



## School Performance Data 2020

### Purpose:

The information within this document has been prepared as a requirement of the Federal Government and pertains to the 2020 calendar year.

### Contextual Information

St Maria Goretti's Catholic School is currently growing into a double stream co-educational Catholic primary school catering for 365 As at December 31 students from Kindy to Year Six from the Redcliffe, Belmont, Cloverdale and surrounding area. The School ICSEA value is 1040.

In 2013 the school began extending the enrolment pattern to that of a double stream school. At the end of 2017 we had a second stream of classes from Kindergarten to Year 3.

St Maria Goretti's Catholic School was established by the Marist Fathers in 1956 and was managed by the Sisters of Mercy until 1984 when the first lay Principal was appointed.

The school strives to develop the whole person within a family atmosphere of love, peace and justice with Mary as its patron. There is a very strong community involvement in all facets of the school and along with the entire Faith Community; the individual child is given the opportunity to develop to their full potential with Christ as their model.

The school is within the Notre Dame Parish which is led by Father Michael Quynh Do.

The school offers Specialist Teachers in Music, Art, Languages Other Than English – Italian - and Physical Education. The School has a strong commitment to providing in class for those requiring academic support.

There is a strong emphasis placed on the pastoral needs of the children with the PATH'S (*Promoting Alternative Thinking Strategies*) Program being embedded throughout 2018 in order to support the Keeping safe Curriculum introduced in 2018. The School Charter is reflective of this emphasis and is fully embedded in the life of the school.

The St Maria Goretti's Catholic School community takes pride in the diversity of cultures, skills and talents of all students.

The Parents as First Educators' initiative has embedded the Aboriginal Early Learning and Family Centre into the life of the school. The Families as First Educators' Initiative has as its

The long-term goals are to:

goal the enactment of the school's outreach to the Aboriginal Community by providing a culturally safe environment where families can bring their 0 – 4-year-old children and enjoy a shared learning environment.

The Families as First Educators and other initiatives by the School in 2018 was the practical application of the Catholic Education Commission's Transforming Lives 2025 Strategy which focused on:

1. Empowering families by bridging the gap between the home and school culture to enable the individuals to interact and succeed in their education.
2. Providing allied services to provide early intervention.
3. Developing a smooth transition path for children from home to the school environment.
4. Embedding the 3A program.

The long-term goals are to:

## Teacher Standards and Qualifications

We have a very dedicated team at St Maria Goretti's Catholic School with the educational excellence and the nourishment of the individual being central to the school's core.

All teaching staff at St Maria Goretti's Catholic School are employed in accordance with the standards and expectations of the Western Australian Teacher Registration Board (TRB) and the policies of the Catholic Education Commission of Western Australia and The Western Australian Catholic Teachers Enterprise Bargaining Agreement 2015.

During 2020 the qualifications held by teachers are:

2 Master of Special Education

2 Master of Education

21 Bachelor of Education

1 Bachelor of Special Education

2 Diploma of Teaching

3 Diploma of Education

1 Bachelor of Music

1 Graduate Diploma of Instructional Leadership

1 Bachelor of Commerce

1 Bachelor of Health Science – Occupational Therapy

1 Bachelor of Event, Sport & Recreation Management

The Teacher' Assistants are employed in accordance with the standards, expectations and the policies of the Catholic Education Commission of Western Australia and The Western Australian Catholic Non-Teachers Enterprise Bargaining Agreement 2014.

3 Diploma for Teacher Assistant

3 Certificate III - Teacher Assistant

1 Certificate III – Education Support

2 Certificate IV – Education Support

1 Certificate IV – Teacher Assistant, Special Needs

## Workforce Composition

The composition of staff consisted of 34 females and 10 males.

15 Teaching Staff (full-time) – 11 females and 4 Males

8 Teaching Staff (part-time) – 7 females and 1 Males

3 Teacher Assistants (full-time) – 2 females and 1 Males

7 Teacher Assistants (part-time) – 6 females and 1 Males

3 Office Administration Staff – 3 females and 0 Males

6 Other Support Staff – 3 females and 2 Males

In 2019 the school employed 3.4 FTE Aboriginal Staff:

0.8 FTE Aboriginal Liaison Consultant

0.8 FTE Aboriginal Playgroup Facilitator

0.8 FTE Aboriginal Family Liaison Officer

## Need to check

### Student Attendance at School

The average student attendance rate for the school during 2020 was 90.75%.

Class attendance by year level was: -

Kindergarten	89.22%	Pre-Primary	86.65%
Year 1	90.83%	Year 2	90.71%
Year 3	89.89%	Year 4	90.62%
Year 5	90.34%	Year 6	90.95%

A number of students have longer periods of absence from time to time due to overseas or interstate travel. In accordance with the Education Act a student's absence must be accounted for by the parent in writing and extended absences for non-medical reasons require the Principal's prior approval.

### NAPLAN Information

NAPLAN did not take place in 2020 due to Covid 19:

### Parent, Student and Teacher Satisfaction

Feedback given in parent-teacher interviews, during formal reporting periods and following our school open night indicates a high degree of parental satisfaction.

Feedback through informal class assemblies, parent information sessions and school events also support a high level of parent, teacher and student satisfaction within the school.

During the enrolment of new students, many parents had stated the reason why they were seeking a position at the school was because of recommendations from current families.

Through informal chats the majority of our students feel positive, cheerful and happy at school.

In informal discussions with the Principal, a high percentage of staff stated that they found St Maria Goretti's Catholic School an enjoyable and supportive working environment. This satisfaction is also evident in the retention rate of staff as the school is seen to be a desirable workplace.

The data climate environment generated within the Quality Catholic School survey reflected this high level of satisfaction.

## Post – School Destinations

Our students attend a range of schools after graduating from Year 6 at St Maria Goretti's.

The schools are:

8 students enrolled at Ursula Frayne College

4 students enrolled at La Salle College

2 student enrolled at Aranmore Catholic College

3 students enrolled at Chisholm College

3 students enrolled at Belmont City College

1 student enrolled at Kalamunda Senior High School

5 students enrolled at Mercedes College

1 student enrolled at John Curtin College

5 students enrolled at St. Norbert's College

1 student enrolled at Mazanod

1 student enrolled at Iona

1 student enrolled at Boulder/Newman Senior High School

1 student enrolled at Perth Modern School

1 student enrolled at Newman/Siena College

## Annual School Improvement Plan Progress

### Catholic Identity - Strategic Action

#### **Intended Improvement Outcome(s):**

Understanding the person of Jesus in relation to and through prayer, social justice, sacraments, the creed and primary proclamation.

1. Come to know the person of Jesus as:
  - A) A historical person
  - B) Our personal Saviour
  - C) A teacher
  
2. To have a deep, personal relationship with Jesus through prayer, liturgy and the Gospel

#### **Components**

*Systematic Evangelisation Planning*  
*Integrating Catholic Faith, Life and Culture*



Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Direction
<i>We Will...</i> Review our Evangelisation Plan	<i>We Have ensured that</i> Our Evangelisation Plan has been reviewed, updated and implemented.	Will happen with GDC with Principal and AP's	N/A
Provide students with opportunities to critique the relationship between Australian culture and Christian values	Our students have participated in and critiqued -Harmony Day - used a St Maria Goretti focus and also used lessons from Father's Class liturgy homilies.	There will be a PLC on RE once a term lead by The AP's from term 1 to help staff in there endeavours here.	Come to know the person of Jesus as: A) A historical person B) Our personal Saviour C) A teacher  To have a deep, personal relationship with Jesus through prayer, liturgy and the Gospel.
Enable students to develop a comprehensive understanding of catholic social teaching.	Students are developing their understanding of catholic social teachings by being given opportunities to do acts of service.	Discuss in clusters how this could be done and outline a school programme. Whole staff term 1. (Year 6 Champion Charity)	Come to know the person of Jesus as: A) A historical person B) Our personal Saviour C) A teacher
Continue to develop links with the Parish	In an attempt to strengthen out links with Parish we are coming together as a staff once a term at a Parish mass There is a Joint school mass with Notre/Dame	Whole staff to develop this plan term 1 in consultation with father and NotreDame.  Implementation to be determined.	Come to know the person of Jesus as: A) A historical person B) Our personal Saviour C) A teacher

	once a term at the Parish P&F link at least one of their activities to the Parish.		To have a deep, personal relationship with Jesus through prayer, liturgy and the Gospel
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## Education – Student Learning Strategic Action

### **Intended Improvement Outcome(s):**

To implement pedagogy, teaching practices and structures that are in line with high standard research from education, cognitive psychology and neuroscience.  
 To maintain a whole school culture of high expectations by revising the high-level structures and processes already in place.  
 To enhance teaching and learning strategies and structures to increase student wellbeing, engagement and achievement.  
 To embed Digital Technologies to enhance student outcomes for all students.

<b><u>Components</u></b>	<i>An Explicit improvement Agenda</i>		<i>An Expert Teaching Team</i>	
	<i>Analysis and Discussion of Data</i>		<i>Systematic Curriculum Delivery</i>	
	<i>A Culture that Promotes Learning</i>	X	<i>Differentiated Teaching and Learning</i>	X
	<i>Targeted use of School Resources</i>		<i>Effective Pedagogical Practices</i>	X

Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Action
Professional Development in regards to catering for Special Needs in particular Autism	We have: Engaged with a third party (Positive Partnerships) to be upskilled in the area of Special Needs Education	Leadership to organise for multiple PD throughout 2021	N/A
Begin Walker Implementation with Mentor Support from Early Life Foundations	Early Life Foundations make contact with our staff twice a term and help them set and achieve goals in line with the Walker learning approach.	Leadership to organise staff to follow through	Investigate and implement Inquiry Based Learning Pedagogies  Explore and implement pedagogies for extending thinking  To improve literacy results in early childhood by engaging students in language rich activities that enhance oral language.
Revisit Teaching and Learning Cycle (literacy plan) and incorporate Brightpaths	We have reviewed the plan and explored researched successful literacy teaching strategies. They are now being employed in the	Literacy team set up to review Literacy policy from term 1 and lead four PLC's a term in the first semester to enable	To implement pedagogy, teaching practices and structures that are in line with high standard research from

	classroom and are indicated through a whole school plan and our programming and daily planning	staff to implement policy successfully.	education, cognitive psychology and neuroscience. To maintain a whole school culture of high expectations by revising the high-level structures and processes already in place.
Revisit Cultural Competency matrix- Aboriginal Education Plan	We have reviewed the cultural competencies and are embedding Aboriginal perspectives into our curriculum as per our Aboriginal Education Plan	St Maria Goretti's Aboriginal Education Committee and CEWA Aboriginal Education Team, from term 1	To enhance teaching and learning strategies and structures to increase student wellbeing, engagement and achievement.
Explore strategies to teach the three levels of comprehension in all areas	We have developed and implemented strategies based on current research to teach the three levels of Reading Comprehension effectively	School literacy team from term 1	To implement pedagogy, teaching practices and structures that are in line with high standard research from education, cognitive psychology and neuroscience. To maintain a whole school culture of high expectations by revising the high-level structures and processes already in place.
Introduce Yarc standardised test to Middle/ Upper Primary	We have introduced the YARC test to help us assess students' comprehension in middle and upper primary and using the results to direct our teaching for each child.	Middle/Upper primary team term 4 implementation, become familiar with tests from term 2	To maintain a whole school culture of high expectations by revising the high-level structures and processes already in place.
In regards to the Early Years Learning Framework Elements 1.1.2, 1.1.4, 1.1.6, 1.2.1 and 1.2.2 Mainly refer to student agency and will be met through the implementation of the Walker Learning Approach.	We have implemented the Walker Learning Approach and these Quality Standard Elements are being met.	Early Childhood team from term 1, lead by Mrs Tiffany Miranda.	N/A

## Stewardship- Accountability

### **Intended Improvement Outcome(s):**

#### Goals

To increase teachers' understanding of the following:

- Students need to be emotionally ready to learn
- Emotional functioning and regulation impacts on student learning and behaviour
- Emotions can activate and amplify learning

To increase and improve the following in students:



- Emotional engagement
- Cognitive engagement
- Behavioural engagement

### Components

*Staff Wellbeing*

*Pastoral Care of Students*

Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Action
Derive and Implement School strategic Plan for 2022 - 2024	We have: Designed a strategic plan relevant to our schools needs in line with QCE ready for implementation for 2022	<i>Term 3 by the whole school community, facilitated by leadership</i>	
Cyclical Review	We have undertaken the cyclical review with CEWA and taken on board actions to undertake for 2022 and beyond	<i>Term 1 Leadership Staff School Board and P&amp;F</i>	
School Audit	An independent Audit has been taken of our school conducted by CEWA and recommendations have been taken on board	<i>Term 2?</i>	
Principal Review	A Principal Review has been conducted by CEWA and a continued growth plan has been put in place to help Darren continue to build his capacity as a leader.	<i>Term 2</i>	
Implementation of Classroom regulation spaces and find an alternative for Paths for Older students	Regulations spaces are up and running in our classrooms and middle upper primary classes are teaching from a social and emotional programme alternative to PATHS	Teaching staff lead by Monique Ford Well Being Officer Term 1	To increase teachers' understanding of the following: Students need to be emotionally ready to learn Emotional functioning and regulation impacts on student learning and behaviour Emotions can activate and amplify learning To increase and improve the following in students: Emotional engagement Cognitive engagement

			Behavioural engagement
In regards to the Early Years Learning Framework Element 2.3.3 will be met when Health care Plans are visible and accessible to all staff by placing them on staff room Pin up Boards and making them accessible on Teams	Health care plans are on the staff room Pin Up and accessible on Teams	Lead By Mrs tiffany Miranda, Early childhood staff and Mrs Marion Pasini. From term 1	N/A
In regards to the Early Years Learning Framework Elements 3.1.1, 3.1.3, 3.2.1, 3.2.2, 3.3.1, 3.3.2 Will be met through the implementation of physical environments prescribed by the Walker Learning Approach and implementation of whole school sustainability initiatives	We have implemented the the Walker Learning Approach and Physical Indoor and outdoor environments are meeting the Quality Standards 3.1 and 3.2.  Whole School Sustainability initiatives have enabled us to meet the Quality standard 3.3	Lead by Mrs Tiffany Miranda and the early years staff. From term 1  Lead By Mrs Carmen Gatcum and all staff from term 1	N/A

## Community/Engagement - Strategic Action

### **Intended Improvement Outcomes:**

To increase enrolments through a targeted marketing approach in addition to promoting greater parent engagement between the school and wider community.

### **Components**

*Engagement with the School Community*



*Wider Community Partnerships*



Strategies and Actions	Key Performance Indicators (Evidence)	When & By Whom	Strategic Plan Action
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Share on social media in conjunction with city of Belmont our Cultural Celebrations in our school community	We have shared our cultural celebrations to the wider community via Belmont City social media and the wider community are attending our events, raising the school's profile and giving it more exposure to the Belmont city community.	Term 1 Marion and teachers in charge of various celebrations	To increase enrolments through a targeted marketing approach in addition to promoting greater parent engagement between the school and wider community.
Have Aboriginal parents on our Aboriginal Education Committee	Our Aboriginal Education Committee has a mix of teaching and non-teaching staff and aboriginal and non-aboriginal staff as well as Aboriginal parents. They meet regularly to help us carry out and implement our Aboriginal Education Plan. Our Aboriginal Families become more involved with our school. Feeling comfortable, welcomed and empowered and encouraging other aboriginal families to be a part of our community.	Aboriginal Education Team term 1	To increase enrolments through a targeted marketing approach in addition to promoting greater parent engagement between the school and wider community.
Introduce Class Parents to our P&F	Class parents have been introduced and they act as a conduit between the P&F and the parents, taking on activities that help to build community within the school.	Term 1 Darren and the P&F executive	promoting greater parent engagement between the school and wider community
In regards to the Early Years Learning Framework Element 6.3.4 we will look to involve ourselves with the wider community through networking with other local schools and utilising our Aboriginal teacher's Aide (ATA) to work with our Aboriginal Families and other third party organisations.	We have begun networking with other schools and our ATA has acted as an outreach for families and created relationships with other third parties to help our students and their families.	To begin term 1 lead by Mrs Tiffany Miranda, Mr Cal Walley (ATA) and our Early years team.	

## School Income

See the following website for further information: - [www.myschool.edu.au](http://www.myschool.edu.au)