

St Elizabeth's Catholic Primary School



2018 Compliance Data

Contextual Information

St Elizabeth's Catholic Primary School is situated in a natural bush setting in Hocking. The school is within the City of Wanneroo, 27 kilometres to the CBD in Perth and 9.9 kilometres from the Indian Ocean. Stage One of the building program is completed which includes the Early Years Learning Centre, Administration, Undercover Area, Hard Court and excellent playground facilities for the children.

We currently have students enrolled from kindergarten to year four. Our playgroup operates on a Monday morning to enable interested families to come along and learn about our school and the wonderful parents who are very supportive of our community. We also have Camp Australia Before and After School Care for enrolled students commencing at 6:30am and closing at 6:00pm.

The school buildings are purpose built for teaching and learning in the 21st Century. As our enrolments grow, so will the completion of the building program, eventually becoming a single stream pre-kindergarten to year six.

We are within the St Anthony of Padua's Parish. Father Benedict Lee, our Parish Priest is an integral part of our school life particularly in guiding and supporting our Catholic faith traditions for parents, students and staff.

We continue to develop a very strong, nurturing community with staff and parents sharing a proactive approach to the development of each child; spiritually, socially, emotionally, physically and mentally.

Teacher Standards and Qualifications

All teaching staff at St Elizabeth's Catholic Primary School;

- are registered and financial with the Teacher's Registration Board of WA
- Completed training in Mandatory Reporting of Sexual Abuse – Legislative Requirement
- Completed training for Keeping Safe including non-teaching staff
- Have a current Senior First Aid Certificate

Bachelor of Education	5
Master of Education	3
Graduate Diploma	1

Workforce Composition

Teaching Staff	Non Teaching Staff
Males – 0	Males – 1
Females – 9	Females – 9
Indigenous Staff – 0	Indigenous Staff – 0
Full Time Equivalent – 7.6	Full Time Equivalent – 6.47

Professional Development

In the 2018 School Year \$19,897.00 was spent on teacher professional development which equates to \$2,211.00 per teacher.

Student Attendance at School

In 2018 the average attendance of students was **92.6%** consisting of;

Kindergarten	93.53%
Pre Primary	92.49%
Year One	91.83%
Year Two	94.01%
Year Three	91.13%

Non Attendance Management

Non attendance is pursued in the following manner;

- All parents write an absentee note when a child is absent, and this is recorded in SEQTA. Reminder forms are sent out to parents who have not returned an absent note.
- Parents removing children for holidays during the school term must complete a note giving the dates the child will be away from school.
- Teachers follow up students who are absent and this is supported by the Administration Staff with telephone calls.
- Parents are sent a letter for continual late attendance and regular non-attendance.
- If necessary, the Principal will speak to the parents if there are unexplained absenteeism or the data shows there are consistent absenteeism.

National Assessment Program – Literacy and Numeracy (NAPLAN)

NAPLAN Information 2018

Year 3 NAPLAN mean score in comparison to National Means

Our NAPLAN results for 2018 can be seen in the tables below. This is the first year St Elizabeth's CPS have completed NAPLAN testing because this is our first year with a year three cohort.

YEAR 3 NAPLAN MEAN SCORE IN COMPARISON TO STATE AND NATIONAL MEAN	NATIONAL MEANS All Australian Schools Average	St Elizabeth's School Average
Reading	433	451
Writing	407	415
Spelling	417	432
Grammar and Punctuation	431	469
Numeracy	407	392

Area	National Average	Students at or above the National Average in 2018
Reading	Band 5	60% at Band 5
Writing	Band 4	66% at Band 4
Spelling	Band 4	66% at Band 4
Grammar and Punctuation	Band 5	66% at Band 5
Numeracy	Band 4	53% at Band 4

Overall, the majority of our students have met or exceeded the National Average. Our areas of strengths are; Writing, Spelling, Reading, Grammar and Punctuation. Our area for improvement is in Numeracy. Although this cohort of students achieved sound academic results in writing, we will continue as a whole school, to focus on reading and writing through our writing program called Seven Steps in 2019 and Numeracy.

BISHOPS RELIGIOUS LITERACY ASSESSMENT (BRLA)

Our BRLA results for 2018 as seen in the table below. This is the first year St Elizabeth's CPS have completed the BRLA testing because this is our first year with a year three cohort.

BRLA Results Breakdown 2018	Multiple Choice		Short and Extended Witten Answers		Total Score	
	Raw Score /20	(%)	Raw Score /24	(%)	Raw Score /44	(%)
School Mean	12	61.7	12	48.6	24	54.5
All Schools' Mean	13	64.5	12	48.4	25	55.7

Our 2018 year three cohort have achieved an average 61.7% in the multiple choice section of the assessment and 48.6% in the short answer section. Overall our School Mean is 54.5% which is slightly below the All Schools' Mean of 55.7. As a school, we are currently reviewing the student's responses to investigate areas for improvement in terms of, the delivery of the teaching and learning programs.

ON ENTRY TESTING

After completing the On Entry Testing in March of 2018, we have a large number of students who have already well exceeded the End of Year Target in Numeracy and a large number of students who have almost met the End of Year Targets in Speaking and Listening, Reading and Writing.

ON ENTRY DATA	2018
Progression Point (End of Year Target is 1)	March 2018 Start of Year Cohort: 27 students
Speaking and Listening	17 students close to End of Year target
Reading	8 students close to End of Year target
Writing	10 students close to End of Year target
Numeracy	14 students well above End of Year target

Mathletics Assessment Interview (MAI)

MAI TESTING

After completing the MAI Testing in March of 2018, we have a large number of students who are working at an expected or above growth point in Counting, Place Value and Addition and Subtraction however, our focus will be in the areas of Multiplication and Division.

MAI	2018
<p data-bbox="469 488 555 517">Year 1</p> <p data-bbox="389 629 635 658">Growth Point (GP)</p> <p data-bbox="395 701 628 730">End of Year (EOY)</p> <p data-bbox="469 772 555 801">EOY: 1</p>	<p data-bbox="802 488 922 517">Counting 50% of students are at GP 2 or above</p> <p data-bbox="802 607 954 636">Place Value 83% of students are at a GP 1 or above</p> <p data-bbox="802 723 1114 752">Addition & Subtraction 43% of students are at GP 2 or above</p> <p data-bbox="802 840 1161 869">Multiplication and Division 50% of students are at GP 1 or above</p>
<p data-bbox="469 972 555 1001">Year 2</p> <p data-bbox="389 1113 635 1142">Growth Point (GP)</p> <p data-bbox="469 1184 555 1214">EOY: 2</p>	<p data-bbox="802 972 922 1001">Counting 75% of students are at GP 2 or above</p> <p data-bbox="802 1090 954 1120">Place Value 59% of students are at GP 2 or above</p> <p data-bbox="802 1207 1114 1236">Addition & Subtraction 54% of students are at GP 2 or above</p> <p data-bbox="802 1323 1161 1352">Multiplication and Division 32% of students are at GP 2 or above</p>
<p data-bbox="469 1442 555 1471">Year 3</p> <p data-bbox="389 1583 635 1612">Growth Point (GP)</p> <p data-bbox="469 1655 555 1684">EOY: 2+</p>	<p data-bbox="802 1442 922 1471">Counting 86% of students are at GP 2 or above</p> <p data-bbox="802 1547 954 1576">Place Value 73% of students are at GP 2 or above</p> <p data-bbox="802 1664 1114 1693">Addition & Subtraction 80% of students are at GP 2 or above</p> <p data-bbox="802 1780 1161 1809">Multiplication and Division 86% of students are at GP 2 or above</p>

Parent, and Staff Satisfaction

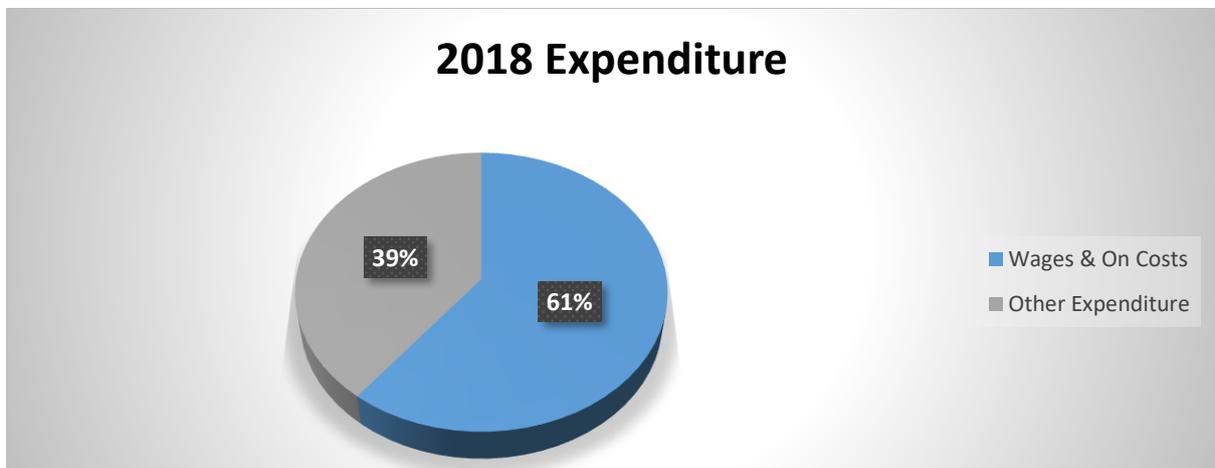
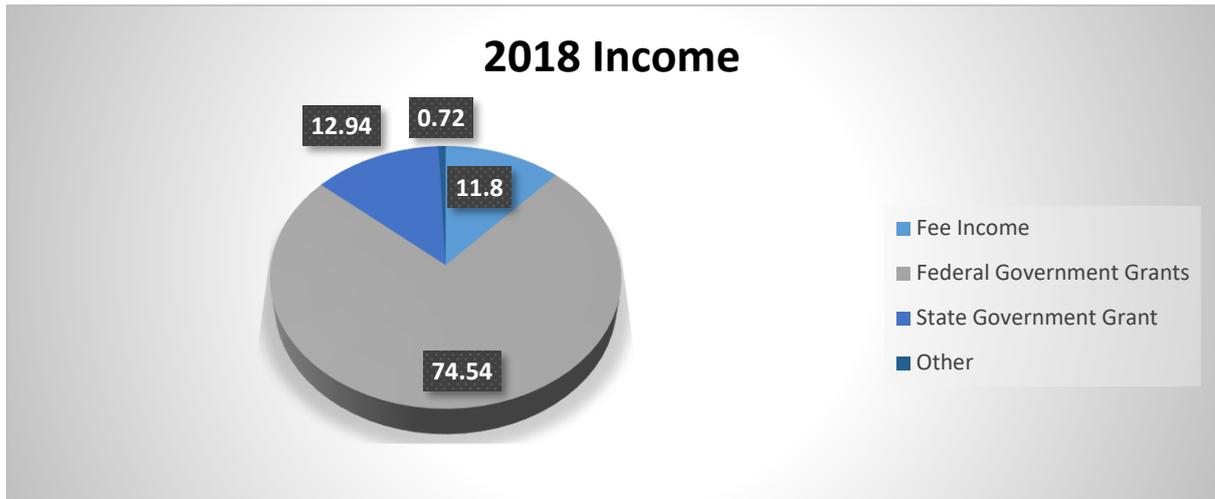
Communication between staff, parents and students takes place on a regular basis. The school administration and class teachers are in constant communication with parents.

Surveys are conducted from time to time for parents and staff. The responses indicate that a high majority of the cohorts believe that the school meets and/or exceeds the needs of the students at the school. We have also used our Climate Survey Data to investigate staff and parent needs/feedback. In 2018 the parent feedback identified, they expected clear and concise feedback regarding their child's; social, emotional, spiritual, academic and physical development. They wanted to know what they needed to do in order to improve their child's learning outcomes. Parents are asked at enrolment interviews for siblings of students, who already attend the school for feedback. The feedback indicates that families value the following facets of St Elizabeth's Catholic Primary School:

Positive community where everyone is involved

- Good communication including Newsletter, emails, School Facebook Page, P&F Association and School Board.
- ReadyNetGo (Netball).
- Education Assistant in all classrooms from Kindy – Year 3.
- Support Program.
- MiniLit Program.
- Reading Recovery Program.
- Specialist for The Arts, Science, Auslan and Physical Education learning areas.
- Positive communication with students.
- Student Merit and Christianity Awards.
- St Elizabeth's Care Bear (Values Program).
- iPads for learning.
- Positive and helpful staff.
- Focused on students.
- Quality of education offered.
- Behaviour Management – Zones of Regulation.
- Teacher interaction with parents.
- Before and after school care (Camp Australia).

School Income



Review of Our Annual School Improvement Plan 2018

The Strategic Direction for Catholic Education from 2014-2016 is defined by LEAD.

Learning (Education)

Engagement (Community)

Accountability (Stewardship)

Discipleship (Catholic Identity)

At its simplest level LEAD is defined in the following terms;

LEARNING is what we do. We are committed to learning at every level.

ENGAGEMENT is essential. We are committed to Catholic Education's mission through relationships with all.

ACCOUNTABILITY is not an option. We have personal and collective responsibility for our system's success.

DISCIPLESHIP is our calling. We are committed to deepening our relationship with Jesus.

Our Annual School Improvement Plan is also defined by LEAD and the following review of 2018 demonstrates our achievements within the four areas.

LEARNING

Focus: Develop a strong and consistent team approach using differentiated practice when teaching in literacy and numeracy.

- Leadership Team attended Critical Agendas Conference on Differentiated Teaching.
- Whole School Approach – Planning and programming demonstrates differentiated teaching, learning and assessment strategies.
- Professional Learning Community Meetings (PLC) focus was on differentiated Teaching and Learning by sharing experiences and pedagogy.
- Differentiated Learning across all learning areas.
- 2018 Curriculum Plan included Assessment Data that informed both post and future learning outcomes to demonstrate the effectiveness of our teaching and the learning for and by students and each other.

ENGAGEMENT

Focus: Continue to develop a sense of community engagement with parents, parish and the wider community.

- Continue to build strong relationships with families and the parish.
- Community Mass each term.
- School Liturgies each fortnight.
- Staff and Parent Climate Survey 2018.
- Excursions and Incursions.
- Community Open Night.
- Sports Carnival.
- Community Christmas Carols.
- P&F Association meeting.
- School Board monthly meeting.
- Parent Workshops.
- Parent Helper.
- Parent Talents utilised in classroom setting.
- Library Helpers.
- Parent Interviews.

ACCOUNTABILITY

Focus: Developing a marketing and Capital Development Plan (CDP) to attract and cater for enrolments.

- CDP put on hold due to funding and resource allocations.
- Developed own banners and billboards to market the school in the local area.
- Commenced future CDP Meeting at the end of 2018 with the application for funding in 2019.

DISCIPLESHIP

Focus: Promote a strong and active understanding of the School Mission and implications for living out the core values.

- Notifying parents each term of the “Focus Core Value of the Term” (Newsletter).
- St Elizabeth’s CPS Care Bear (Linked to Our Values Program) (Results announced over speaker each fortnight and also included in the Newsletter).
- Christianity / Merit Awards (included in the school newsletter).
- St Elizabeth’s CPS Feast Day.
- LifeLink Day.
- Pirate Day - Children’s Brain Cancer.
- St Vincent de Paul.
- Adjusted school fees to cater for families in financial distress.
- Parent Awards for parents working in/around the school i.e. Banking, Library, School Board, P&F Association, NetSetGo!
- Advertising in the local Community Newspaper.
- Banners advertising the school.

To support our Annual School Improvement Plan we also use the Quality Catholic Schools Improvement Tool and the National Quality Standards Improvement Plan to assist us in constantly reviewing our progress, refining our strategies or informing our plans for the following year.

Looking forward to our School Improvement Plan in 2019, building onto St Elizabeth’s CPS Strategic Intent of; Learning, Engagement, Accountability and Discipleship

Learning

- Consistency in differentiated teaching and learning, programming and practice.
- Data analysis shows overall improvement of student achievement over semester one.
- Reading targets to be met by 70% of the class.

Engagement

- Continue to develop a solid understanding of community engagement.
- Provide opportunities for workshops for Staff and Parents i.e. Keeping Safe.
- Encourage and invite parents to provide feedback and suggestions to improve our school.

Accountability

- Develop a CDP to include the Stage Two Build (Classrooms, Library and enclose the Undercover Area).
- Provide a support program for students with learning challenges.

Discipleship

- One Core Value Focus per term.
- Core Value is in the School Newsletter.
- Christianity Awards.