

# ST EMILIE'S CATHOLIC PRIMARY SCHOOL



ANNUAL SCHOOL REPORT  
June 2019

# PART ONE: COMPLIANCE DATA

## PURPOSE

The following information has been prepared as a requirement of the Federal Government and relates to the 2018 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 vibrant, co-educational and multicultural primary school of approximately 460 students, from Kindergarten to Year 6.

Student well-being is of paramount importance to us all. Our school provides a safe, respectful and friendly environment for children to learn, play and flourish in. When a child feels they belong; when they are known and valued, and when they are well supported, their opportunity to learn is greatly enhanced.

We have a strong focus on collaboration, cooperation and teamwork. Teachers, Education Assistants, Support teachers, Speech and OT therapists, along with other external providers, all work together to achieve the very best outcomes for our students.

We continue to strive for excellence and we perform very well in standardised literacy and numeracy assessments however our priority, is to give students engaging, rigorous and creative opportunities to participate in a wide variety of rich experiences, that are educational, challenging and enjoyable.

A range of specialist education programs are offered, including Health and Physical Education, Music, Science and Japanese. Extra-curricular opportunities such as Soccer, Instrumental Music and Dance are also well supported.

St Emilie's is built on Gospel values and all members of our community are challenged to be the very best role models we can be to one another. We have enjoyed a very positive relationship with our onsite parish community for many years and we collaborate with them in a variety of ways.

"We are what we repeatedly do. Excellence then, is not an act, but a habit."  
-Aristotle

# 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 37% of teachers holding either a Masters Degree, or are working towards either a **Masters** degree or pursuing some form of further study.

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

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

## WORKFORCE COMPOSITION

Indigenous	0
Part time teaching staff	3
Full time teaching staff	20
Male Teachers	3
Female Teachers	17
Male (Non- teaching)	0
Female (Non-teaching)	16

## STUDENT ATTENDANCE AT SCHOOL

The average attendance percentage rate for students in Pre-Primary to Year 6 during the 2018 school year was **94%**.

### Year Level Attendance Percentages:

Pre-Primary	93%
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	95%
Year 5	96%
Year 6	94%

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.

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 2018

### Year 3

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

READING	100%
WRITING	100%
GRAMMAR & PUNCTUATION	96%
SPELLING	100%
NUMERACY	100%

### Year 5

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

READING	98%
WRITING	98%
GRAMMAR & PUNCTUATION	100%
SPELLING	97%
NUMERACY	100%

Using research based intervention programs and strategies, we aim to ensure that all students are provided with the opportunities and support they need to perform well and make a positive trajectory over time. 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 2018.

This is based upon the following sources:

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

# STUDENT SATISFACTION

Student satisfaction at St Emilie's in 2018 has also 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 leading some extracurricular opportunities.
- High level of collaboration and communication.
- High levels of participation in Professional Learning opportunities.
- Appreciation of a high level of Pastoral Care.
- 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	16
St Norbert College	5
Lumen Christi College	2
Ursula Frayne Catholic College	2
Applecross SHS	1
Harrisdale SHS	6
Emmanuel Catholic College	6
Canning Vale College	4
Santa Maria College	1
Lynwood SHS	1
Leeming SHS	1
Perth Modern	1
Rossmoyne SHS	4
Forrestdale SHS	1
Aquinas College	1
Aranmore Catholic College	1
Carey College	1



# Part 1 - Annual School Improvement (ASIP) 2018

In 2018, ST Emillie's received the following communication from the Chief Executive Officer of ACARA:

"Dear Principal,

I am pleased to advise that ACARA has identified your school as having demonstrated **substantially above average gain** in 2018 reading and/or numeracy achievement, as measured by NAPLAN.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Improvement in student literacy and/or numeracy of this magnitude, as measured by NAPLAN, is significant and worthy of highlighting and acknowledging."

Regards

David de Carvalho

Chief Executive Officer

Australian Curriculum, Assessment and Reporting Authority

## Progress towards 2018 School Improvement Goals

### Learning

In Learning, our 2018 SIP Learning goals focused on isolating those students who had either plateaued, regressed or did not make expected progress in NAPLAN 2016 and 2017 Spelling, Grammar and Punctuation, Reading and Numeracy. We used this data to discuss and differentiate accordingly, in order to best meet individual student needs.

Appraise data, standardised assessment data, moderated work samples and CNAP NAPLAN effect size data were used to assist us to assess progress towards our stated goals.

Introduction of the Brightpath Program has assisted with writing moderation across our school. We revisited our shared beliefs about Spelling, Grammar and Punctuation to ensure alignment. Using individual and cohort data, we shared ideas and strategies for improvement.

Students receiving support and intervention have all made a positive growth trajectory.

### Accountability

In Accountability, our 2018 SIP Learning goals focused on engaging K-Year 6 staff in a PL opportunity to become familiar with the 'Keeping Safe' curriculum. We also agreed that we needed to plan collaboratively, to ensure that all aspects of the protective behaviour curriculum were covered effectively, between Health lessons and the classroom program.

Professional learning opportunities were timetabled and opportunities for collaborative planning were scheduled. A scope and sequence outlining what is to be taught, by whom and by when is now available to staff.

Quality resources were purchased and have been assigned to each cluster – K/PP; Yr 1/2; Year 3/4; and Year 5/6.

Parents have been well informed throughout the year, via the Parent Information Evening and in the beginning of Term letter from the teacher.

## Part 2 - Annual Community Meeting Report from the Board Chairperson

This report is available on our school website.