

# Annual Report 2020

## Majella Catholic Primary School

### ANNUAL REPORT

The Annual Report provides the school community with information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementations of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office of Western Australia.

## SCHOOL PROFILE

Majella Catholic Primary School is located in Balga and prides itself on living up to its vision of 'Transforming the Lives of all its people'. Majella is a vibrant, culturally diverse school, that employs a holistic approach to education to meet the needs of the students. The school is modelled on Jesus Christ and the spirit of Mercy and seeks to be a just and inclusive community where the goodness of each person is respected.

For many students and their families, Majella School has served as their first experience of school life and community here in Australia. Given the number and range of cultural backgrounds within the school population, there is an established and effective pastoral care programme in existence. Along with a structured learning curriculum using the explicit instruction methodology and a supported ESL programme, the academic progress of all students is supported through specialist teachers working in the areas of HASS, Physical Education, Science and Art.

Information regarding the school is distributed to parents via parent/teacher interviews, electronic newsletter, Seesaw and social media. Parents are issued with a written report twice a year. The school acknowledges the important role parents play in educating their children and regularly supply a translation service to support families with communication during interviews.

The school is well supported by a pastoral care worker who work with the students in small group sessions as well individual appointments. Majella staff implement restorative practices and Majella recognises itself as a Trauma Informed School.

Breakfast Club runs each day of the week to support families and ensure that students are fed each morning. Staff are rostered on each morning and use the kitchen facilities to cook breakfast before classes start. The school facilities are used for adult English lessons that are utilised by members of the local community including current families.

The school is proudly linked to St Gerard's Parish, and is well supported by the parish priest. Majella uses the school hall for class liturgies and has access to the parish church for larger, whole school occasions.

## TEACHING STANDARDS AND QUALIFICATIONS

The staff at Majella Catholic Primary School are a dedicated team who strive to 'Transform Lives'. Their passion and dedication is evident in their teaching and pastoral nature. Staff strive to foster gospel values and a love of learning.

### Teaching Staff Qualifications

Master's degrees: 3

Bachelor's degrees: 15

### Workforce Composition

Teaching staff	16
Full-time equivalent teaching staff	11.3
Non-teaching staff	12
Full-time equivalent non-teaching staff	7,7
Indigenous Staff:	1

### Gender Information

Females: 27

Males: 4

## STUDENT ATTENDANCE FOR 2020

The average student attendance rate for the school during 2020 was 93.88%

Year Level	Attendance Rate 2020
Pre-Primary	91.41%
One	94.27%
Two	95.22%
Three	93.13%
Four	94.08%
Five	92.47%
Six	95.43%

- Absentee notes are generated from SEQTA and sent home to parents. Absentees are resolved when teachers have written confirmation of a child's absence and a reason.
- The Assistant Principal checks teacher's rolls on SEQTA on a termly basis. This is to ensure that unresolved absences are being followed up with a note from the classroom teacher.
- Teachers are to resolve all absences by the end of each term.

## NAPLAN RESULTS SUMMARY

YEAR 3	
Spelling	School Mean: All Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Grammar & Punctuation	School Mean: All Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Writing	School Mean: All Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Reading	School Mean: All Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Numeracy	School Mean: All Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>

YEAR 5	
Spelling	School Mean: Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Grammar & Punctuation	School Mean: Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Writing	School Mean: Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Reading	School Mean: Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>
Numeracy	School Mean: Australian School Mean: <i>% of students at or above the National Minimum Standard</i> <b>No NAPLAN results collected due to COVID</b>

## PARENT, STUDENT AND TEACHER SATISFACTION

### POST SCHOOL DESTINATIONS

Secondary Schools/College	Number of Students
Hammond Park Secondary College	1
John Septimus Roe Anglican School	1
Mercy College	20
St Andrew's Grammar	1
Dianella Secondary College	1

### SCHOOL STRATEGIC PLAN

School Strategic Plan 2019–2021 is available on the school website.

### ANNUAL SCHOOL IMPROVEMENT

*Goals from School Improvement Plan 2020*

#### ***Increase student participation in mass and liturgies***

With COVID-19, many of liturgies, masses and whole school gatherings were cancelled or postponed. Some momentum generated in classes through explicit teaching of the different parts of the mass, was lost due to not having the opportunity to attend mass!

Hymns have been sung in class before whole school masses. This helped students participate once at mass. We have chosen to re-use many hymns so that our junior primary children because familiar with the songs and can participate in at least the chorus.

Reading and discussing the gospel in class before liturgies and masses has helped students' engagement during Father's Homily. Children were more likely to contribute answers and personal reflections with some background knowledge of the readings.

#### ***All staff have commenced their Cultural Competency Matrix***

Staff continue to work through the levels within the Cultural Competency Matrix. Time has been provided during meeting time for staff to reflect on their own cultural and professional mental models to ultimately, effect positive change.

#### ***Work towards raising the profile of NQS within the school***

The school appointed a new school-based leader in the Early Years who guided us through our NQS Audit in the first semester. A change in our pedagogical philosophy continues to occur as we move from an Explicit Instruction model to Play Based Learning.

Staff in the Early Years continue to meet, reflect and refine their practise based on the feedback from the audit. Two programs were introduced at the end of 2020 to support teachers improve Quality Area 1. The focus and dedication of the Early Years staff to continue in 2021.

### ***To engage parents in a new reporting style at Majella Catholic Primary School.***

School leadership and staff made a number of changes to the school report designed to engage our community. The changes included...

- Reduced ambiguous phrases and replacing them with simple language choices
- A greater recognition that many Majella students come from an EAL/D background
- A greater emphasis on 'effort' over 'grade' in the layout of the report
- A greater emphasis on the behaviour and social & emotional side of the student

## **PART TWO: SCHOOL COMMUNITY REPORT**

### **BOARD CHAIR REPORT**

*In light of there not being an official school board, this report was written by David Barns, principal at Majella Catholic Primary School.*

As was the case for everyone across the world, 2020 was a challenging year for the Majella Catholic Primary School community.

I take this opportunity to firstly thank the staff of Majella for their adaptability and resilience as they dealt with COVID-19. Preparing take-home packs at short notice and adjusting to online learning was done in a professional and caring manner that helped support our children and parents at a difficult time . For that, I thank you sincerely.

Even with COVID-19 interruptions, the school is proud of a number of things achieved this year. These included:

- Demolition of the storm damaged Parish Centre
- Preparations for life after the Parish Centre in consultation with wider Parish
- Continued participation in the Affordable Schools Project
- Plans for early works of the Capital Development Plan to take place in 2021

It was a difficult year for the P&F. With COVID-19 restrictions, larger events and anything considered 'non-essential' to the students' learning, was postponed or completely cancelled. Mother's Day Morning Tea and Father's Day Breakfast are just two examples of opportunities lost this year. We are not alone in this space and look forward to the P&F's presence back in our school in the near future.

Although not 'with us', the presence of the P&F was still evident in 2020. We thank them for their financial support of the Year 6 students' camp activities, graduation bears and many other 'extras' for our students.

In closing, I wish to thank the wider Majella community for their support and patience in 2020. This includes our parents for being a calming influence on their children in what was

a confusing and in parts, stressful time. Thank you for supporting school protocols, being flexible and responding positively to school communication. Finally, those associated with the St Gerard's Parish, who not only juggled COVID restrictions this year but the loss of the Mass Centre. Your on-going presence at Majella and dedication to our students helps us remain *United in Christ*.

## TREASURER REPORT

In 2020 Majella continued to be a part of CEWA's Low Fee Initiative whereby families benefited from reduced fees of \$300 per child.

COVID-19 impacted upon Majella, as it affected us all, with a change in the method of delivering education to our students during Term 2 and increased cleaning costs to keep our students, families & staff safe.

Achievements of note are:

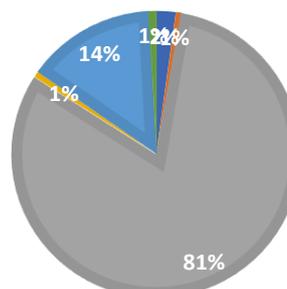
- Approval of our Capital Development Plan Stage 10 for the refurbishment of the hall including new student toilets, canteen area & multi purpose space
- Leases of new student iPads
- New fridge for Pre-Primary
- New clothes dryer in the Hall
- Installation of energy efficient lighting in staff toilets
- School car changeover

### Surplus

Majella's 2020 financial year ended with a cash surplus of \$148,148. (This excludes amortization and depreciation costs).

<b>2020 INCOME</b>	\$
Student Income	62,049
Other Recurrent income	18,972
Commonwealth Govt Recurrent Grants	2,401,707
Trading account income incl MyMajella	20,254
State Govt Recurrent Grants	426,085
Capital income	25,022
<b>Total Income</b>	<b>2,954,089</b>

- Student Income
- Other Recurrent income
- Commonwealth Govt Recurrent Grants
- Trading account income incl MyMajella
- State Govt Recurrent Grants
- Capital income



## 2020 EXPENDITURE

	\$
Tuition expenditure	2,018,219
Administration and general expenditure	767,404
Trading accounts expenses incl MyMajella	20,318
<b>Total Expenditure</b>	<b>2,805,941</b>
Surplus (deficit) for the year before depreciation & amortisation	148,148

