

Annual Report 2021
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: 16

Workforce Composition

Teaching staff	17
Full-time equivalent teaching staff	11.7
Non-teaching staff	12
Full-time equivalent non-teaching staff	7.9
Indigenous Staff:	1

Gender Information

Females:	28
Males:	3

STUDENT ATTENDANCE FOR 2021

The average student attendance rate for the school during 2021 was 81.10%

Year Level	Attendance Rate 2021
Pre-Primary	78.22%
One	79.81%
Two	81.64%
Three	80.62%
Four	83.01%
Five	85.82%
Six	85.13%

- 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: 409 All Australian School Mean: 421 <i>% of students at or above the National Minimum Standard</i>
Grammar & Punctuation	School Mean: 384 All Australian School Mean: 433 <i>100% of students at or above the National Minimum Standard</i>
Writing	School Mean: 403 All Australian School Mean: 425 <i>86% of students at or above the National Minimum Standard</i>
Reading	School Mean: 390 All Australian School Mean: 438 <i>100% of students at or above the National Minimum Standard</i>
Numeracy	School Mean: 342 All Australian School Mean: 403 <i>91% of students at or above the National Minimum Standard</i>

YEAR 5	
Spelling	School Mean: 515 Australian School Mean: 504 <i>96% of students at or above the National Minimum Standard</i>
Grammar & Punctuation	School Mean: 481 Australian School Mean: 503 <i>100% of students at or above the National Minimum Standard</i>
Writing	School Mean: 476 Australian School Mean: 480 <i>96% of students at or above the National Minimum Standard</i>
Reading	School Mean: 489 Australian School Mean: 511 <i>96% of students at or above the National Minimum Standard</i>
Numeracy	School Mean: 461 Australian School Mean: 495 <i>96% of students at or above the National Minimum Standard</i>

PARENT, STUDENT AND TEACHER SATISFACTION

POST SCHOOL DESTINATIONS

Secondary Schools/College	Number of Students
Mercy College	20
Balcatta Senior High School	1

SCHOOL STRATEGIC PLAN

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

ANNUAL SCHOOL IMPROVEMENT

Goals from School Improvement Plan 2021

Embed Diana Rigg PLD program in the early childhood classrooms.

We entered our second year of Diana Rigg’s approach to structured synthetic phonics. Staffing remained very similar to 2020, which gave teachers confidence to refine and build on the learnings from the previous year. Further efforts were made to engage in professional development with PLD, which supported teachers in planning, facilitating and assessing learning.

Embed the Talk for Writing program from K-6 classroom.

We entered our second year of Pie Corbett’s Talk for Writing with pleasing results. Teachers continue to engage in in-house professional development, participating in coaching sessions, PLCs and program meetings. Coaching sessions remain on offer for classroom teachers to work with Key Teachers in Literacy. Further to this, K-6 teacher participate in PLCs each term around their integration of ICT in their Talk for Writing program. Programs are checked termly to ensure effective programming is taking place and our Scope and Sequence is followed.

Write and improve the quality of students’ EAL/D learning plans.

Time continues to be provided for teachers to write and refine their EAL/D learning plans. Further discussions around the benefits of participating in the EAL/D Hub in 2022 are occurring as it may be of benefit to teachers.

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.

It was a very busy year at Majella Catholic Primary School with a number of significant goals achieved this year.

I wish to thank the staff for their efforts in light of another complex year. Their professionalism and care for the children and families at Majella does not go unnoticed or unappreciated.

The school is proud of what was achieved this year which will shape the look of the school into the future.

- The securing of the first Intensive English Centre for primary schools in Catholic Education, beginning in 2022.
- Approval of Stage 11 of our Capital Development Plan for 2022
- Engaging with new Parish Priest to meet the needs of school and community

For the second year in a row, the P&F suffered from not being considered 'essential' to the running of the school. Opportunities were lost to have a physical presence at Majella CPS. Traditional Majella events were scheduled and then postponed as COVID restrictions tightened. This included Mother's Day and Father's Day celebrations and our Volunteers' Mass. I take this opportunity to thank our P&F for their patience and understanding again this year. It has been a frustrating time, but we all appreciate their understanding and optimism. Hopefully when the borders open next year, some normality will return.

To finish, I would like to acknowledge the whole school community who has made this year a success. Our parent body – thank you for your ongoing support. Your flexible, pragmatic approach to our situation is reflected in the way the children attend school each day. Their resilient, no-nonsense manner is a credit to you.

As previously mentioned, I thank the staff for their dedication. With the borders opening, building program beginning and the opening of the IEC, the next 12 months presents several challenges for all of us. I know with absolute confidence that the staff at Majella will take this in their stride. In what shapes as exciting times ahead.

TREASURER REPORT

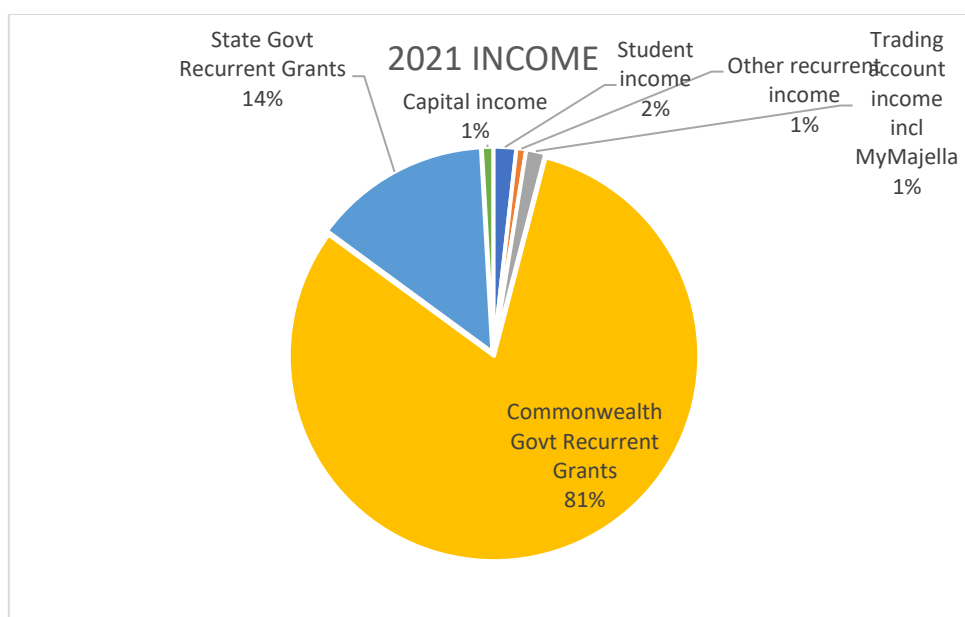
In 2021, Majella continued to be a part of CEWA's Low Fee Initiative whereby families benefited from reduced fees of \$300 per child.

Achievements of note are:

- 50th Anniversary celebration shared with community, students and staff
- Leasing of new iPads for students

- Easels for Kindy and Pre-Primary
- Defibrillator in the hall
- Pigeonhole cabinets for Years 1 & 2
- Establishment of a Bush Tucker Garden
- Approval of our Capital Development Plan Stage 11 to commence in 2022. This includes refurbishment of the Kindergarten & Pre-Primary areas plus the construction of new Year 1 and 2 classrooms
- The development will be funded by a school contribution, Federal Government grant and low interest loan.
- Approval for the establishment of an Intensive English Centre from T1, 2022.

2021 INCOME	\$
Student income	54,745
Other recurrent income	23,296
Trading account income incl MyMajella	46,085
Commonwealth Govt Recurrent Grants	2,484,908
State Govt Recurrent Grants	430,526
Capital income	27,301
Total Income	3,066,861



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