



# ST MUNCHIN'S CATHOLIC SCHOOL



**ANNUAL SCHOOL REPORT 2017**



# PART ONE: COMPLIANCE DATA

## PURPOSE

This report has been prepared in compliance with the Federal Government requirements and relates to the 2017 school year.

## SCHOOL VISION STATEMENT

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

## 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 380 students from Kindergarten to Year 6. Students have the opportunity to enhance their learning through specialist subjects of Music, Physical Education, Dance, Digital Technologies, Library and Research and Italian Language Studies. The addition of a Special Needs Coordinator and Learning Support Team has enabled the introduction of special programmes to cater for the diverse needs of the students. These programmes include Speech and OT assessment with ongoing support, Reading Recovery, Extending Mathematical Understanding and Hickey Phonological Awareness. 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. The school receives strong support from the Parents and Friends Committee, School Board and Parish.

## 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 (Working towards 5)</b>
<b>Bachelor of Education</b>	<b>27</b>
<b>Bachelor of Education ECE</b>	<b>5</b>
<b>Bachelor of Arts</b>	<b>7</b>
<b>Graduate Diploma</b>	<b>7</b>
<b>Diploma of Children's services</b>	<b>1</b>

## WORKFORCE COMPOSITION

<b>Full Time Staff</b>	<b>24</b>
<b>Part Time Staff</b>	<b>22</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>22</b>
<b>Male Teachers</b>	<b>3</b>
<b>Male Non-Teaching Staff</b>	<b>1</b>
<b>Female Non-Teaching Staff</b>	<b>6</b>

## STUDENT ATTENDANCE AT SCHOOL

The average attendance percentage rate for students from Pre-Primary to Year Six during the 2017 school year was 91.6 percent.

### YEAR LEVEL ATTENDANCE BREAKDOWN

<b>Pre Primary</b>	<b>91.8%</b>
<b>Year One</b>	<b>90.1%</b>
<b>Year Two</b>	<b>94.6%</b>
<b>Year Three</b>	<b>94.4%</b>
<b>Year Four</b>	<b>94.2%</b>
<b>Year Five</b>	<b>94.1%</b>
<b>Year Six</b>	<b>95.1%</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 are to keep all absentee notes, in date order, in file.

The Assistant Principal Admin will check and sign off on an absentee report for each class at the end of each term.

Students who arrive late or leave early must be signed in through the Early/Late Register in the front office by their parent/carer.

## NAPLAN ANNUAL ASSESMENT DATA

The table below displays a sample of the results of NAPLAN testing from 2012-2017. 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>2012</b>	<b>2013</b>	<b>2014</b>	<b>2105</b>	<b>2016</b>	<b>2017</b>
GRAMMAR AND PUNCTUATION	87%	100%	93%	94%	98%	95%
NUMERACY	98%	97%	90%	98%	100%	93%
READING	92%	100%	93%	98%	93%	96%
SPELLING	94%	100%	98%	100%	100%	95%
WRITING	98%	100%	98%	100%	98%	98%
<b>YEAR FIVE</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2105</b>	<b>2016</b>	<b>2017</b>
GRAMMAR AND PUNCTUATION	84%	98%	91%	100%	96%	98%
NUMERACY	97%	92%	89%	100%	94%	98%
READING	92%	98%	89%	100%	92%	98%
SPELLING	89%	96%	89%	100%	94%	100%
WRITING	95%	94%	89%	100%	96%	100%

## DESTINATION OF OUR 2017 GRADUATES

LUMEN CHRISTI COLLEGE	38
SOUTHERN RIVER COLLEGE	2
KENT ST HIGH SCHOOL	2
QUEEN'S PARK ST NORBERTS COLLEGE	1
URSULA FRAYNE COLLEGE	1

A high level of satisfaction with all aspects of our school community was evidenced by the QCS Parent Opinion Survey, School Climate Survey and the following sources.

## STUDENT SATISFACTION

- Minimum incidents of negative interaction amongst students in and out of class
- High level of engagement in various learning activities and programs
- High level of co-operation with all staff
- Notable progress based on individual capabilities
- Happy and harmonious environment
- Inclusiveness of many nationalities
- Nurturing attitude towards others and sense of commitment in assisting Third World countries
- Strong sense of collaboration amongst students as noted by staff

## 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
- 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
- High Staff Morale

## PARENT SATISFACTION

- High level of support in school functions and activities in particular increasing numbers at celebratory masses
- Positive parental interaction with staff
- Positive verbal and written affirmation
- High level of attendance at Parent/Teacher Information Sessions
- High level of parental interest in the progress and achievements of students

## 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)



# ANNUAL SCHOOL IMPROVEMENT (ASIP) 2017

## **Goal: Continue to implement a whole school approach to spelling**

### Outcomes:

- Ongoing training and early childhood planning in Letters and Sounds
- Created more resources to cater for individual learning styles through Letters and Sounds
- Pre-test and post-tests conducted to gauge student achievement

## **Goal: Build on and increase mathematical problem solving strategies and use manipulatives**

### Outcomes:

- Construct numeracy and literacy games and use manipulatives frequently in teaching and learning of Mathematics
- Students enjoying Mathematics lessons more
- Staff share ideas and strategies

## **Goal: Increase recall of basic facts and automatic recall of times tables through explicit teaching**

### Outcomes:

- Vary PLCs to make use of cluster and partner teaching formats
- PLCs will focus on master class style sharing a variety of approaches for making use of digital technologies to enhance student learning and for the teaching of Mathematics
- Key teachers in ICT integrate in lessons

## **Goal: Improve teaching practices through observation of expert teaching**

Outcomes:

- Whole school PD to encourage and increase peer coaching and classroom practice
- Teacher Growth and Development Process has been well received
- Increase the use of high order thinking strategies and questioning e.g. Blooms Taxonomy, to cater for differentiation and open-ended tasks

## **Goal: review and implement Evangelisation Plan**

Outcomes:

- Review Vision and Mission of St Munchin's

## **Goal: Increase student engagement in service learning by promoting different church organisations and educating students to their purpose and work**

Outcomes:

- Group/shared responsibility for fundraising for the common good
- Teacher prepared class masses and liturgies

## **Goal: Establishing and nurturing home/school partnerships**

Outcomes:

- Implementation of Class Dojo as added communication tool for teaching staff
- Increase Parent helpers in the classrooms by involving parents in direct children's learning

## **Goal: Staff exhibit a collective responsibility and ownership for student behavior**

Outcomes:

- Use SEQTA as a handover resource between year groups containing relevant information
- Pastoral care issues noted on SEQTA

## **Goal: Foster positive, respectful, professional communication and relationships**

### Outcomes:

- School Climate Survey indicates an increased wellness and safety felt by our staff, students and parents
- Buddy bench introduced and driven by Year 6 leadership classes
- Successful participation in the Rainbows Program
- Implementation of the Code of Conduct
- Bulletin Board in Staffroom of observable indicators e.g. Photographs, Quotes

## **Goal: Greater engagement of parents in Sacramental parent Meetings**

### Outcomes:

- 98-100% attendance at meetings
- Engagement and participation in activities and discussions very positive
- Feedback from parents very positive and found the meetings very informative and worthwhile

## **Goal: Focus on and increase knowledge and awareness of the Gospels**

- Staff has a better understanding of Jesus and his mission.
- More teaching of the historical and cultural background of Scripture stories
- Increased understanding of our responsibility in “Caring for our Common Home” (Pope Francis)

