

St Emilie's School Compliance Data

30 June, 2012



be kind.
work hard.
stay humble.
smile often.
stay loyal.
keep honest.

never stop
learning.
be thankful
always.
and love.

Item	Subject	St Emilie's 2012
1	Contextual Information	<p>St Emilie's Catholic Primary School is a co-educational primary school of approximately 420 students, from Kindergarten to Year 6. The development of a shared vision and the value placed on regular, 'quality conversations,' has resulted in a strong and fruitful relationship between the school and parish community. The school has a very strong pastoral care focus in 'The Fruits of the Holy Spirit Program' which forms an integral part of the day-to-day teaching and learning environment. Underpinned by Gospel values, St Emilie's encourages students, staff and families to aspire to our school motto to 'Grow in Grace'. Our school offers a comprehensive and holistic educational program, which embraces the intellectual, physical, social, spiritual and emotional needs of all students. The school promotes developmentally focused literacy and numeracy programs across all years in order to cater for students' individual needs. A range of specialist education programs were offered in 2012 including: Health and Physical Education, Music, Science and Library.</p>
2	Teacher standards and qualifications	<p>Teacher Qualifications</p> <p>All teaching staff at St Emilie's meet the strict code of employment conditions as set down by Western Australia College of Teaching (now the WA Teacher Registration Board) and are therefore, fully registered teachers. 100% of teaching staff have a four year degree with 14% also having a Masters degree (fifth year). The majority of our teachers have qualifications in either an area of specialisation or as a post graduate degree. All staff hold a current Working With Children Card.</p>
3	Workforce composition	<p>Workforce composition</p> <p>The composition of the staff at St Emilie's comprises 72% teaching staff and 28% non-teaching staff with 88% female staff and 12% male staff. All staff are of a non-indigenous background.</p>
4	Student attendance at school	<p>After looking at the 2012 data for student attendance, it was pleasing to note that the average number of days that students from St Emilie's Catholic Primary School attended was 94.00% of their gazetted school days.</p> <p>For Years 1 – 6, the compulsory years of the school the average number of days attended in 2012 was:</p> <p>Year 1 96%</p> <p>Year 2 95%</p> <p>Year 3 95%</p> <p>Year 4 95%</p> <p>Year 5 96%</p> <p>Year 6 95%</p>

		<p>In Kindergarten and Pre-Primary the average number of days attended in 2012 was: Kindergarten 92% Pre-Primary 92 %</p> <p>A high rate of attendance is critical to a child's educational development and to their opportunities for improvement and success at school. Continuity of the teaching and learning program is greatly valued in our school, as it allows us the very best opportunity to provide for the individual needs of our students.</p> <p>Student Attendance</p> <p>All absences require a written explanation form a parent/guardian. Should these not be received, they are followed up by the classroom teacher and if necessary, by a member of the school Leadership Team. While illness is one reason for student absence, the majority of long term absences are due to family holidays in term time. The school strongly encourages all families to carefully consider when they plan to take family holidays and to be very aware of how the decision to plan them during the school term, may impact on the educational outcomes and achievement of their children.</p>																																																																								
6	<p>NAPLAN information</p>	<p>Proportions of Students meeting National Literacy and Numeracy Benchmarks:</p> <p>The National Assessment Program for Literacy and Numeracy (NAPLAN) was implemented in 2008 and has continued in 2009, 2010, 2011 and 2012. Below is a table with the number of students who were at or above the national benchmark in each of the areas tested.</p> <table border="1" data-bbox="603 1355 1378 1599"> <thead> <tr> <th>NAPLAN</th> <th>YEAR 3 2008</th> <th>YEAR 3 2009</th> <th>YEAR 3 2010</th> <th>YEAR 3 2011</th> <th>YEAR 3 2012</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>91%</td> <td>92%</td> <td>96%</td> <td>98%</td> <td>98%</td> </tr> <tr> <td>WRITING</td> <td>100%</td> <td>98%</td> <td>100%</td> <td>100%</td> <td>98%</td> </tr> <tr> <td>SPELLING</td> <td>91%</td> <td>98%</td> <td>92%</td> <td>98%</td> <td>98%</td> </tr> <tr> <td>NUMERACY</td> <td>98%</td> <td>96%</td> <td>92%</td> <td>100%</td> <td>91%</td> </tr> <tr> <td>GRAM/PUNCT</td> <td></td> <td></td> <td></td> <td></td> <td>95%</td> </tr> </tbody> </table> <table border="1" data-bbox="603 1626 1378 1868"> <thead> <tr> <th>NAPLAN</th> <th>YEAR 5 2008</th> <th>YEAR 5 2009</th> <th>YEAR 5 2010</th> <th>YEAR 5 2011</th> <th>YEAR 5 2012</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>100%</td> <td>96%</td> </tr> <tr> <td>WRITING</td> <td>97%</td> <td>100%</td> <td>98%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>SPELLING</td> <td>97%</td> <td>100%</td> <td>94%</td> <td>100%</td> <td>96%</td> </tr> <tr> <td>NUMERACY</td> <td>100%</td> <td>93%</td> <td>100%</td> <td>100%</td> <td>94%</td> </tr> <tr> <td>GRAM/PUN</td> <td></td> <td></td> <td></td> <td></td> <td>94%</td> </tr> </tbody> </table>	NAPLAN	YEAR 3 2008	YEAR 3 2009	YEAR 3 2010	YEAR 3 2011	YEAR 3 2012	READING	91%	92%	96%	98%	98%	WRITING	100%	98%	100%	100%	98%	SPELLING	91%	98%	92%	98%	98%	NUMERACY	98%	96%	92%	100%	91%	GRAM/PUNCT					95%	NAPLAN	YEAR 5 2008	YEAR 5 2009	YEAR 5 2010	YEAR 5 2011	YEAR 5 2012	READING	100%	100%	100%	100%	96%	WRITING	97%	100%	98%	98%	100%	SPELLING	97%	100%	94%	100%	96%	NUMERACY	100%	93%	100%	100%	94%	GRAM/PUN					94%
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7	<p>Parent, student and teacher satisfaction</p>	<p>Staff Satisfaction</p> <p>Overall staff satisfaction is measured anecdotally through informal observations and discussions by the school leadership team; staff feedback surveys after specific changes or initiatives have been</p>																																																																								

		<p>implemented; monitoring and follow up of staff meeting input ; reflection on cluster meeting and curriculum meeting feedback and Staff Performance Meeting feedback is also used as a gauge to staff satisfaction. St Emilie's staff consistently maintain a positive, professional and enthusiastic attitude to their vocation and are highly motivated to do their best to assist students improve academically and to grow as a whole person. Despite the changeover of Principal and the appointment of a large number of new staff at the end of 2011 (maternity leave replacements) staff morale remained high as evidenced by the QCS Staff Culture Survey results. The QCS results demonstrated that staff had very positive feelings about their work and about the tone in our school; that leadership was supportive and that they had a good sense of purpose and clarity in regard to their roles.</p> <p>Parent Satisfaction</p> <p>Overall parent satisfaction is gauged anecdotally through shared conversations with parents around the school; at formal leadership/parent/teacher meetings; P&F/ Board/Parish meeting feedback; emails, letters, cards, phone conversations to the leadership team and staff, and at enrolment time during sibling interviews. In 2012 parents generally expressed a high level of satisfaction with all aspects of our school community as evidenced by the QCS 'Parent Opinion' Survey. One area that is being looked into as a result of the QCS Survey is parent expectation in regard to extracurricular opportunities here at St Emilie's.</p> <p>Student Satisfaction</p> <p>Student satisfaction is monitored via self-reflection opportunities in class, surveys, informal conversations with leadership team members, Year Six leadership member feedback eg after the Year Six School Camp; parent feedback in regard to how their child is feeling about school in general; about their relationships and their learning. The QCS Survey data - Student Attitudes to School, reflected that the Year 6 cohort at St Emilie's feel safe and supported; socially connected and enjoy positive perceptions of themselves as learners.</p> <p>Fruits of the Holy Spirit</p> <p>During 2009 the Gospel Values and Life Skills programme - <i>Fruits of the Holy Spirit</i> was trialled. The programme supports our focus of life-long learning and emerged from whole school planning, our Core Values and the Teacher Designed Schools Network process. The Fruits of the Holy Spirit are seen as a way to continually grow in grace, nurture the realisation of the gifts within each person and strive for personal excellence. The programme has continued, with great success in 2010, 2011 and 2012.</p>
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8	Post-school destinations	Post-school destinations Upon leaving St Emilie's Catholic Primary School at the end of 2012 90% of students went to a Catholic Secondary School with 10% going to an independent or government school for their secondary education.
9.	School Income	Please refer to the following link: www.myschool.edu.au