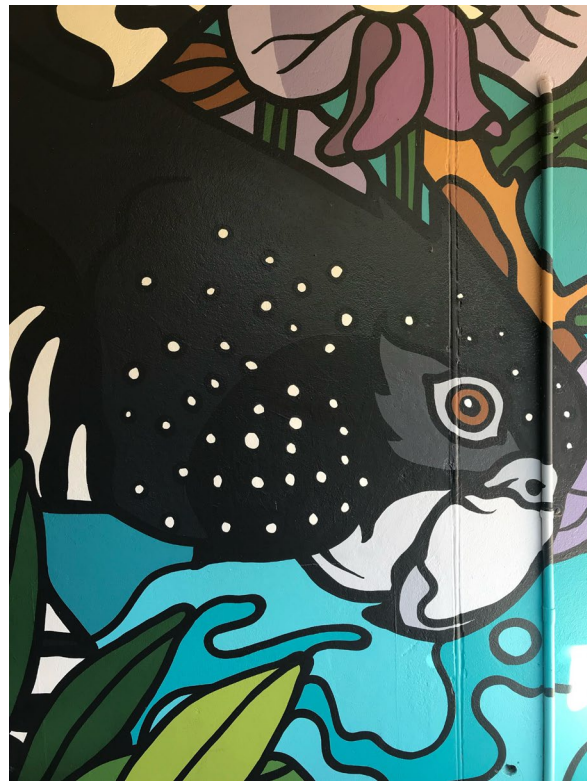




# ST MUNCHIN'S CATHOLIC SCHOOL



**ANNUAL SCHOOL REPORT 2021**



# 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 378 students from Kindergarten to Year 6. Students have the opportunity to enhance their learning through specialist subjects; Music, Physical Education, Digital Technologies, Library/Research, Dance 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 Years Five and Six 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 a nominated supervising officer

and offers a professional and 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, 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

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

<b>Masters of Education</b>	<b>2</b>
<b>Bachelor of Education</b>	<b>19</b>
<b>Bachelor of Education ECE</b>	<b>7</b>
<b>Bachelor of Arts</b>	<b>3</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>28</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>0</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>18</b>

### 4. STUDENT ATTENDANCE AT SCHOOL

The average attendance percentage rate for students from Pre-Primary to Year Six during the 2021 school year was 93.53 percent.

#### YEAR LEVEL ATTENDANCE BREAKDOWN

<b>Pre Primary</b>	<b>92.399%</b>
<b>Year One</b>	<b>92.08%</b>
<b>Year Two</b>	<b>94.73%</b>
<b>Year Three</b>	<b>95.01%</b>
<b>Year Four</b>	<b>90.48%</b>
<b>Year Five</b>	<b>94.29%</b>
<b>Year Six</b>	<b>95.14%</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 2015-2021. Due to COVID 19 implications, data was not collected in 2020. The percentages indicate the 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>	<b>2021</b>
GRAMMAR AND PUNCTUATION	94%	98%	95%	98%	100%	97%
NUMERACY	98%	100%	93%	100%	100%	95%
READING	98%	93%	96%	96%	98%	100%
SPELLING	100%	100%	95%	96%	100%	98%
WRITING	100%	98%	98%	96%	100%	98%
<b>YEAR FIVE</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2021</b>
GRAMMAR AND PUNCTUATION	100%	96%	98%	90%	96%	95%
NUMERACY	100%	94%	98%	97%	98%	95%
READING	100%	92%	98%	91%	98%	97.5%
SPELLING	100%	94%	100%	100%	96%	92%
WRITING	100%	96%	100%	84%	96%	95%

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 each year. This endeavour aims at a year's growth for all students regardless of the band in which they sit and inclusive of all learning areas.

A high level of satisfaction with all aspects of our school community was evidenced by the parents in the QCS Parent Opinion Survey (2019) and the School Climate Survey (2021)

## 6. 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 such as Homework Club, Running Club, Green Club and Tech Club
- Mutual support and assistance and sharing of ideas and strategies
- Positive interaction and relationships

- Strong work ethics
- Clear understanding of Ethos and School Vision
- 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 Sacramental Meetings
- 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)

## Expenditure and Teacher Participation in Professional Learning

All staff have 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. Principals' and Assistant Principals' Conferences & CEWA Teaching and Learning Conference, and CEWA PD for Teacher Leaders. In 2021 training costs for staff totaled \$14 254.00

## 9. DESTINATION OF OUR 2021 GRADUATES

<b>LUMEN CHRISTI COLLEGE</b>	<b>28</b>
<b>SOUTHERN RIVER COLLEGE</b>	<b>1</b>
<b>URSULA FRAYNE COLLEGE</b>	<b>1</b>
<b>MERCEDES COLLEGE</b>	<b>1</b>
<b>KENDRON STATE HIGH SCHOOL (QLD)</b>	<b>1</b>
<b>KELMSCOTT HIGH SCHOOL</b>	<b>1</b>
<b>PERTH MODERN</b>	<b>1</b>
<b>MELVILLE SENIOR HIGH SCHOOL</b>	<b>1</b>
<b>JOHN WALLASTON</b>	<b>2</b>
<b>ST NORBERTS COLLEGE</b>	<b>3</b>
<b>JOHN CURTIN</b>	<b>1</b>
<b>ST JOHN BOSCO</b>	<b>2</b>
<b>TRINITY COLLEGE</b>	<b>1</b>

## 10. ANNUAL SCHOOL IMPROVEMENT

The school has embarked on the formation on a Vision for Learning through consultation and input from all staff members. This will be used on completion to drive and support our planning and implementation of strategies.

The school has commenced professional learning in Liturgical preparation to better equip all teachers with the skills and experience in preparing masses and liturgies for their classes.



Towards creating an Early Childhood Philosophy, cluster meetings were dedicated to the writing of an Early Childhood Vision Statement.

We have initiated plan to commence a whole school Mathematics Programme (Origo - Stepping Stones) and will transition this from the Early Learning Years through to the whole school, reinforcing a consistency in language and resources throughout the school.

St Munchin's has also initiated plans to commence a Social and Emotional Wellbeing Programme across the whole school, led by a member of the Extended Leadership Team. PL has been provided to all staff and consultation with extended leadership members has facilitated this process.

Our goal to increase integration and use of Digital Technologies in the classroom is reflected in the programming, planning and assessment of our students. Increased expectations and consistency of communication platforms, such as Seesaw, has also been evident.

Further evidence of the school's evolution towards a 21<sup>st</sup> Century Contemporary Learning Environments included the significant financial contribution made in purchasing classroom furniture throughout the school to facilitate this learning.

Outdoor learning has been embraced as has growth in the areas of sustainability and integration and celebration of the diversity of cultures, especially the indigenous cultures, of our community.