

School Performance Data 2020

Mary MacKillop Catholic Community Primary School



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Purpose

The information within this document has been prepared as a requirement of the Federal Government and pertains to the 2020 calendar year.

PROFESSIONAL ENGAGEMENT

Contextual Information

Mary MacKillop Catholic Community Primary School, as a growing faith Community, seeks to be enlivened by Christ to live in truth, love and dignity. We have a strong association with our parish community and base our philosophy on the model of the Most Blessed Mary MacKillop.

Mary MacKillop CCPS is a double stream, co-educational Catholic primary school catering for students from Kindy to Year Six. In our St Joseph's Centre, we cater for students with special needs. Teaching staff have a strong focus on Literacy and Numeracy skills and are expected to stay abreast with current educational pedagogy.

Teacher Standards & Qualifications

In 2020, Mary MacKillop Catholic Community Primary School employed 65 staff. Of the 65 staff members 33 are teaching staff. The qualifications held by teachers are:

- 2 Master of Education
- 24 Bachelor of Education
- 3 Diploma of Teaching
- 4 Grad Diploma in Education

Workforce Composition

	Teaching Staff	Education Assistants	Non-Teaching
Total Number	33	23	11
Number of Males	2	0	3
Number of Females	31	23	8
Number of Indigenous	0	1	0

Student Outcomes

Student Attendance

Each student from Pre Primary – Year 6 attended school at a rate of 91.92%

Compulsory Pre Primary – Year 6 = 450 students

Full Year = 188 days

Attendance Rates for Each Year Level

YEAR LEVEL	PERCENTAGE OF DAYS ATTENDED
PP	90.01
1	91.13
2	93.53
3	93.00
4	93.07
5	91.01
6	91.74

Non-attendance Policy MMCCPS

It is compulsory for all children enrolled at MMCCPS in Pre Primary – Year 6 to attend all timetabled schooldays throughout the year. Should attendance not be possible, due to illness or prior commitment, a note from the parent or legal guardian, explaining the absence, must be handed to the class teacher immediately upon return to school. Parents may request permission from the school principal for an extended absence from school, for such activities as extended/extra family holidays. This requires a parent or legal guardian making the request in writing and forwarding this to the principal well prior to the intended absence. In the event a child does not produce a note to sufficiently explain an absence or if the class teacher is not convinced of the authenticity of the note, parents or guardians will be contacted by the school.

NAPLAN Data Analysis

OVERVIEW:

Due to the COVID-19 pandemic, NAPLAN assessments were not administered in 2020, therefore no data is presented in this report.

COMMUNITY SATISFACTION

The school uses a range of different approaches to determine school satisfaction including surveys, focus groups, various meetings for parents and staff, opportunities for a student voice through school leadership groups and via P and F for decision making regarding spending of school resources for student use.

The response from the written communication received from school members displays a great deal of satisfaction with the school and its structures and that parents are given a variety of opportunities for their voice to be heard and acted on regarding the school and how it meets the needs of the community.

The school completed a school climate survey in 2019, which included feedback from students, teachers and parents.

Post School Destinations

Table Showing Year Six Students' Destinations in 2021

SCHOOL	No. CATHOLIC STUDENTS	No. NON CATHOLIC STUDENTS
<i>Ashdale Secondary College</i>	2	0
<i>Ballajura Community College</i>	1	1
<i>Chisholm College</i>	24	4
<i>Durham Road School</i>	1	0
<i>Governor Stirling Senior High School</i>	1	0
<i>Hampton Senior High School</i>	0	1
<i>Holy Cross</i>	1	0
<i>John Curtain College of the Arts</i>	1	0
<i>John Septimus Roe Anglican Community School</i>	0	1
<i>Mercy College</i>	15	9
<i>Perth Modern School</i>	1	0
<i>Servite College</i>	6	2
<i>St Andrew's Grammar</i>	1	0
<i>Trinity College East Perth</i>	1	0
<i>Unknown</i>	1	0
<i>Warwick Senior High School</i>	0	1

For any further information, please refer to the MySchool Website www.myschool.edu.au

2020 ANNUAL SCHOOL IMPROVEMENT PLAN REVIEW

	2020 FOCUS	2020 STRATEGIES & ACTIONS	STATUS
LEARNING	Develop understanding of Aboriginal and Torres Strait Islander histories and cultures and link across curriculum	<ul style="list-style-type: none"> • Create Aboriginal Education Plan in liaison with CEWA consultant 	Achieved
ENGAGEMENT	Continue to take a team based approach across year groups to teaching practice, including Kagan Cooperative Learning.	<ul style="list-style-type: none"> • SAM Club meetings during Week 3 and Week 7 every term. • Coaching sessions for all teachers based on the structure taught at the SAM Club 	Achieved Ongoing from 2020 to 2021
ACCOUNTABILITY	Identify social and emotional learning programs that promote resilience, healthy relationships, and positive well-being for inclusion in the mental health and well-being approach.	<ul style="list-style-type: none"> • PLC meetings dedicated to the implementation of social and emotional learning programmes led by the school social worker. • Professional Development Day for staff • Introduce mental health and well being programmes for students under the guidance of the school social worker. 	Achieved Achieved
DISCIPLESHIP	To embed Christian witness aspects into our school by focusing on Prayer and our daily interaction with the world.	<p>Year 6 leadership ministries to focus on:</p> <ul style="list-style-type: none"> • Emphasis on daily prayer • Introduce the Making Jesus Real programme. • MJR theme focus each term at assemblies and in the Penola. 	Ongoing from 2020 to 2021