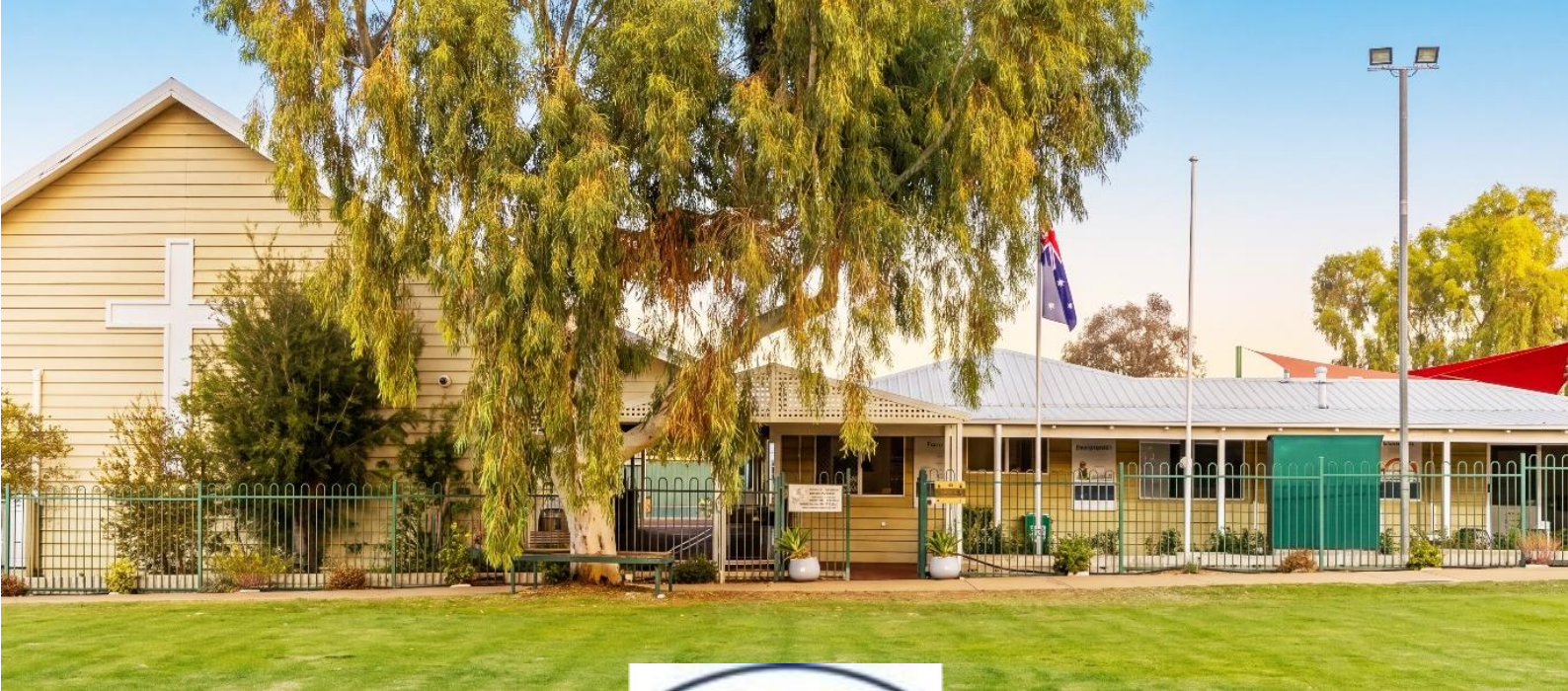




**St Josephs School
Southern Cross**

2025 School Performance Information

1. Contextual Information

About St Joseph's School, Southern Cross

St Joseph's School is a co-educational Catholic primary school serving approximately 40 students from Kindergarten to Year 6. Located in the rural town of Southern Cross in Western Australia's Wheatbelt region, our school provides a supportive and inclusive environment for a diverse community of learners.

Our student body reflects the region's unique character, including families from farming and mining backgrounds, new migrants, and students of First Nations heritage. Staff and families travel from surrounding areas such as Bullfinch, Marvel Loch, and Koolyanobbing, creating a connected and community-focused school environment.

Our History

St Joseph's School has a rich Catholic heritage, first established in February 1900 by the Presentation Sisters. Although the Sisters withdrew in 1905, the school reopened in 1906 under the care of the Sisters of Saint Joseph of the Sacred Heart, founded by Saint Mary of the Cross MacKillop in 1870. The Josephite tradition continues to inspire our commitment to education, faith and service.

Our Mission

Guided by the words of Saint Mary of the Cross MacKillop—

"Never see a need without doing something about it"—we strive to live out our values each day

Our Vision

Our school prides itself on offering a contemporary Catholic education that inspires hope and inclusivity for all. Centred on Christ, we deliver high-quality teaching and learning programs while encouraging students to take meaningful action for good in the world.

Core Values

- We are honest and courageous, following in the footsteps of Jesus.
- We respect and celebrate the uniqueness of every individual and share our talents with others.
- We demonstrate fairness within our school community.
- We engage in active learning within a safe and collaborative environment.
- We challenge, motivate and encourage everyone to reach their full potential.
- We play our role in protecting God's environment to promote a sustainable future for all.

2. Teacher Standards and Qualifications

All Teaching staff at St Joseph's School hold relevant teaching qualifications and are registered with the Teacher Registration Board of WA.

1 Master of Teaching

1 Bachelor Arts/ Bachelor Teaching

2 Bachelor of Education

1 working towards a Bachelor of Primary Education

1 working towards Accreditation to Lead

3. Workforce Composition

Staff Category	Headcount	FTE	Gender	First Nations People
Teaching Staff	5	4.4	4 Female 1Male	None Known
Non-Teaching Staff	7	3.5	7 Females	None Known
Total Staff	12	7.9		

*Note

The Principal has been included within the teaching staff category.

4. Student Attendance at School

The average student attendance rate in 2025 was 89.27%

Year level breakdown;

Kindy 79.57%

Pre-Primary 91.27%

Year 1 91.27%

Year 2 90.91%

Year 3 89.97%

Year 4 91.95%

Year 5 86.89%

Year 6 92.76%

Non-attendance Management

Student absences are marked each day during the first morning session by 9.15am in SEQTA.

Parents/Guardians of students with a planned absence must notify the school in writing prior to the absence, via a signed note or email.

If no prior notification of the absence has been received by the school via a signed note, SMS, or email, the office will send an absentee SMS to inform that the child is not at school.

Parents/Guardians must follow the absentee SMS with a reply SMS, email or a signed note.

If a child is collected during school hours, a 'Free to go' form must be completed.

A telephone call must be followed by a written notification.

5. NAPLAN Annual Attainment

The 2025 NAPLAN results below reflect only Year Three students, as there were no Year Five students enrolled at the school last year.

YEAR 3	READING	WRITING	SPELLING	GRAMMAR & PUNCTUATION	NUMERACY
School Mean	394	384	333	371	388
Australian Mean	402	414	405	408	405

6. Parent, Student and Teacher Satisfaction

Parent Satisfaction

The school values partnerships with parents and caregivers and recognises the importance of open communication and shared responsibility for student learning and wellbeing. Parent feedback is gathered through surveys, community forums, information sessions, and ongoing informal communication.

Parent feedback reflects a high level of confidence in the school's care for students and its commitment to academic, pastoral, and faith development. Parents report that communication from the school is timely, clear, and supportive, particularly in relation to student progress, wellbeing, and school events. Parent–teacher interactions are viewed as respectful and constructive, with parents feeling welcomed and listened to.

Parents express appreciation for the school's emphasis on Catholic values and the way these values are lived out through relationships, behaviour expectations, and community engagement.

Overall, parent feedback affirms satisfaction with the quality of education provided and the strong sense of partnership between home and school.

Student Satisfaction

The school regularly seeks student voice as part of its commitment to continuous improvement and student wellbeing. Student feedback is gathered through age-appropriate surveys, classroom discussions, and informal feedback processes.

Feedback from students indicates a strong sense of belonging and positive relationships with peers and staff. Students report feeling safe and supported within the learning environment and express confidence in approaching staff members when they require assistance. Students value opportunities to participate in a range of academic, sporting, cultural, and faith-based activities, which contribute to their engagement and wellbeing.

Data and anecdotal feedback also suggest that students feel encouraged to do their best and take pride in their learning. They recognise clear expectations for behaviour and learning and report that teachers provide feedback that helps them to improve. Overall, student feedback affirms that the school provides a nurturing and inclusive environment that supports both learning and personal growth.

Staff Satisfaction

The school is committed to fostering a professional, collaborative, and supportive working environment. Staff voice is gathered through surveys, professional dialogue, staff meetings, and informal feedback opportunities.

Teaching staff report positive professional relationships and a strong sense of collegiality. There is a shared commitment to student learning, wellbeing, and the mission and values of the school. Staff indicate that they feel supported by leadership and value opportunities for professional development aligned with school priorities and individual growth.

Teachers report that expectations around teaching, learning, and assessment are clear and that collaborative planning and moderation support consistent practice across the school. While acknowledging the demands of reporting and compliance requirements, staff feedback indicates a shared understanding of the importance of these processes in supporting student progress and accountability.

Overall, staff satisfaction reflects a culture of trust, shared purpose, and ongoing professional learning.

7. School Income

School income can be assessed through the ACARA My School website by searching for St Josephs School or using this link

[Finances | My School](#)

8. School Improvement Planning

Our 2025–2027 School Improvement Plan sets a clear and ambitious agenda to strengthen our Catholic identity, enhance educational excellence and foster a welcoming and inclusive community. Guided by the Quality Catholic Education Framework, our strategic intents focus on deepening faith formation, embedding the rich traditions of St Joseph's and ensuring that our Catholic ethos is visible and lived in every aspect of school life.

Over the next three years, we will prioritise high-impact teaching practices in Literacy and Numeracy to maximise student learning growth, while ensuring differentiated and engaging opportunities for all learners, including First Nations students, students with disability and culturally diverse learners. A key initiative will be the development and implementation of the Aboriginal Education Improvement Map (AEIM), integrating First Nations perspectives across all learning areas to promote cultural understanding and respect. Our Formation for Mission goals will guide staff and leadership development, ensuring that we model faith in action and create a culture of collaboration, inclusion and excellence. Together, as a school community, we will continue to nurture the spiritual, academic and personal growth of every child in our care.

Catholic Identity Goals:

Focus on the meaning of relevant gestures, symbols and traditions within the Church and School.

- Regular and reflective prayer, Bible readings and liturgical celebrations integrated into the school calendar.
- Provided professional development/ workshops for staff on Catholic identity and spirituality (FSW, Accreditation to Teach RE).
- Ensured the school's Catholic ethos is visible and lived in all aspects of school life.
- Enhanced sacred spaces (classroom prayer areas, Admin. Office, Library).
- Created opportunities for parents to participate in prayer and liturgy.
- Involved students in planning and leading prayer services.
- Regular class attendance at Monday Mass service.

Increase staff and student engagement in their own faith learning and faith formation.

- Integrated regular prayer, Bible readings, liturgical celebrations, and Monday Mass into the school calendar.
- Continue initiatives like Living Like Jesus and encourage staff/student voice in faith programs.
- Build strong partnerships with families and the parish for faith development and Sacramental programs.

Education Goals:

Implement the current English curriculum using current best practice in a consistent, aligned way.

- In 2025, staff undertook SCSA professional learning on the new English curriculum and subsequently led professional learning sessions for all teaching staff.

Use the EALD reflection tool to accommodate and support EALD students.

- Reflection tool and Learning Plans were implemented.

Implement strategies from the Berry Street Education Model to enhance engagement in learning and student wellbeing.

- Day Three and Day Four of training were undertaken.
- As part of the Staff Meeting Schedule, there is regular reflection on Berry Street and the implementation in the classroom.

Develop and implement a First Nations Improvement Map (AEIM) that prioritises First Nations education and ensures integration across all learning areas to promote cultural understanding, respect, and inclusion.

- Strengthened staff capacity and confidence in planning to implement the Aboriginal Education Improvement Map (AEIM) in 2026 through professional learning, community partnerships, and culturally responsive teaching practices.

Implement consistent, evidence-based whole-school practices to improve Literacy and Numeracy outcomes while ensuring every child has access to differentiated, engaging, and challenging learning opportunities that respect diversity and promote equity, including First Nations students, students with disability, and culturally diverse learners (EAL/D).

- Increased the capacity and pedagogical practices of staff to effectively teach and embed PLD Literacy and Oxford Maths in Numeracy using whole school approaches to achieve growth in student learning through Professional Learning Communities, Staff discussions and Professional Development.

Community Goals

Provide opportunities for partnership between parents and school to enhance understanding of the learning process and child development.

- Parent Information Evenings at the beginning of the year in Term One.
- Three-way interviews with the inclusion of students.
- Regular meetings with parents for Individual Education Plans and EAL/D Learning Plans.
- Student Progress Meetings in Terms Two, Three and Four.
- Maintained clear processes of communication to convey inclusivity to students. Parents and the wider community are encouraged to increase school enrolments.

Stewardship Goals

Increase awareness of Catholic Social Teaching Principles and the direct link to school-based decisions and life.

- Positive Behaviour Guidelines reflect Catholic School Teachings.
- Integration and development of the Integral Human Development.

Improved sustainability as an individual and collective endeavour within daily school life and share with the school community.

- Staff and students were introduced to the principles of Laudato Si' and their application to sustainable practices.

Engage in ongoing wellbeing education to support a holistic approach to student and staff wellbeing.

- Regular student and staff check-ins as part of routines.
- Assessing Wellbeing in Catholic Education for Staff has been undertaken.