

St Elizabeth's Catholic Primary School



2019 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	6
Master of Education	3
Graduate Diploma	3

Workforce Composition

Teaching Staff	Non Teaching Staff
Males -1	Males -1
Females -11	Females -10
Indigenous Staff -0	Indigenous Staff -0
Full Time Equivalent -8.1	Full Time Equivalent -7.6

Professional Development

In the 2019 School Year \$18,935.00 was spent on teacher professional development which equates to \$1,580.00 per teacher.

Student Attendance at School

In 2019 the average attendance of students was **93.95%** consisting of;

Kindergarten	93.39%
Pre Primary	93.13%
Year One	93.98%
Year Two	94.76%
Year Three	92.61%
Year Four	95.83%

Non Attendance Management

Non attendance is pursued in the following manner;

- Phone calls are made by Administration to parents who have not contacted the school either via email or phone.
- Reminder forms are sent out to parents who have not returned an absent note.
- 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.
- Parents removing children for holidays during the school term must email the Principal and give the dates the child will be away from school.

National Assessment Program – Literacy and Numeracy (NAPLAN)
NAPLAN Information 2019
Year 3 NAPLAN mean score in comparison to National Means

Our NAPLAN results for 2019 can be seen in the tables below.

YEAR 3 NAPLAN MEAN SCORE IN COMPARISON TO STATE AND NATIONAL MEAN	NATIONAL MEANS All Australian Schools Mean	St Elizabeth’s School Mean
Reading	432	388
Writing	422	404
Spelling	418	355
Grammar and Punctuation	440	392
Numeracy	408	370

Area	Students at or above the minimum standard (Band 2) in 2019
Reading	88% at or above min standard
Writing	94% at or above min standard
Spelling	82% at or above min standard
Grammar and Punctuation	88% at or above min standard
Numeracy	88% at or above min standard

Overall, majority of our students have met or exceeded the minimum standard in the 2019 testing. Our areas of strengths are Writing and Numeracy. Our area for continued focus and improvement is in Reading and Language Conventions (Spelling / Grammar and Punctuation). Although this cohort of students achieved sound academic results in writing, we will continue as a whole school, to focus on writing through our writing program Seven Steps as well as Diana Rigg’s PLD Scope and Sequence in 2020 for a continued focus on Spelling and Grammar.

BISHOPS RELIGIOUS LITERACY ASSESSMENT (BRLA)

Our BRLA results for 2019 can be seen in the table below. St Elizabeth’s CPS have achieved an overall mean of 345.5 for the 2019 testing period.

BRLA Results Breakdown 2019	2019
School Students Mean	345.5
CEWA Mean	409.5

In 2019 we had a cohort of 18 students in year three. 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. In 2020 we will also continue to utilise all new guidelines prepared and completed by the Religious Education Team at CEWA.

Area	Students at or above the minimum standard (Band 2) in 2019
Bible (10)	57% answered correctly
Church (11)	42% answered correctly
Jesus (14)	42% answered correctly
Sacraments and Prayer (15)	43% answered correctly

ON ENTRY TESTING

After completing the On Entry Testing in March of 2019, 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	2019
<p>Progression Point (End of Year Target is 1)</p>	<p>March 2019 Start of Year Cohort: 21 students</p>
Speaking and Listening	17 students close to End of Year target
Reading	6 students close to End of Year target
Writing	10 students close to End of Year target
Numeracy	17 students well above End of Year target

Mathematics Assessment Interview (MAI)

MAI TESTING

After completing the MAI Testing in March of 2019, 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	2019
Year 1	Counting 50% of students are at GP 2 or above
Growth Point (GP)	Place Value 83% of students are at a GP 1 or above
End of Year (EOY)	Addition & Subtraction 53% of students are at GP 1 or above
EOY: Growth Point 1	Multiplication and Division 50% of students are at GP 1 or above

Parent, and Staff Satisfaction

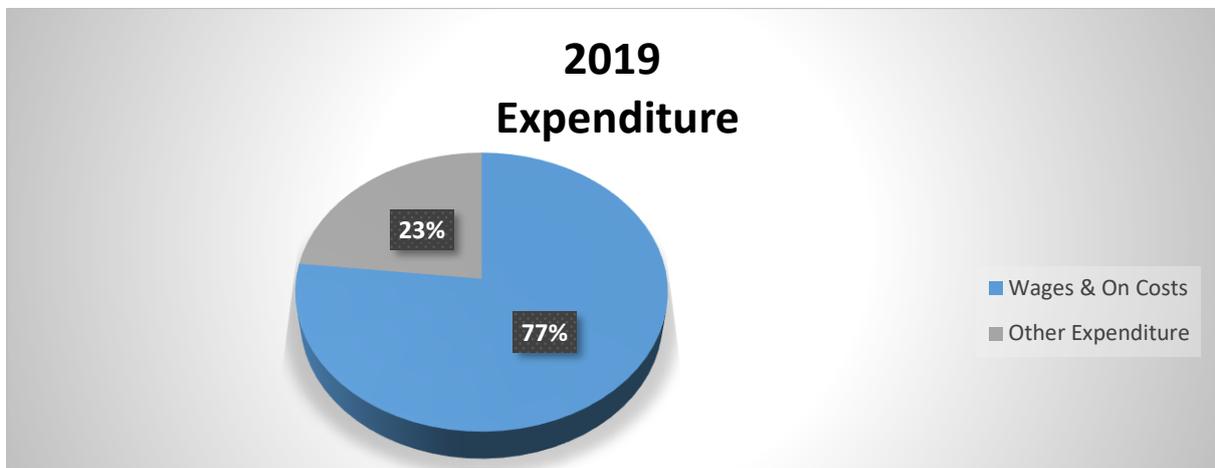
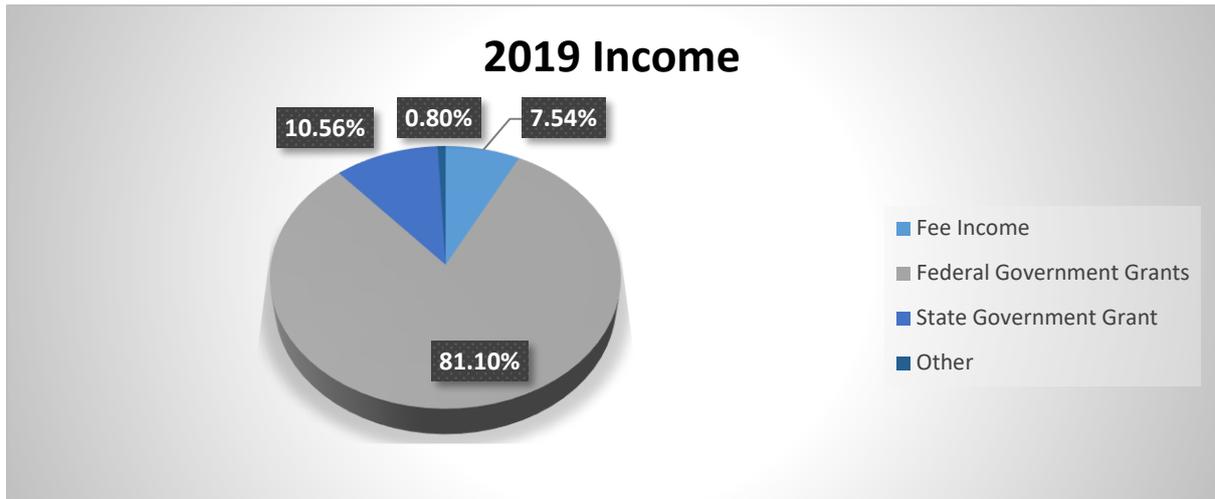
Communication between staff, parents and students takes place on a regular basis. The school administration and class teachers are in constant communication with parents.

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 used Climate Survey Data in the past to investigate staff and parent needs/feedback. The Principal verbally speaks to parents for constant feedback regarding their child's; social, emotional, spiritual, academic and physical development as well as the parent's wellbeing. Positive personalised emails thanking staff and the school for going above and beyond and for caring for their children. 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

- Consistently open communication including; Newsletter, emails, Seesaw, School Facebook Page, CSPWA and School Board.
- ReadyNetGo (Netball).
- Education Assistant in all classrooms from Kindy – Year 4
- Support Program.
- MiniLit 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.
- Student Engagement – Zones of Regulation, Keeping Safe
- Teacher interaction with parents.
- Before and after school care (Camp Australia).

School Income



Review of Our Annual School Improvement Plan 2019

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 2019 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.

- Assistant Principal – Staff Workshop and strategies 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.
- 2019 Curriculum Plan included Assessment Data that informed both past 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 Feedback sessions throughout the year.
- Excursions and Incursions.
- Community Open Night.
- Sports Carnival.
- NetSetGo – organised and run by parents
- Community Christmas Carols.
- CSPWA meeting.
- School Board monthly meeting.
- Parent Workshops i.e. Keeping Safe, Healthy Lunch box ideas, Triple P
- 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 was approved in October 2019.
- Stage 2 Building Program approved to commence in January of 2020.
- CEWA Marketing Team – (Brenda Sharp) Digital Stack and banners to market the school in the local area.

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.

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 2020, building onto St Elizabeth’s CPS Strategic Intent of; Learning, Engagement, Accountability and Discipleship

Learning

- Differentiated teaching and learning, programming and practice.
- Data informed analysis to target students working towards the expected level/standard.
- 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. PFFWA
- Encourage and invite parents to provide feedback and suggestions to improve our school.

Accountability

- Develop a CDP to include the Stage Two Build (Library and enclose the Undercover Area) to commence building in January 2020.
- 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.