



ST. EMILIE'S CATHOLIC  
PRIMARY SCHOOL

# ST EMILIE'S CATHOLIC PRIMARY SCHOOL



ANNUAL SCHOOL REPORT  
June 2021  
for 2020

# PART ONE: COMPLIANCE DATA

## PURPOSE

The following information has been prepared as a requirement of the Federal Government and relates to the 2020 school year.

## SCHOOL VISION STATEMENT

'St Emilie's Catholic Primary School promotes lifelong learning in a safe and nurturing environment. We build upon the example of how Jesus lived using the Fruits of the Holy Spirit to 'Grow in Grace'.

## CONTEXTUAL INFORMATION

St Emilie's Catholic Primary school is a vibrant, co-educational and multicultural primary school of approximately 465 students, from Kindergarten to Year 6.

Our Vision is to promote life-long learning in a safe, nurturing and Christ-centred environment.

Our Mission is to courageously inspire and support students to grow as confident, creative and capable learners, who are well-equipped to relate to an ever-changing world.

Student well-being is of paramount importance to us. We strive to provide a respectful and friendly environment for children to learn, play and flourish in. When a child feels they belong; when they are known and valued, and when they are well supported, their opportunity to learn is greatly enhanced.

We have a strong focus on collaboration, cooperation and teamwork. Teachers, Education Assistants, Support teachers, Speech and OT therapists, along with other external providers, all work together to achieve the very best outcomes for our students.

We continue to perform consistently well in literacy and numeracy assessments, however our priority is to give students engaging opportunities to participate in a wide variety of rich learning experiences. A range of specialist education programs are offered, including Health and Physical Education, Music, Science and Japanese along with extra-curricular opportunities such as Soccer, Instrumental Music and Dance.

We partner with OSH Club, which provides a convenient, before and after school service to those families who need it.

St Emilie's School has an excellent working relationship with the parish and we work closely and cooperatively to provide a culture and a community that we can all be very proud of.



# TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff at St Emilie's Catholic Primary School are registered in accordance with the requirements of the Western Australian Teacher Registration Board.

All teachers have a four year **Bachelor Degree**, with a number of teachers holding either a Masters Degree, or working towards either a **Masters** degree, or some form of **further study**.

The majority of our teachers have qualifications in either an area of specialisation or a postgraduate degree.

All staff hold a current '**Working with Children**' Card.

# STUDENT ATTENDANCE AT SCHOOL

The average attendance percentage rate for students in Pre-Primary to Year 6 during the 2020 school year was **95%**.

## Year Level Attendance Percentages:

Pre-Primary	94%
Year 1	95%
Year 2	96%
Year 3	96%
Year 4	96%
Year 5	96%
Year 6	95%



Electronic attendance registers, using SEQTA Software, are completed each morning and afternoon by class teachers.

Absences must be explained in writing by the child's parent/ guardian and these notes are filed for auditing purposes and for future reference.

Classroom teachers and Office staff are responsible for following up notes from parents.

Parents are informed via the school handbook of the requirement to inform the school of an absence via a dated, written means of communication, including the reason for the absence.

Parents are required to sign a student in and sign out when they arrive late, or when being collected early for an appointment.

# NAPLAN - ANNUAL ASSESSMENT 2020

Due to COVID in 2020, no NAPLAN assessments were conducted.

## PARENT SATISFACTION

The level of parent satisfaction at St Emilie's **continued to be high in 2020 despite COVID** and the restrictions that it imposed on all school communities.

The following sources reliably provided us with affirming feedback in regard to parent satisfaction:

- Positive and affirming communications from parents - emails, letters, face to face meetings, surveys.
- Interest in school based activities and offers of support when allowed.
- Feedback via teachers on parent satisfaction levels
- Feedback via Two Way and Three Way Parent Meetings
- Feedback regarding our Online Open Night
- High level of support and participation in the Sacramental Parish based/school supported program

Our community was extremely appreciative of the **pastoral care, practical support and clear communication we provided all stakeholders during the COVID period and beyond.**

While we were unable to offer the same face to face, whole school opportunities to our community as we had done in other years, **we modified and adapted so that parents were able to view student work samples, connect with teachers and have clarity about changes** that needed to be made.

Overall, while a very challenging time, the 2020 school year **presented many challenges and opportunities for us to grow even closer as a community** and parents, children and staff, as well as the parish all worked together in the best interests of the children.



# STUDENT SATISFACTION



“We are what we repeatedly do. Excellence then, is not an act, but a habit.”  
-Aristotle

Despite being a COVID year and dealing with a number of disappointments, student satisfaction at St Emillie's in 2020 remained very high.

## Student feedback reflected that:

- Teachers and leaders showed genuine care and interest in student learning and well-being.
- A variety of engaging and challenging learning opportunities were offered.
- When events or experiences had to be cancelled, due to COVID students were appreciative of our efforts to provide an alternative.



- Students expressed appreciation for our school's safe and positive culture and the clean and aesthetically pleasing environment they learn in.
- Former students were very keen to return for Community Service and other school events however this was not always possible due to COVID.
- Students felt their voice was heard and that they were given opportunities to express ideas and see them through to fruition, and they enjoyed being actively involved in leadership opportunities.



## STAFF SATISFACTION

The staff of St Emilie's display a strong level of satisfaction through their:

- High level of involvement in all aspects of school life - including leading some extracurricular opportunities.
- High level of collaboration and communication.
- High levels of participation in Professional Learning opportunities.
- Appreciation of a high level of Pastoral Care.
- Low levels of absence.
- High level of quality conversations about learning
- High levels of collaboration between staff
- Excellent rapport with one another and a high level of respect and consideration towards students, peers and families.



# SCHOOL INCOME

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

## DESTINATION SCHOOLS FOR YR 6 STUDENTS

Aquinas College	1
All Saints College	2
Applecross Senior High School	1
Canning Vale College	5
Carey Baptist College	2
Corpus Christi College	11
Harrisdale SHS	9
Lumen Christi College	1
Lynwood Senior High School	2
Mazenod College	1
Penrhos College	2
Perth Modern School	2
Providence Christian School	1
Rossmoyne SHS	1
Santa Maria College	1
St Brigid's College	1
St John Bosco College	6
St Norbert College	8
Ursula Frayne Catholic College	1
Willetton Senior High School	1
Unknown	2
<b>TOTAL STUDENTS</b>	<b>61</b>

# Part 1 - School Improvement (SIP) 2020

## 2020 School Improvement Goals

### Evangelisation

- The planned retreat experience had to be deferred to 2021 due to COVID.

### Early Years

- We examined the recommendations of our NQS Audit and isolated key areas for ongoing improvement. Sub-goals were created by teachers and Education Assistants across the early years.
- K-2 staff were given opportunities to visit other early years classrooms to observe practice.
- Class visits were offered and acted upon.
- Teachers shared what they observed in regard to student agency and made a plan for incorporating changes to their practice as a result.
- Every teacher from K-2 has evidence of making critical written reflections on planning documents on a consistent basis. These observations can also be seen to be driving change to the learning opportunity being offered.
- Each teacher from K-2 is able to demonstrate what they are doing differently to try to cater for more flexible eating arrangements

### Learning

#### Education Assistants:

- The EA role description was robustly scrutinised, discussed, updated and agreed upon.
- Expectations of the teacher and the EA were clarified and updated in the staff handbook.
- An EA Team Leader was appointed.
- EA's have now joined the ATA Association.
- EA's set up agreed meeting dates and times each term for PL.
- EA's regularly share the learning and how they are applying this learning to individual students in the classroom.

#### EALD:

- All staff participated in PL opportunities to become familiar with the goals of the EAL/D.
- There is evidence of effective strategies being used in classrooms by teachers and EA's.
- EAL/D is now incorporated into our Semester Reports including pre-observations for recognizing EAL/D student need.
- Goals and strategies are now identified in CAP and IEP plans.
- Students have been clearly identified with assessment and observation tools provided by Progress maps and anecdotal records and supported as necessary.
- EAL/D Report proformas are being used in semester reports
- EAL/D narrative literacy books have been purchased as a resource.

### Aboriginal Education Plan

- New Aboriginal students K-6 were used to assist with special roles within the NAIDOC liturgy.
- PL opportunity was organised and attended. Teachers initiated incursions and excursions with a focus on aboriginal culture.
- Implementation of a NAIDOC program with Kerrie Cogger (Science Teacher).
- Students were involved in and reported on class projects and published progress and learning.
- Staff engaged in cultural learning opportunities related to Aboriginal and Torres Strait Islander cultures. Professional development led by Tracy Aroozoo - classroom strategies and learning opportunities in regard to Indigenous history and classroom resources.
- Staff responses to an internal survey indicate teachers have increased knowledge, understanding and sensitivity when planning learning activities.



# Part 2 - Annual Community Meeting Report from the Board Chairperson

This report is available on our school website.



**"A good education  
is a foundation  
for a better future."**

- Elizabeth Warren