ST JOSEPH’S SCHOOL, WYNDHAM

School Vision

In the spirit of St Mary of the Cross MacKillop, St Joseph’s School Wyndham is a welcoming and supportive Catholic Community. We challenge our community members to discover God in themselves and in others, and to live by Gospel values. We are committed to enabling personal growth and academic excellence. We respect cultural diversity and acknowledge and share our differences.

School Mission

Recognition of the cultural diversity of St Joseph’s School in Wyndham permeates all teaching and learning through mutual sharing of the development of meaningful relationships.

We develop relationships by:

• Bearing witness to Jesus’ message by the way we live, the way we relate to each other, and participation in parish/school life.

• Providing a challenging and comprehensive curriculum that through best practise, promotes a respect of learning and a positive view of self as a lifelong learner for every individual.

• Ensuring that the needs of the whole person are met - spiritually, socially, emotionally, academically and physically.

• Demonstrating our support through open communication, pastoral care and service.

• Committing to continuously building partnerships with the community to encourage regular attendance and engaged learners.

Values and Beliefs

• We believe that the parents are the first educators of their children.

• We will always personally do our best to meet the needs of our students.

• We will support all staff and students to be their best.

• We will be honest and positive in dealing with all community members.
SCHOOL PERFORMANCE DATA 2015

STAFF

1. Staff Attendance.

In 2014, the average number of days attended, per staff member, was 93%. This figure includes staff away on Sick Leave, Ceremonial Leave, Bereavement Leave and Personal Leave.

2. Staff Retention.

The proportion of classroom staff retained at St Joseph’s School for 2015 was 89%.
The proportion of teachers retained at St Joseph’s School for 2015 was 100%.

3. Teacher Qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Music Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Certificate III in Educational Support</td>
<td>4</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>7</td>
</tr>
<tr>
<td>Bachelor of Arts in Education</td>
<td>1</td>
</tr>
<tr>
<td>Post-Graduate Certificate in Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Post-Graduate Certificate in Early Childhood Education</td>
<td>1</td>
</tr>
<tr>
<td>Master of Education – Leadership and Management</td>
<td>1</td>
</tr>
</tbody>
</table>

4. Workforce Composition

<table>
<thead>
<tr>
<th>Males</th>
<th>Females</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Assistants</td>
<td>1</td>
</tr>
<tr>
<td>Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Administration</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.4</td>
</tr>
</tbody>
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5. Professional Development and Professional Learning Opportunities for Teaching Staff.

Over the year all teachers attended courses in a number of learning areas. Some of these learning areas were Literacy, Numeracy, Religious Education, Curriculum Professional Development, Early Childhood Pedagogy, Teacher Network Meetings, Teaching Children with Special Needs, Drug Education, Faith Development,
Professional Learning Community meetings, School Report meetings, Religious Education network meetings, Kindergarten conversations and Curriculum Issues for Primary Leaders and Religious Education Accreditation courses.

Our aim in 2015 is to continue to inservice all staff on the core educational and spiritual areas of the school’s curriculum onsite, or in the local area (Kununurra).

KEY STUDENT OUTCOMES

1. **Student Attendance.**

The average attendance rate for the 2014 gazetted school year, for students in Pre-Primary to Yr 7, was approximately 79%. Student attendance is recorded in class registers and on our digital attendance software. Absences are followed up by the attendance officer, requesting a note or a phone call from parents explaining any absence.

2. **Proportions of Years 3 and 5 Students Meeting National Reading, Writing, Spelling and Numeracy Benchmarks and Changes in Benchmark Results 2014**

In 2014, the National Assessment Program Literacy and Numeracy tests were administered throughout all Australian states and territories. More detailed information can be located at the NAPLAN website [www.naplan.edu.au](http://www.naplan.edu.au)

Please note:

- The NAPLAN does not measure creative thinking, collaborative abilities or emotional intelligence.
- NAPLAN does not allow for contextual, cultural and language diversity.
- These NAPLAN tests form only one part of the many assessments that take place right throughout your child’s primary schooling. At St. Joseph’s School, we have a wide range of assessment measures that begin at Pre-Primary and continue until Year 6 (2015).