

# ST EMILIE'S CATHOLIC PRIMARY SCHOOL



ANNUAL SCHOOL REPORT  
2017

# PART ONE: COMPLIANCE DATA

## PURPOSE

The following information has been prepared as a requirement of the Federal Government and relates to the 2017 school year.

## SCHOOL VISION STATEMENT

'St Emilie's Catholic Primary School promotes lifelong learning in a safe and nurturing environment for students, staff and families. We build upon the example of how Jesus lived using the Fruits of the Holy Spirit to 'Grow in Grace, as individuals and as a community.'

## CONTEXTUAL INFORMATION

St Emilie's Catholic Primary School, is a double stream, co-educational primary school, catering for students from Kindy to Year 6, and nestled in the heart of the Canning Vale community.

We are a proudly multicultural community with 27% of our families originating from countries other than Australia.

A strong link exists between the school and parish community, each working towards a shared vision and core Christian values. Likewise, we have developed a number of valuable and fruitful community partnerships as part of our Years 1-6 specialist Science program and Water and Waste Wise initiatives.

We offer a quality educational program, which, in close partnership with parents, embraces each child's intellectual, physical, social, spiritual and emotional needs.

A range of specialist education programs are offered, providing many varied learning opportunities for students. These include Health and Physical Education, Music, Science, ICT, Japanese and enrichment classes.

The school has a very strong pastoral education focus centred on the 'Fruits of the Holy Spirit'. These are incorporated into the day to day teaching and learning environment.

The model of schooling offered by St Emilie's Catholic Primary School is underpinned by Gospel values. We support and challenge students to build upon their personal and collective strengths to serve others with respect and generosity.

# TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff at St Emilie's Catholic Primary School are registered in accordance with the requirements of the Western Australian Teacher Registration Board.

All teachers have a four year **Bachelor Degree**, with 27% of teachers also either holding, or working towards a **Masters** In Education or Religious Education.

The majority of our teachers have qualifications in either an area of specialisation or postgraduate degree.

All staff hold a current 'Working with Children' Card.

## WORKFORCE COMPOSITION

|                       |    |
|-----------------------|----|
| Indigenous            | 0  |
| Part time Staff       | 10 |
| Full time Staff       | 27 |
| Male Teachers         | 4  |
| Female Teachers       | 20 |
| Male (Non- teaching)  | 1  |
| Female (Non-teaching) | 13 |

## STUDENT ATTENDANCE AT SCHOOL

The average attendance percentage rate for students in Pre-Primary to Year 6 during the 2016 school year was **95%**.

### Year Level Attendance Percentages:

|             |     |
|-------------|-----|
| Pre-Primary | 94% |
| Year 1      | 95% |
| Year 2      | 94% |
| Year 3      | 96% |
| Year 4      | 96% |
| Year 5      | 96% |
| Year 6      | 96% |

Electronic attendance registers, using SEQTA Software, are completed each morning and afternoon by class teachers.

Absences must be explained in writing by the child's parent/ guardian and these notes are filed for auditing purposes and for future reference.

Classroom teachers and Office staff are responsible for following up notes from parents.

Parents are informed via the school handbook, of the requirement to inform the school of an absence via a dated, written means of communication, including the reason for the absence.

Both an Absentee Note and a Late Note can be found on the school website.  
Parents can also notify the school of an absence via the school app.

Parents are required to sign a student in and sign out when they arrive late, or when being collected early for an appointment.

## NAPLAN - ANNUAL ASSESSMENT 2017

### Year 3

% of St Emilie's Students **above the Minimum Standard**

|                       |      |
|-----------------------|------|
| READING               | 100% |
| WRITING               | 100% |
| GRAMMAR & PUNCTUATION | 100% |
| SPELLING              | 100% |
| NUMERACY              | 100% |

### Year 5

% of St Emilie's Students **above the Minimum Standard**

|                       |      |
|-----------------------|------|
| READING               | 100% |
| WRITING               | 100% |
| GRAMMAR & PUNCTUATION | 100% |
| SPELLING              | 100% |
| NUMERACY              | 100% |

Through research based programs, we seek to ensure that all students are provided with the opportunities and support they need to attain well above minimum standard. We also continue to work on catering for the needs of those students strongly represented in the top bands, across all aspects of literacy and numeracy.

## PARENT SATISFACTION

The level of parent satisfaction at St Emilie's has continued to be high in 2017.

This is based upon the following sources:

- Positive and affirming communications over time from parents - emails, letters, face to face feedback, surveys.
- Assistance and involvement in school based activities
- Feedback through teachers on parent satisfaction levels
- Feedback via 2 Way and 3 Way parent meetings
- High level of participation in Sacramental Parish based/schoolsupported program.

## STUDENT SATISFACTION

Student satisfaction at St Emilie's in 2017 has been high. Student feedback has reflected that:

- Teachers and leaders show genuine care and interest in student learning and well-being.
- A variety of challenging learning opportunities are offered.
- Students appreciate the school's safe and positive culture and the clean and aesthetically pleasing environment.
- Former students are very keen to return for Community Service and other school events
- Students feel they are given opportunities to express ideas and be involved in leadership opportunities.

## STAFF SATISFACTION

The staff of St Emilie's display a strong level of satisfaction through their:

- High level of involvement in all aspects of school life - including extracurricular demands
- High level of collaboration and communication.
- High levels of participation in PL opportunities.
- High level of Pastoral Care provided.
- Low levels of absence.
- High level of communication using ICT as a way of sharing/collaborating.
- Excellent rapport with one another and a high level of respect and consideration towards students, peers and families.

## SCHOOL INCOME

Information regarding school income can be found on the My School website. This can be accessed using this link. [www.myschool.edu.au](http://www.myschool.edu.au)

# DESTINATION SCHOOLS FOR YR 6 STUDENTS

|                                |    |
|--------------------------------|----|
| Corpus Christi College         | 28 |
| St Norbert College             | 8  |
| Lumen Christi College          | 1  |
| Ursula Frayne Catholic College | 1  |
| St Brigid's College            | 1  |
| Trinity College                | 2  |
| Emmanuel Catholic College      | 1  |
| Canning Vale College           | 6  |
| Santa Maria College            | 1  |
| Lynwood SHS                    | 1  |
| Willetton SHS                  | 2  |
| Kolbe College                  | 1  |
| Como High School               | 1  |
| Kent St SHS                    | 1  |
| Interstate                     | 1  |



# Annual School Improvement (ASIP) 2017

## **Goal:**

To communicate clear expectations surrounding the 1:1 MacBook Program

## **Outcomes:**

- Work samples reflect the effective use of ICT across all year levels and all aspects of the curriculum. (Open Night Displays, use of Fresh Grade platform to share student work samples, student learning and incorporate Parent/Teacher/Peer/ Feedback and self reflection)
- A noticeable increase in the mentoring of staff, students and parents in regard to classroom ICT use, the use of the school website, and other online opportunities and resources.

## **Goal:**

To continue gathering, organising and incorporating professional readings and resources to enhance learning.

## **Outcomes:**

- Staff regularly access and contribute to our shared professional learning database.
- Staff are able to clearly articulate how they have applied what they have learnt and what they have trialed as a result of their professional readings.

## **Goal:**

To examine and discuss a range of student data to make specific judgements that support measurable progress in student learning

## **Outcomes:**

- All staff are familiar with the 2017 NAPLAN data by the end of Term 4 each year, including being able to articulate school trends, strengths, areas for improvement, and the expectations in regard to monitoring and supporting individual students for growth over time.
- Creation of a data tracking system in partnership with Best Performance.
- Staff collaborate and contribute to the annual Curriculum Plan which reflects an analysis of student data.

## **Goal:**

Create and support the development of Learning Area Curriculum leaders.

## **Outcomes:**

- Various staff members share responsibility at Cluster level for leading different Learning Areas.
- More staff are assuming leadership responsibilities by sharing their ideas and expertise.

## **Goal:**

To engage and educate early years parents (specifically Years 1 and 2) that formal curriculum outcomes are still achieved through 'hands on' activities and play-based learning opportunities, reinforcing that this is how children learn best.

## **Outcomes:**

- Students have a positive approach to their learning and feel challenged to take on new tasks.
- Students' specific needs are being met through indicators such as self-motivation to learn/ risk-taking/ cooperating with others, asking pertinent questions etc.

**Goal:**

To continue to identify the needs of new students and families to our school community and to provide resources and voluntary workshops that engage parents as partners in their children's learning.

**Outcomes:**

- Access to online resources provided through our school website will have increased and more parents will be accessing these.
- Children entering Kindy in 2018 demonstrate increased preparedness. e.g. English spoken at home, being read to, toilet trained and so on.

**Goal:**

To foster new and honour existing partnerships with local and community groups to reinforce to students and families, how our learning experiences are connected to real purposes and can be shared with others.

**Outcomes:**

- Students and staff demonstrate greater involvement and understanding of what they have to gain and the pivotal role they play in nurturing community partnerships

**Goal:**

To provide 21st century learning environments that promote interaction, encourage collaboration and enable both formal and informal learning.

**Outcomes:**

- Completed upgrade of the old undercover area.
- Completion of refurbishment of classrooms.
- An increased use of and engagement with online platforms.

**Goal:**

To participate in Wellness Opportunities for staff.

**Outcomes:**

- An increase in the wellness of staff as evidenced by Cultural Survey data.

**Goal:**

To continue providing opportunities for students, staff, and families to build relationships based upon mutual respect and shared responsibility.

**Outcomes:**

- The School Climate Survey results indicate an increase in the wellness and safety felt by our students.
- The completion and actioning of the St Emilie's Social Justice/Christian Service Policy.
- The use of the Buddy Benches in assisting children with social issues in the playground.
- Effective use of the peer mentors in the playground.
- Continuation of Friendly Schools Plus through specialist Health lessons with class support.

**Goal:**

To look within and outside our community for opportunities to live out the Gospel values.

**Outcomes:**

- Student attitudes to assuming leadership responsibilities in the school community are positive, proactive and generous.