts form part of the regular school curriculum as the school caters to the diverse interests and backgrounds of students.

The school works collaboratively with the St Jude's Parish and Parish Priest, Father Terry. A committed Friends of St Jude's and progressive School Board work closely with the Principal in building strong community spirit. Community commitment to engagement in the school including preparations for the sacraments, and involvement in sporting and cultural events are further evidence of the valued role that parents and parish play in the life of our learning community.

At St Jude's, we aspire to live our Mercy values of compassion, excellence, hospitality, justice and respect.

2: Teacher standards and qualifications

The teaching staff at St Jude's Catholic School are all registered with the T.R.B.W.A. and hold current Working with Children registrations. They are expected to adhere to our Code of Conduct and proactively support the Catholic faith and ethos of our school.

Teacher Qualifications:

Masters Degree	4	Certificate III of Applied	1
Bachelor of Education	10	Language Studies	
Bachelor of Arts	6	Grad Dip. Applied Science	1
Bachelor of Social Work	1	Facilitating The Learning of	1
Diploma of Teaching	3	Languages Other Than English	
Diploma in Education	1		

3: Workforce Composition

In 2020, the school employed 30 staff members, comprised of:

Female	22
Male	3
Teaching Staff	17
Non-teaching Staff	13
Indigenous Staff	0

4: Student attendance at school

The **annual, average, daily attendance** rate for students from Pre-Primary to Year Six was **91.93%**

The attendance rate for each year level is as follows:

Pre-primary:	92.47%
Year 1:	87.11%
Year 2:	90.87%
Year 3:	93.68%
Year 4:	90.68%
Year 5:	94.11%
Year 6:	94.57%

Student attendance is monitored twice daily through the SEQTA program. Non-attendance is noted as half/full day absences. Parents who have not informed the school by note, verbally or over the phone are sent an SMS. If no response is received, a telephone call is made to the parent/guardian to confirm the child's whereabouts. Regular absences are reported to the leadership team and are followed-up with the parents or guardians concerned, in collaboration with the classroom teacher.

A written explanation is required for all absences and, if not forthcoming, a proforma is sent home for parents to complete. If attendance issues are prolonged, then the school principal and/or school counsellor will request an interview with the parents to resolve the situation.

5: NAPLAN Information

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented for 2020

6: Parent, student and teacher satisfaction

With an experienced staff and stable leadership, the culture of this school is built on great trust and welcomes the voice of all in decision making. This allows the school to have a high level of staff engagement and commitment to the setting of the common goals.

- The staff at St Jude's are very professional and support the school in all its endeavours.
- The high staff retention rate indicates that strong relationships and loyalty to the school are evident.

Feedback given in parent-teacher interviews, during formal reporting periods and following our Open Night indicates a high degree of parental satisfaction. Feedback through informal discussions following class assemblies, at Parent Information Sessions and school events also supports a high level of parent, teacher and student satisfaction with the school.

There is a high level of parent satisfaction based on:

- Strong community support for functions and events
- Positive parent interaction with staff
- Strong level of support for the education program
- High level of volunteers for sporting carnivals and excursions
- High level of pastoral care is demonstrated within the community
- Prospective parents are seeking places based on recommendations of members of the school community

Student evidence has been gathered throughout 2019. This involved looking at attendance data, engagement of students and student interviews.

Student satisfaction levels are strong based on:

- High level of cooperation with staff
- Students are proud of their school. This is evident when attending interschool events
- The inclusive nature of the school
- Minimal behaviour incidents among students
- Willingness to learn and explore new opportunities
- Consistent progress from students

7: School Income

Please access the school income information via the My School Website: <http://www.myschool.edu.au/>

8: Senior Secondary Outcomes

Not applicable

9: Post School Destinations

High school destinations from St Jude's School at the end of Year 6:

9	St Norbert's College
1	Thornlie Senior Highschool
5	Lumen Christi College
1	Rossmoyne Senior Highschool
1	Canning Vale College
1	Corpus Christi College

3	Lynwood Senior Highschool
5	Ursula Frayne College
2	Harrisdale Senior Highschool
1	Belmont City College

Item 10: Annual School Improvement

A summary of the progress towards our 2019 our School Improvement Plan is listed below:

Evangelisation Plan Focus

Our Focus:

- Develop a visible lived example of the Mercy Traditions across all aspects of the school

Strategies to achieve these goals have been:

- Identify sacred spaces within the school
- Review our Faith Story Witness program
- All staff participate in Faith Story Witness to update their understanding of our school community and traditions.
- Mercy awards presented at weekly Monday assemblies
- Gotcha awards presented at Monday and Friday assemblies

Aboriginal Education Plan Focus

Our Focus:

- Develop an Aboriginal Education Plan that identifies the needs and goals of the school.

Strategies to achieve these goals have been:

- Review the Aboriginal Education Matrix for the school
- Apply for PALS funding to engage with our local Aboriginal Communities
- Develop a scope and sequence for embedding Aboriginal Perspectives into RE and across the curriculum
- Continue to have an 'Acknowledgement of Country' for formal school gatherings
- Formal celebrations of NAIDOC Week and Harmony Days

Curriculum Plan Focus

Our Focus:

- Consolidate our 'Building Teacher Capacity' programme in Mathematics

Strategies to achieve these goals have been:

- Fully implementing the use of the Prime Maths Online Hub and Workbooks for 2021 across the school (Year 1-6)
- Update scope and sequence with Prime Maths outcomes aligned with SCSA.
- Investigate alternative whole school resources
- Building Teacher Capacity program in Numeracy with an external consultant. Phase 2 Implementation where staff develop individual goals based on their needs. This includes feedback from the leadership team as instructional coaches.
- Leadership team to work with our external consultant to build capacity as instructional coaches.
- Targeted Professional Development to improve teacher skills
- Whole school scope and sequence
- Review data at a whole school level

Curriculum Plan Focus cont...

Our Focus:

- Developing EAL/D Learning Plans

Strategies to achieve these goals have been:

- All teaching and learning programs include differentiation strategies and assessments specific to student needs (including EALD progress maps)
- Professional Learning and PLCs focussing on EAL/D Learning Plan, Progress Maps and Strategies for the classroom.

Early years Focus

Our Focus:

- Develop an Early Years school philosophy

Strategies to achieve these goals have been:

- Redefine school philosophy and pedagogy for Early Years
- Regular Cluster meetings dedicated to NQS and ECE philosophy
- Yearly school based NQS Audit carried out by Principal

Keeping Safe: Child Protection Curriculum

Our Focus:

- Continue the Keeping Safe: Child Protection Curriculum

Strategies to achieve these goals have been:

- Ensure all 4 focus areas of Keeping Safe Program are covered by all classes.
- Delivery of information to parents through Parent Information Sessions, school newsletter, parent information sheets