



# ST MUNCHIN'S CATHOLIC SCHOOL



**ANNUAL SCHOOL REPORT 2021**

[Document Title]



# PART ONE: COMPLIANCE DATA

## PURPOSE

In order to comply with the federal legislation of the *Schools Assistance Act 2004 and the Schools Assistance Regulations 2005*, all schools are required to make School Performance Information from the previous year available on an annual basis to parents and prospective parents on request. The information below is in accordance with requirements of the Act and Regulations.

## SCHOOL VISION STATEMENT

St Munchin's Catholic School aspires to reflect the life and love of Christ for His people.

## 1.CONTEXTUAL INFORMATION

St Munchin's Catholic School is a community of faith. Our motto "Follow Truth", assists students to focus on what is truly important to the school, with Gospel values at the core of everything we do. The school accommodates approximately 350 students from Kindergarten to Year 6. Students have the opportunity to enhance their learning through specialist subjects of Music, Physical Education, Dance, Digital Technologies, Technology and Enterprise, Library/Research and Italian Language Studies. The addition of a Special Needs Coordinator and Learning Support Team has enabled the introduction of special programs to cater for the diverse needs of the students. These programs include Speech and OT assessment with ongoing support, Reading Recovery, Extending Mathematical Understanding, and Hickey Phonological Awareness, and Leveled Literacy Intervention. Students in Year 5 and 6 have the opportunity to participate in the "STRETCH CREW" Extension program. The Social Worker and trained Rainbows coordinator assist students with social and emotional needs. The Out of Schools Programme is managed by the school and coordinated by a Nominated Supervisor offering a well-supported service for parents and care-givers. The school is also involved in a number of community focused enterprises such as a worm farm, breakfast club and whole school waste reduction initiatives. The involvement and ongoing support of parents and care-givers is encouraged and valued at the school and many opportunities exist for parents and care-givers to be helpers in the classrooms and be very involved in many other ways such

as assisting the P & F with fundraising and promoting celebrating community through social functions and activities. The school receives strong support from the P & F the Schools Advisory Committee and Parish.

## 2.TEACHER STANDARDS AND QUALIFICATIONS

The teaching staff at St Munchin's meets the strict code of employment conditions as set down by the WA Teacher Registration Board and comprises of fully registered teachers. All members of staff hold a current Working with Children registration.

<b>Masters of Education</b>	<b>1</b>
<b>Bachelor of Education</b>	<b>18</b>
<b>Bachelor of Education ECE</b>	<b>8</b>
<b>Bachelor of Arts</b>	<b>2</b>
<b>Graduate Diploma</b>	<b>4</b>
<b>Diploma of Children's services</b>	<b>5</b>

## 3.WORKFORCE COMPOSITION

<b>Full Time Staff</b>	<b>22</b>
<b>Part Time Staff</b>	<b>27</b>
<b>Male Principal</b>	<b>1</b>
<b>Female Assistant Principal</b>	<b>1</b>
<b>Male Assistant Principal</b>	<b>1</b>
<b>Indigenous Staff</b>	<b>1</b>
<b>Female Teachers</b>	<b>28</b>
<b>Male Teachers</b>	<b>3</b>
<b>Male Non-Teaching Staff</b>	<b>0</b>
<b>Female Non-Teaching Staff</b>	<b>17</b>

## 4. STUDENT ATTENDANCE AT SCHOOL

The average attendance percentage rate for students from Pre-Primary to Year Six during the 2020 school year was 93.6 percent.

### YEAR LEVEL ATTENDANCE BREAKDOWN

<b>Pre Primary</b>	<b>93.37%</b>
<b>Year One</b>	<b>92.2%</b>
<b>Year Two</b>	<b>92.71%</b>
<b>Year Three</b>	<b>94.4%</b>
<b>Year Four</b>	<b>93.88%</b>
<b>Year Five</b>	<b>93.88%</b>
<b>Year Six</b>	<b>94.74%</b>

### ATTENDANCE PROCEDURES

Attendance is marked each morning and afternoon by class teachers using the SEQTA platform.

Parents notify the office of any absence and subsequent notes are kept as records for future reference.

Teachers keep all absentee notes and these are handed in to the Assistant Principal Administration at the end of each term for archiving.

Students who arrive late or leave early must be signed in through the Early/Late Register in the front office by their parent/carer. Sign out by parent/carer required for early collection of students.

## 5.NAPLAN ANNUAL ASSESSMENT DATA

The table below displays a sample of the results of NAPLAN testing from 2015-2019. Due to COVID 19 implications, there was no NAPLAN data collected in Australia in 2020. The percentages indicate the number of St Munchin's students who were at or above the National Benchmark in each area.

<b>YEAR THREE</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
GRAMMAR AND PUNCTUATION	94%	98%	95%	98%	100%
NUMERACY	98%	100%	93%	100%	100%
READING	98%	93%	96%	96%	98%
SPELLING	100%	100%	95%	96%	100%
WRITING	100%	98%	98%	96%	100%
<b>YEAR FIVE</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
GRAMMAR AND PUNCTUATION	100%	96%	98%	90%	96%
NUMERACY	100%	94%	98%	97%	98%
READING	100%	92%	98%	91%	98%
SPELLING	100%	94%	100%	100%	96%
WRITING	100%	96%	100%	84%	96%

Using research-based intervention programs and strategies, we aim to ensure that all students are provided with 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 represents in the top bands, across all aspects of literacy and numeracy.

## 6. STUDENT, STAFF AND PARENT SATISFACTION

### STUDENT SATISFACTION

- Teachers and leaders show genuine care and interest in student learning and well-being
- A variety of challenging learning opportunities are offered
- High level of co-operation and collaboration amongst all staff
- Notable progress based on individual capabilities
- Happy and harmonious environment
- Inclusiveness of many nationalities and cultural backgrounds
- Nurturing attitude towards others and sense of commitment in assisting Third World countries
- Strong sense of collaboration amongst students as noted by staff
- Former students are very keen to return for Community Service and other such school events

### STAFF SATISFACTION

- Highly collaborative staff who work as a team
- High retention of staff from year to year
- Staff engagement in whole school planning approach
- High level of support and involvement and participation in co-curricular activities/extra-curricular activities
- Mutual support and assistance and sharing of ideas and strategies
- Positive interaction and relationships
- Strong work ethics
- Nurturing attitude towards students and other team members
- Readily accept responsibilities as Learning Area Co-ordinators or Key Staff
- Excellent rapport with one another and a high level of respect and consideration towards students, peers and families

## PARENT SATISFACTION

- High level of support in school functions and activities in particular increasing numbers at celebratory masses
- Positive parental interaction with staff
- High level of attendance at Parent/Teacher Information Sessions
- High level of parental interest in the progress and achievements of students
- Positive and affirming communications over time from parents-emails, letters, face to face meetings, surveys

## 7. SCHOOL INCOME

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

## 8. POST SCHOOL DESTINATION OF OUR 2020 GRADUATES

<b>LUMEN CHRISTI COLLEGE</b>	<b>29</b>
<b>SOUTHERN RIVER COLLEGE</b>	<b>1</b>
<b>URSULA FRAYNE COLLEGE</b>	<b>2</b>
<b>BYFORD SECONDARY COLLEGE</b>	<b>1</b>
<b>DARLING RANGE SPORTS COLLEGE</b>	<b>1</b>
<b>THORNIE SENIOR HIGH SCHOOL</b>	<b>1</b>
<b>HARRISDALE COMMUNITY COLLEGE</b>	<b>3</b>
<b>COMO SECONDARY COLLEGE</b>	<b>1</b>
<b>PROVIDENCE CHRISTIAN COLLEGE</b>	<b>1</b>
<b>ST NORBERTS COLLEGE</b>	<b>1</b>
<b>KALAMUNDA SENIOR HIGH SCHOOL</b>	<b>1</b>
<b>ST JOHN BOSCO</b>	<b>1</b>
<b>LESMURDIE SENIOR HIGH SCHOOL</b>	<b>1</b>

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Our staff had the opportunity to undertake professional learning, development and growth. The strategies to deliver these aspects of professional learning, range from internal/external opportunities to mentoring, coaching and professional partnerships, PD days, guest speakers, attendance at conferences e.g. Leadership Team Conferences & CEWA Teaching and Learning Conference, and other forms of Professional Learning for staff.

In 2020 \$17362.00 was spent on Professional Learning for staff .

## 9.ANNUAL SCHOOL IMPROVEMENT

### Annual School Improvement Plan 2020 Success Measures

- Creation and development of Implementation of Aboriginal Education Improvement Plan
- Whole school focus on student writing development supported by Professional Learning in Talk For writing across all year groups
- Focus on guided reading in every classroom was supported with Professional Learning
- Furthered the process of writing using the teaching points highlighted through Brightpath
- Improvement in the quality, consistency and variety of prayer activities in the classroom.
- Provided Time and resources to implement MAI testing in place value across the school. Evidence of growth in the Data wall

### Annual School Improvement Plan – Key Goals for 2021

- Teachers skilled and confident in planning masses
- Varied and extensive prayer experiences
- Thread Aboriginal perspective through the curriculum with authentic integration
- Embed aboriginal language throughout the school
- Focus on the environment being the third educator



- Achieve at or above Australian mean in numeracy by end of 2021
- Achieve 10% growth in literacy standards
- Improve ICT skills and Digital Technology across the curriculum
- Integrate and expand the use of IT in the Early Years