Santa Clara School
School Performance Data 2021

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.

School Improvement Plan (SIP) for Santa Clara School   **Commencement Year:** 2021

CECWA Strategic Directions

Catholic Education Western Australia is a Christ-centred community of engaged learning environments, inspiring all to actively live the Gospel.

1 **Catholic Identity** — Inspiring Christ-centred Leaders

2 **Education** — Catholic Schools of Excellence

3 **Community** — Catholic Pastoral Communities

4 **Stewardship** — Accessible, Affordable and Sustainable System of Schools

The School Improvement Plan (SIP) is not intended to capture all the strategic activities of a school but rather prioritise the key areas of focus that will have the highest impact on realising sustained and relevant improvement. Schools are encouraged to limit the number of goals established to maximise depth and impact of strategy. Similarly, the SIP is an iterative document that aligns with the ongoing nature of change that occurs in a school in order to embed processes and practices that lead to a quality Catholic education. Regular monitoring, review and updating of the SIP is encouraged and schools may find the addition of notes and/ or appendices to capture significant milestones and achievements useful in celebrating success and establishing the next iteration of improvement goals.

Focus Area	Informed by Evidence *Qualitative and quantitative*	Specific *Performance & development goal to be achieved (stated simply)*	Measurable *Evidence that will be used to demonstrate progression and goal achievement*	Achievable *What actions will we take to achieve the goal?*	Relevant *How does the goal connect to your school's strategic plan (and/ or other plans)?*	Time Bound *What are the timeframe milestones? Timeframe within which the goal will be achieved*	Resources *Support/resources that will be required to achieve the goal. Key school-based personnel who will be engaged.*	Success Indicators *How will we know we have been successful (quantitative and measurable)?*	Monitoring Process and Progress *Who is the staff member who will ensure we are on track and have not taken our eyes off the goals? When/ how regularly will this be done? How will this be done?*
Evangelisation Plan Focus	Staff survey undertaken by Mario Borg in Term 3 2020	Strengthening partnerships with the Parish and School Community	Increased Parish community involvement in the school events Communication between the parish and school community Parish Priest involvement in Liturgical Singing sessions School community involved in Parish masses Staff, School Advisory Council attend the Commissioning Mass	Invite Parish Priest to attend Liturgical singing to pray with the children. Invite Parish community to attend school events Meeting with leadership team and Parish Priest	**Strategic Plan:** Engage students, staff and parents in their own learning and faith formation through Christ centered learning.	**Term 1:** Staff, School Advisory Council and P&F attend Commissioning Mass at parish **Term 2:** **Term 3:** Parish community invited to attend St Clare's feast day celebrations **Term 4:** Parish community invited to attend Christmas Concert	Leadership Team Santa Clara Parish Priest- Father Chris CEWA- Diane Alteri	Increased communication between the parish and school community Increased Parish community participation in school events	Termly meetings with Parish Priest School event flyer put in parish bulletin

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Aboriginal Education Plan Focus	Aboriginal Education Improvement Map (AEIM)	Raise profile of Aboriginal Perspectives	Audit of Aboriginal Perspectives in learning areas across all years Staff feedback survey after PLC	Implementation of Noongar Language program in PP-6 Aboriginal Perspective Team Established PLC- Cross Curriculum Priorities :*Aboriginal and Torres Strait Islander Histories and Cultures* Employment of TLEO in Term 1, 2021	**Strategic Plan:** Learning – To provide excellence in education for the development of the students' spirituality, socially, and emotionally in keeping with the objectives of the Santa Clara School's Mission Statement **Aboriginal Education Plan**	**Term 1:** Noongar Language program Commences Aboriginal Perspective team established **Term 2:** Aboriginal Perspectives Audit undertaken **Term 3:** Aboriginal perspectives audit results shared with staff and plan put in place **Term 4:** PLC Cross Curriculum Priorities : *Aboriginal and Torres Strait Islander Histories and Cultures*	CEWA Aboriginal Education Team Maddie Smith- Noongar Lang Teacher Cross Curriculum Priorities :*Aboriginal and Torres Strait Islander Histories and Cultures* https://bit.ly/3fdRqda Aboriginal Perspective Team TLEO	Aboriginal perspectives team established Audit of Aboriginal Perspectives completed. Aboriginal Perspectives Team linked to CEWA Curriculum and Aboriginal Education Team PLC- Cross Curriculum Priorities :*Aboriginal and Torres Strait Islander Histories and Cultures* completed Cross Curriculum Priorities evident in classrooms	Termly meetings with Aboriginal Perspectives Team
Early Years Focus	NQS Audit	The MulitLit program will be implemented across K-1 to enact our Vision for Learning.	Scope and Sequence is created and implemented Students' progress is mapped on a tracking spreadsheet ECE staff become confident in teaching the sequence of reading skills	ECE cluster meetings to discuss the program and student's development Early Childhood Lead Teacher to support ECE staff MiniLit and MacqLit implemented to support students at risk PreLit and InitialLit implemented in K, 1 & 2.	NQS 1.2.1 Intentional Teaching Educators are deliberate, purposeful and thoughtful in the decision and actions. 1.2.1 Assessment and Planning cycle Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	**Term 1:** Scope and Sequence is created Staff implement MultiLIT, assessments are completed and students learning paths are mapped. **Term 2:** Student results are reviewed Staff review scope and sequence **Term 3:** Student results are reviewed **Term 4:** Student results are reviewed Staff review scope and sequence	Leadership Team LEAD Teacher ECE- Simone Carcione MulitLit Resource Centre	Students demonstrate expected progress through InitiaLit stages. Students' OLI data and PAT data demonstrates 0.4 effect size	A scope and sequence will be created. Data of student's growth is tracked

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Curriculum Plan Focus	PAT data OLI assessment Fountas and Pinnell assessment Program and assessment meeting feedback	We know our students to ensure their needs are met, which will enact our Vision for Learning	Students results are tracked Teachers use quality assessment that informs their practice	Professional development opportunities for staff in relation to our Vision for Learning Non-Negotiables. Tracking system implemented to monitor student progress. Lead Literacy teacher supporting teachers in their practice PLC focus on providing quality assessment.	**Strategic Plan:** To provide excellence in education for the lifelong development of the whole child. **Vision for Learning:** Work in collaboration to implement educational excellence **Curriculum Plan**	**Term 1:** Staff plot students on tracking system based on F&P levels/MulitiLit PD on quality assessment Week 5 Program and Assessment meeting Week 5 & 9 students are tracked on tracking system **Term 2:** Week 5 Program and Assessment meeting Week 5 & 9 students are tracked on tracking system **Term 3:** Week 5 Program and Assessment meeting Week 5 & 9 students are tracked on tracking system **Term 4:** Review of student growth based on PAT data	Leadership Team LEAD Teacher Literacy- Denise Grech CEWA School Support Consultant	Students have made a 0.4 effect size in their PAT Reading and Math by the end of 2021 Teachers have a deeper understanding of how to differentiate their assessment to meet the needs of their students	Termly monitoring of student success through assessment meetings between teachers and leadership In Week 5 and 9 of each term, student's growth is mapped on the tracking system PLCs to focus on Non-Negotiables and the students' progress. Assessment will be unpacked, staff required to provide evidence to confirm observations.

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: 2
Total Staff: 31

Rate of Staff Attendance

Average staff attendance was 97%

STUDENT ATTENDANCE

This data is as of 10 December 2021.

- Kindergarten student attendance was 90%
- Pre-Primary student attendance was 95%
- Year One student attendance was 95%
- Year Two student attendance was 94%
- Year Three student attendance was 93%
- Year Four student attendance was 96%
- Year Five student attendance was 93%
- Year Six student attendance was 94%

Average student attendance was 91%

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

Santa Clara spent approximately **$10,922** on Professional Development.

INCURSION & EXCURSION EXPERIENCES

Year 6 Camp to Busselton
Book Week Assembly
Lifelink Day Launch
Year 3 & 5 excursion to Canning River Eco Centre
Constable Care incursion
St John's First Aid Focus
Year 6 Leadership Incursion – Calling all Superheroes
Year 2 excursion to Peninsula Farm (Tranby House)
Kindy excursion to AQWA
PP-6 Science Week Incursion

POST SCHOOL DESTINATIONS

St Norbert College: 37%
Ursula Frayne College: 37%
Other Catholic Schools: 4%
Government Schools: 15%
Independent Private Schools: 7%

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
- Affirm and respect diversity in the community
- Teachers are caring
- Focus on individual needs of the children
- Children were happy coming to school
- School grounds look amazing

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

NAPLAN 2021

Percentage at or above minimum standard										
Year	Reading		Writing		Spelling		Grammar		Numeracy	
	No.	%	No.	%	No.	%	No.	%	No.	%
3	26	100	25	96	24	92	24	92	26	100
5	9	53	8	47	11	65	9	53	5	29

Spelling

The Soundwaves program is used weekly with all students in Years Three to Six focusing on the same sound each week.

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		
Year 3		
Year 4		
Year 5		
Year 6		

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		
Year 1		55.5%
Year 2		86.9%
Year 3		59.3%
Year 4		45.8%
Year 5		43.8%
Year 6		62.9%

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 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 40% 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					
Year 1	85%	2.2	0%	0%	63.1%
Year 2	95.8%	2.4	0%	4.3%	95.7%
Year 3	59.3%	0.9	3.7%	15.3%	53.8%
Year 4	60%	0.5	9.5%	23.8%	66.7%
Year 5	62.5%	0.3	42.8%	50%	50%
Year 6	66.7%	0.5	22.2%	37%	55.5%