



# PADBURY

CATHOLIC PRIMARY SCHOOL



# 2020 SCHOOL PERFORMANCE DATA

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Each year, schools are required to report school performance data on aspects of their operations from the previous year. This is a federal government requirement. Padbury Catholic Primary School 2020 Data Report is as follows:

## **1. CONTEXTUAL INFORMATION**

Founded in 1985, Padbury Catholic School is a co-educational primary school comprised of 500 students from Three-Year-Old Kindergarten to Year 6. It serves the Parish of Our Lady of the Mission, Whitfords. Our motto is 'Love One Another.' We enliven our school motto by living our core values of Respect, Excellence, Sacredness and Togetherness.

At Padbury Catholic Primary School the staff, parents and community strive to achieve a number of goals including; providing a Catholic education which presents Christ as a model to be followed, developing each individual spiritually, academically, physically, socially, emotionally and culturally, encouraging the enjoyment of life through the pursuit of personal excellence, and enhancing personal dignity and respect for others.

The school aims to prepare students so that they see themselves as agents of change in an ever-changing environment. We also recognise the role and rights of parents and teachers as the co-educators of their children. Padbury Catholic provides a comprehensive educational program with a strong emphasis on Literacy and Numeracy. This includes literacy and numeracy intervention. The school has a well-resourced Early Childhood Centre and specialist staff in music, physical education, Italian, history and library, as well as an extension program for selected students from Year 3 to Year 6. There is active encouragement of parental involvement in many different ways to support the numerous and varied extra curricula opportunities at our school. [Visit the school website.](#)

Information Technology has a high profile in the school and the school operates a 1:1 iPad program in years 4, 5 & 6. Students in Pre-Primary, Year 1, 2 and 3 also have access to a bank of iPads to complement and transform learning opportunities in the classroom. The iPads are used as a learning tool to foster and promote students' abilities to collaborate, share information, share experiences, work across the domains of our curriculum, and to lead students to be able to be self-directed in their learning.

The dedicated teaching team and support staff work collaboratively to ensure each child participates in a rich and broad-based learning experience through both the educational and specialist programs. Padbury Catholic is a loving and nurturing environment where students and their families enjoy the opportunity to be a part of a progressive learning environment embedded in Gospel values.

## **2. TEACHER STANDARDS AND QUALIFICATIONS**

All teachers are registered with Western Australian College of Teaching. Teachers have a range of qualifications including Diplomas of Education and Teaching, Bachelor of Arts, Bachelor of Commerce, Bachelor of Education, Bachelor of Science, Bachelor of Computer Science and Masters of Education. All staff are accredited to teach in a Catholic school.

### **3. WORKFORCE COMPOSITION**

There are 40 people employed in this workforce. There are 5 males and 35 females. There are no indigenous workers employed at Padbury Catholic Primary School.

### **4. STUDENT ATTENDANCE AT SCHOOL**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Total % Attendance</b>	95.18%	96.64%	96.24%	95.66%	94.97%	95.37%
<b>Overall % Attendance</b>	95.68%					

Padbury Catholic has positive attendance rates. Non -attendance is managed through SEQTA and the process outlined below is followed for children absent from school.

#### **Non-Attendance Procedures**

Parents are required to notify the school of student absence by phoning our Absentee Line or emailing the school admin account. Verbal notification of an absence must be followed up by a written note or email on the child's return to school.

The electronic attendance registers are maintained in accordance with legal requirements. If a child is absent; a note explaining the absence is sought. This is done either by a note or email to the class teacher. The notification by either note or email must include the following:

- the name of the student
- the class group of the student
- the reason for the absence
- the full name of the parent/guardian at the end of the message (the 'from' email address is not sufficient as it does not necessarily have the full name of the person sending it)
- If parents are taking their children out of school to go on holidays, parents are asked to complete an Extended Leave Form. The form is signed by the class teacher and the Principal.
- Prolonged periods of absence are brought to the attention of the principal by the child's class teacher. This is then followed up by the principal.

Administration will contact parents for unexplained absences with an SMS message. If no response is received, the Administration Officer will call the parents directly. The School sends written requests to parents for all unresolved absence (absences without written notification).

## **5. NAPLAN DATA 2020**

Due to the Covid-19 Pandemic, NAPLAN Assessments were not administered in 2020, therefore no data is presented.

## **6. PARENT, STUDENT AND TEACHER SATISFACTION**

### **PARENT SATISFACTION**

Parent feedback through parent teacher interviews, parent Feedback Forums, social events and other events held within the school community was largely positive. Parents indicated satisfaction with pastoral care, educational programs, and extra curricula activities offered to students. Discussions at School Board and Parent and Friends meetings reinforced this. Padbury Catholic engages with the parent community through fortnightly newsletters, social media accounts, emails and SMS.

### **STUDENT SATISFACTION**

Student satisfaction is gauged on student attendance, engagement and participation in the school. The bright, eager smiles on their faces each morning suggest a high degree of satisfaction. Anecdotal evidence provided to teachers and other staff members of the school through personal discussions, anonymous self-assessments in Religious Education, journal writing and via parent communication suggest a high level of satisfaction with the school.

### **STAFF SATISFACTION**

With so many long term staff members at Padbury Catholic, it is apparent that people want to stay in this happy workforce. Staff welfare is given top priority by the School Board. Staff members often comment on how much laughter and goodwill exists within the staff. Staff morale is rated very highly.

## **7. SCHOOL INCOME**

The financial data for this school is on the ACARA website. It can be accessed through [www.myschool.edu.au](http://www.myschool.edu.au)

## **8. Annual School Improvement**

### **2020 ASIP Goals**

- ***The re-establishment and promotion of Mercy values across the school community.***

It was evident that even though we are a Mercy school, there has not been much focus of this in the past. Hence we have embarked on the re-establishment and promotion of Mercy values across the school community. In 2019 discussion was held with staff on being a Mercy school, Mercy Values and the history of Mercy. Staff took part in a professional development day run by the principal. This reenergized and reinvigorated staff to know more. We commenced speaking to the children about the Mercy Values on Mercy Day and showed them an accompanying slideshow.

Information was also placed in the school newsletter and explained at the P&F Meetings and School Board Meetings. Due to COVID our Mercy banners and certificate production and engagement with the Sisters of Mercy was delayed.

- ***Every year level to complete one unit of work in Aboriginal Education from at least one Learning Area.***

Building from the success of our Year 4 Aboriginal Peoples Exhibition in 2019, the school's Aboriginal Education Team decided to expand this valuable exhibition of learning to include the whole school. In 2020, all classes from Pre-Kindy to Year 6 were involved in the creation of ***Djooroobidiny (Go Along Happily)*** – an Exhibition showcasing the school's learning and work in the area of Aboriginal Education. This Exhibition was displayed throughout the whole school with a wide range of work on display, including singing, projects, cooking, dioramas, posters, slideshows, movies, and so much more. Parents and special guests, including the CEWA Aboriginal Education Team were invited and the school was highly commended for their innovative approach to embedding Aboriginal Perspectives throughout the school curriculum.

- ***Development of Early Childhood Philosophy***

The Early Childhood Teachers and Education Assistants have engaged in professional development opportunities which have enabled them to develop an Early Childhood Philosophy. Shared beliefs and understandings around teaching and learning in the early years have seen the design of programs which offer children opportunities to explore, discover, imagine and engage in purposeful and meaningful activities.

The experiences are based on the five learning outcomes, outlined in *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*:

- Children have a strong sense of identity.
- Children are confident and involved learners.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are effective communicators.

The Early Years Learning Framework is implemented in conjunction with the Western Australian Curriculum.

- ***Dedicated Literacy Blocks will be implemented and evident in all classrooms, following a set, consistent structure.***

Continuing on from the school's work in Literacy development in 2019, the Staff established a Literacy Position Statement in 2020 which details our approach to Literacy teaching at Padbury Catholic. Uninterrupted Literacy Dedicated Blocks have been introduced throughout the school, with the whole school timetable catering for this, and the focus of our PLC (Staff) Meetings throughout 2020 was on developing staff knowledge and skills in the teaching of Literacy. Literacy Blocks are now consolidated and consistent throughout the entire school, and observations and feedback to staff on their Literacy teaching occurs regularly.

- ***Set up a green space in the amphitheatre, upgrade the chicken coop, paint worm farms with indigenous design.***

A 'green space' area was established in the Amphitheatre area of the school where the students in Years 1-6 sit to eat their lunch. The Wall was painted green, with clear signage installed. Two green pin up boards were installed on the wall and contain sustainability information (posters, etc.) made by students in the school, to inform the community about our sustainability initiatives. Our 'green space' also includes a range of new recycling bins for items such as toothbrushes, batteries, bread tags, soft plastics, juice boxes, and more. The Year 6 Sustainability Council works alongside staff to promote and take responsibility for our sustainability initiatives. Unfortunately, due to COVID the Chicken Coop was unable to be upgraded as we were restricted with having parents and external community members in to assist. Due to the poor condition of the worm farms, these have now been dismantled.

- ***Employment of Chaplain Worker (Social Worker), development of School Strategic Plan and Marketing Plan.***

A school Chaplain (Social Worker) was employed for one day per week as support for students and parents, as well as providing support for teachers and their classes. This has been a valuable addition to the school with access to our social worker proving very popular. The school went through an inclusive process of developing a new Strategic Plan for the future. An external consultant specialising in Strategic Planning ran the process which included consultation with students, staff and parents. A new Strategic Plan for 2021-2025 was developed and is available to view on the school website. A Marketing Plan was also developed, and a Marketing Team established which included members of the Leadership Team, as well as Board and P&F representatives. The Marketing Plan includes a number of initiatives that have been rolled out throughout the 2020 school year.

## 2020 Annual Board Chair Report

### SLIDES 4 to 6 - Catholic School Advisory Council

#### Background

- Catholic Education Western Australia Limited (CEWA Ltd) commenced operating on 1 January 2020.
- All diocesan schools are now part of CEWA Ltd.
- The Catholic Education Commission of WA (CECWA) is the board of CEWA Ltd and has responsibility for governing Catholic education in WA and for ensuring its financial sustainability.

#### Catholic School Advisory Council

- The School Board is now referred to as the Catholic School Advisory Council to reflect CEWA Ltd's new governance structure.
- The existing CECWA Catholic School Board Constitution is currently under review by CECWA to ensure appropriateness and consistency with CEWA Ltd's new governance structure. It is due to be implemented in 2022.
- 2021 is a year of transition. The existing CECWA Catholic School Board Constitution remains in place, with some modifications to reflect CEWA Ltd's new governance requirements.
- The Advisory Council supports the Principal in accordance with these Terms of Reference and CECWA's Delegations of Authority. The Advisory Council is not involved in the daily operations of the school.
- The Advisory Council supports and advises the Principal on school financial matters such as financial performance against budget, sustainability and recurrent and capital planning.
- It endorses the Principal's annual school budget before submission to CECWA for approval.

### SLIDE 7 - Catholic School Advisory Council Members

Fr Cyprian Shikokoti	Parish Priest
Bradley Schrader	Chairperson
Cameron Sargeant	Vice-Chair
Sheree Merry	Treasurer
Richard Haynes	Secretary
Emma Marpole	Parish Representative
Meagen Horne	P&F Representative
Peter McKenzie	Board Member
Gianni Da Rui	Board Member
Margaret Williamson	Principal
Ryan von Berhheim	Assistant Principal
Loretta Hutcheson	Assistant Principal

### SLIDE 8 – Objectives 2020

2020 was yet another year of dealing with the changes in financial reporting again and renewal of the strategic plan, plus COVID-19.

The Board identified 4 specific objectives for the year:

- **The changing CEWA landscape**
- **Financial Management, Budget and AoS**
- **Community Engagement and Marketing**
- **Capital Works**

## SLIDE 8 – Details Explanation

- **The changing CEWA landscape**

CEWA is now an incorporated entity, there is now a single Board and reporting structure (which is still ‘under construction’), School Boards will no longer exist and have been replaced with the Advisory Council.

- **Financial Management and Budget**

This month the Board was involved in the Budget Review for 2021, focusing on priority spending areas, future strategies and responsible management. School fee levels were also analysed while considering the CEWA recommendation = 0% increase.

Change to the new accounting administration system AoS.

## SLIDE 9 – Board Outcomes 2019 (Cont’d)

- **Community Engagement**

The Board continues to be community focused in its endeavours and decision making process.

Marketing is still the primary focus for the Board and are fully aware of the risk of compliancy in this matter. Furthermore, the Board supports the associated tasks operationally in terms of staffing and targeted programmes as a marketing tool, in addition to the targeted approach to facilities and capital works.

- **Capital Works**

Capital works and preventative maintenance continued to be a focus for 2020.

### **Preventative maintenance and minor capital works/replacement items**

- General electrical and plumbing issues
- PA system upgrade and servicing
- Tree pruning (preventative safety measures) and tree planting to the main car park
- Air conditioning maintenance and replacement

### **New capital works**

- The East Wing of the Administration Building and the general amenities throughout the school were completed before Term 1 2020.
- New bicycle shelter achieved.
- Security and keying.

## SLIDE 10 – Board Focus 2021

### **Strategic Plan Implementation**

#### **CEWA Ltd transition**

#### **Capital Works**

- Playgrounds (subject to consultation)... plus master planning



- Early Childhood courtyard and entry
- PP toilet upgrade

## SLIDE 11 – 2020 Acknowledgements

I would like to thank all those who contribute to the successful running of the school.

- **Parish Priests**

To our Parish priests Fr Cyp and the newly appointed Fr Francis for their unending work. We are very fortunate to have them as our Parish priests.

- **The P&F**

A big thank you to the entire P&F team for all your hard work throughout this year. I look forward to the close synergy between the teams continuing next year.

- **All Staff**

To all of our wonderful staff across the whole school, we greatly appreciate your time and continued focus to ensure the best possible outcomes for our children. This includes the staff leaving this year and we wish you all the best.

- **The Principal and Assistant Principals**

To Margaret, Ryan and Loretta, thank you for your leadership and commitment and for continually striving to improve the school.

- **Board Members**

To my fellow former Board now Advisory Council members, I personally would like thank you all for your time given to the school this year.

**To Sheree, Emma, Meg, Richard, Peter and Gianni:** thank you for your assistance and dedication in your respective areas, it's an absolute pleasure to have you on the team. Meg and Emma should also be recognised for the extra effort of attending double the number of meetings per month.

This year we have only one member who will be leaving the Board / Advisory Council.

To **Cameron**, you have been a fantastic voice to have at the Board and been key in ensuring reason, logic and fairness has been applied to all decisions, by questioning and striving for 'what is right, rather than what is easy' at all times. Thanks you once again.

## SLIDE 13 – Treasurer's Report

I would now like to hand over to the Board Treasurer, Sharee Merry (Ryan), for the 2020 Treasurer's report.