



Santa Clara School

School Performance Data 2020

Santa Clara School
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SCHOOL INFORMATION

School Context

Santa Clara School is a Catholic single stream primary school located in St James, Perth. The school is made up of 200 students from Kindergarten to Year Six. Our school is unique in the fact that our students are from eighteen different nationalities. 44.5% of our students have a language background other than English. Our ICSEA Value is 1075. We have eight Aboriginal students. 36% of our students are Catholic. Our specialist staff teach in the Learning Areas of Physical Education, STEM, LOTE (Noongar) and Music.

Our Mission

The mission of the school is to provide a well-balanced education for each child so they can strive for excellence and their full potential in all they do.

Our school community strives to provide a sense of belonging to a valued and respected professional learning environment, providing financial support with resources, buildings and equipment and moral support through friendship and community inclusiveness professional learning environment, providing financial support with resources, buildings and equipment and moral support through friendship and community inclusiveness.

Our school community also seeks to provide a welcoming, safe, aesthetically pleasing, well maintained school environment with clean, modern facilities which are conducive to learning, and to strive for constant improvement.

Our Vision for Learning

At Santa Clara School, we nurture the individual qualities of each child within our school community with the teachings of truth and the Gospel values. This is at the core of what we do.

The learning environment for the students of Santa Clara School is welcoming and gives them a sense of belonging. It is vibrant, flexible and responsive to the children and their needs. The learning environment is organised, spacious and provides our students with a sense of agency and independence.

The students at Santa Clara School are provided with opportunities to be active learners; capable of making informed decisions and choices to become risk takers, problem solvers and critical thinkers through open-ended tasks. We cater for the individual needs

of all students and we support them in achieving their full learning potential and experience success.

We believe that open communication is the key to successful relationships, and we nurture and develop great partnerships between the students, families, parish, community and staff.

Santa Clara Core Values

The Santa Clara Core Values underpin the values that our school community feel are essential for our students to exhibit. Our students are the next generation of thinkers and innovators, we believe that by instilling these values into the core of what they do they will contribute to our society in a positive way. They will be able to overcome challenges and lead happy lives with Jesus at the centre of who they are.



TRUTHFUL THOMAS

Tells and expresses the truth by being honest.

CREATIVE CHRISTINA
Uses imagination or original ideas to create, solve or fix something.



CARING CAMERON

Displays kindness and concern for others.

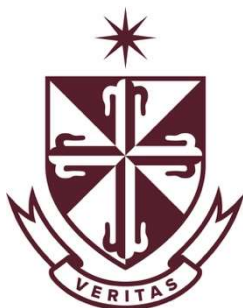
COURAGEOUS COURTNEY
Is brave and willing to give things a go.



RESILIENT RICKY

Bounces back from challenging situations.

2020 SCHOOL IMPROVEMENT PLAN



CECWA Strategic Directions	CATHOLIC IDENTITY <i>Inspiring Christ-centred Leaders</i>	EDUCATION <i>Catholic Schools of Excellence</i>	COMMUNITY <i>Catholic Pastoral Communities</i>	STEWARDSHIP <i>Accessible, Affordable and Sustainable System of Schools</i>
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Focus Area	Informed by Evidence	Specific	Measurable	Achievable	Relevant	Time Bound	Resources	Success Indicators	Monitoring Process and Progress
	Qualitative and quantitative	Performance & development goal to be achieved (stated simply)	Evidence that will be used to demonstrate progression and goal achievement	What actions will we take to achieve the goal?	How does the goal connect to your school's strategic plan (and/ or other plans)?	What are the timeframe milestones? Timeframe within which the goal will be achieved	Support/resources that will be required to achieve the goal. <u>Key school-based personnel:</u> Who is responsible for ensuring we are on track?	How will we know we have been successful (quantitative and measurable) ?	How will we ensure we are on track and have not taken our eyes off the goals?
Catholic Identity	Evangelisation Plan Classroom teachers have not been involved in the preparation of class Masses.	Staff develop a deeper understanding of the elements, structure and traditions of Mass.	Staff have increased knowledge and confidence in preparation of Masses.	Professional development opportunities Updated structure to Liturgical singing. Mass Preparation Pack will be created and implemented.	Evangelisation Plan <u>Strategic Plan:</u> Engage students, staff and parents in their own learning and faith formation through Christ-centred learning.	Term 1: PD- 31/1/20 Mass Preparation- lead by CEWA Teachers will prepare one Mass throughout the year.	CEWA Santa Clara Parish- Father Chris APRE- Adrian Tulett Liturgical Singing Team: Alyssa Adams & Carla Klomp	Increased staff input and confidence when preparing Masses.	Ongoing meetings with Parish and Liturgical Singing team. Assistant Principal to liaise with classroom teachers prior to their class Mass.

<p style="text-align: center;">Aboriginal Education Plan</p>	<p>Aboriginal Education Improvement Map (AEIM)</p>	<p>Teachers are aware of what is Culturally Responsive Pedagogy. Resources area will be created for teachers to access Culturally Responsive resources</p>	<p>Increased knowledge and understanding of Culturally Responsive Pedagogy Teachers use the resources from the Resource area</p>	<p>Culturally Responsive Pedagogy professional learning will be undertaken. <i>Professional readings: 'A Pedagogy of Difference'</i> Audit of current resources. Investigation into current resources. Organise a resource area for teacher use.</p>	<p><u>Strategic Plan:</u> Learning – Increase student and staff engagement in their own learning and faith formation <u>Aboriginal Education Plan</u></p>	<p><u>Term 1:</u> Audit current resources <u>Term 2:</u> Provide professional learning to staff about Culturally Responsive pedagogy. <u>Term 3:</u> Gather resources and create a resource area for teachers to use. <u>Term 4:</u> Provide professional learning to staff on how to use school-based resources to ensure Cultural Responsivity</p>	<p>CEWA Aboriginal Education Team TLEO: Leanne Mcdonagh Journal articles: A Pedagogy of Difference Website: Seeking a Pedagogy of Difference https://www.pedagogyofdifference.com/</p>	<p>All staff are aware of what it means to be culturally responsive. A range of current resources are established for teachers to use.</p>	<p>Committee time during PLC Discussions with teachers during programming and planning meetings</p>
<p style="text-align: center;">Curriculum Focus</p>	<p>NAPLAN, ACER & Fountas and Pinnell assessments.</p>	<p>A whole school approach to teaching Guided Reading in which students' Reading levels are tracked.</p>	<p>Increased confidence in assessing students Reading skills. Students Reading data</p>	<p>Professional development opportunities for staff Tracking system implemented</p>	<p><u>Strategic Plan:</u> To provide excellence in education for the lifelong development</p>	<p><u>Term 1:</u> Running records are undertaken on all students. Data is collated and Guided</p>	<p>Curriculum Leader: Kristy Madaffer Curriculum Committee CEWA</p>	<p>Students' Reading levels will be documented and tracked.</p>	<p>Once a term, students' current Reading data will be unpacked during a PLC.</p>

		<p>is monitored and used to inform teaching.</p>	<p>to monitor student progress.</p> <p>Guided Reading resources combined, organised and updated.</p>	<p>of the whole child.</p> <p><u>Vision for Learning:</u> Work in collaboration to implement educational excellence</p> <p><u>Curriculum Plan</u></p>	<p>Reading groups are formed.</p> <p><u>Term 2:</u> Teaching staff unpack how to use F&P to teach Reading skills during Guided Reading. A whole school approach to teaching Guided Reading is established.</p> <p>PD on Guided Reading</p> <p><u>Term 3:</u> Implementation of learnings that occurred from PD.</p> <p><u>Term 4:</u> Review students' progress and Guided Reading practices.</p>	<p>A whole school approach to teaching Guided Reading is created and implemented.</p> <p>All classes from Y1-Y6 have an average effect size of 0.4 in Reading by the end of the year.</p>	<p>Once a term a PLC will be dedicated to creating a whole school approach to teaching Guided Reading.</p> <p>Monitoring of students' progress by tracking their results.</p>
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<p>Early Years</p>	<p>2019 internal review processes</p>	<p>The Early Childhood Nature playground will be improved to ensure that it is easily maintained and safe.</p>	<p>Mulching around the fort area. Edging around grassed areas</p>	<p>Contact with nature playground companies to get quotes. Discussion with CEWA Early Years team. Visit other Early Childhood Nature playgrounds</p>	<p><u>NQS</u> Element 3.1.2 Upkeep Maintenance schedule</p>	<p><u>Term 1:</u> Meet with Nature Playground companies to get suggestions and quotes. Meet with Early Years team from CEWA. <u>Term 2:</u> Works commence. <u>Term 4:</u> Review improvements and plan for 2021</p>	<p>Leadership Team CEWA Early Years Team</p>	<p>The Early Childhood Nature playground will be safe, more functional and easier to maintain.</p>	<p>Maintenance Schedule Feedback from Early Childhood teachers.</p>
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Footnotes: Possible Future Goals

- Strategic Plan
- Evangelisation Plan
- Planning and programming

TEACHER QUALIFICATIONS

Teacher standards and highest qualifications

Diploma of Teaching – 3
Bachelor of Education – 10
Master of Education - 7
Other Bachelor degrees – 4

Workforce composition

Males 0.10% Females 0.90%
Teachers: 14 Non-Teachers: 17
Indigenous Staff: 1
Total Staff: 31

Rate of Staff Attendance

Average staff attendance was 97%

STUDENT ATTENDANCE

This data is as of 31 December 2020.

- Kindergarten student attendance was 93%
- Pre-Primary student attendance was 93%
- Year One student attendance was 95%
- Year Two student attendance was 96%
- Year Three student attendance was 93%
- Year Four student attendance was 92%
- Year Five student attendance was 93%
- Year Six student attendance was 93%

Average student attendance was 94%

Late Attendance by Students Procedure

Parents are required to send in a letter or an email outlining the dates their children are absent from school. These letters & emails are kept in the school's archiving. SEQTA is used daily to record attendance for each class.

EXPENDITURE & TEACHER PARTICATION IN PROFESSIONAL LEARNING

Due to COVID-19 restrictions, Santa Clara spent approximately **\$7, 154** on Professional Development (average per staff member \$230)

POST SCHOOL DESTINATIONS

St Norbert College: 31%
Ursula Frayne College: 15%
Other Catholic Schools: 19%
Government Schools: 4%
Independent Private Schools: 31%

PARENT, TEACHER, STUDENT SATISFACTION

The areas that parents commented on positively most frequently were:

- A healthy multicultural school community aspect
- All staff most welcoming to students, parents and visitors
- Teachers are caring
- Focus on individual needs of the children
- Very happy with the quality of staff at school
- Children were happy coming to school
- School grounds look amazing
- School appearance is

SCHOOL INCOME

Santa Clara School's income details are provided on the My School website. The link to this document is: <https://myschool.edu.au/school/48870>

CURRICULUM INFORMATION

Spelling

The Soundwaves program is used weekly with all students in Years Three to Six focusing on the same sound each week. From this our data indicates that the Soundwaves program is having great success as the classes implementing the program have high percentages of students meeting and exceeding the expected scale score.

PAT Spelling Scale Target Percentages		
	Percentage of students meeting or exceeding SA Spelling Targets	Percentage of students meeting expected PAT Spelling scale score
Year 2	73%	53%
Year 3	100%	91%
Year 4	100%	87.5%
Year 5		85%
Year 6	92%	92%

Reading

Fountas and Pinnell Reading Target Percentages PAT-R Reading Scale Target Percentages		
	Percentage of students meeting or exceeding Reading Targets	Percentage of students meeting expected PAT-R scale score
Pre Primary	13%	34.7%
Year 1	70%	58.3%
Year 2	61%	46.1%
Year 3	62.5%	41.6%
Year 4	62.5%	50%
Year 5	20.6%	44.8%
Year 6	19.2%	53.8%

The Reading data in the table above shows the percentages of students that are meeting or exceeding the minimum requirements based on the Fountas and Pinnell benchmarks assessment and the PAT-R expected scale score. It is noted that in Pre-Primary and Year Five, less than half the class met minimum Reading requirements in both assessments.

Numeracy

The PAT Math data reveals that all classes except Pre-Primary have more than 50% of their students meeting or exceeding the expected scale score in Math. However, when analysing the effect size in Year Four to Year Six, approximately 50% of students in Year Five and Year Six have made less than a year's growth with a significant number of students showing regression.

PAT-R Maths Scale Target Percentages					
	Percentage of students meeting expected PAT-R scale score	Average Effect Size	Percentage of student regressions	Percentage students that made less than a year's growth	Percentage of students making or exceeding effect size.
Pre Primary	30%				
Year 1	70%				
Year 2	50%				
Year 3	75%				
Year 4	62%	1.1	-	-	100%
Year 5	65%	0.3	28%	18%	50%
Year 6	57%	0.3	18%	36%	46%