



St Cecilia's Catholic Primary School



School Compliance Data 2023
Annual Report

Faith Family Friendship



St Cecilia's Catholic Primary School

ANNUAL SCHOOL REPORT FOR 2023

Contextual Information

St Cecilia's is a single-stream Catholic Primary School that can cater for up to 250 students from Kindergarten to Year Six. This year, our enrolments reached 200 students. The school's motto 'Faith Family Friendship' reflects the Catholic belief of living Jesus' message in all aspects of our lives. St Cecilia's has families from various cultures and believes our belief of an inclusive community where everyone is welcomed and valued. In recent years our Indigenous population has grown to answer the call of CEWA to include the marginalised and reflects the rich tradition of our history, established in 1942 after a call from the local families of Clarke, Dann, Kelly, Murphy and Pianta for a school for their children to attend.

St Cecilia's is situated in a rural location with a vibrant population indicative of the mining industry. Many families are transitory, with very few students commencing in Kindergarten and completing Year Six at the school. The community has a wide diversity of cultural backgrounds. We have many families coming from a non-English speaking background, with English being their second language.

In addition to providing a sound academic curriculum based on the Australian Curriculum, students are taught by specialist teachers in Science, Digital and Design Technologies, Health Education & Physical Education. Chinese is taught as a second language and is delivered online with tutors based in China through a partnership with Meg Language. This year, we also introduced Music lessons as a specialist subject. Support and intervention in the areas of Literacy and Numeracy is also provided in specialised classes with intervention teachers and in classes by Education Assistants across the school.

St Cecilia's implements the following programs to support Literacy and Numeracy teaching:

- **MultiLit (Making Up Lost Time In Literacy)**
The program is based on finding out what skills students have and which areas are cause for concern and then filling in their knowledge with direct, systematic and intensive teaching of these skills. The methods are based on over 30 years of research at Macquarie University Special Education Centre. The program comprises the following: PreLit as a whole class program in Kindy, InitialLit, as a whole class program in Pre-Primary to Year Two, MiniLit as small group intervention for children in Year One to Year Three and MacqLit as a small group intervention for children in Years Four to Six.
- **Brightpath**
An assessment and reporting program that allows teachers to make reliable assessments of students' writing from Pre-Primary to Year Six.
- **Spelling Mastery**
Involves the explicit teaching of spelling in Years Three to Six through strategies, patterns and rules. The lessons in Spelling Mastery combine phonemic, morphemic, and whole-word instruction to make spelling easier to learn, leading the way to more effective writing. Students in Years One and Two receive explicit teaching of spelling as part of the InitialLit lessons in their class.
- **Enriching Mathematical Understanding (EMU)**
EMU is a research-based intervention program that was designed to extend Mathematical understandings for children who are not gaining as much as they need from the normal classroom program and who require extra support with year level Mathematics learning. It is a comprehensive and strategic approach to Mathematics learning for students in the early years of schooling.

School Characteristics

School facts	
School sector	Non-Government (Catholic)
School type	Primary
Year Range	4-year-old Kindergarten (Full-time or Part-time) to Year Six
Total enrolments:	
<ul style="list-style-type: none"> • Girls • Boys 	
Indigenous Students	
Student Attendance Rate	84.95%
Teaching Staff	
Teaching Staff	Throughout the year we had 18 teaching staff (only 12 teaching staff at any one time). Females – 16 Male - 2
Non-teaching Staff	Throughout the year, we had 17 non-teaching staff (Comprised of Education Assistants, Office Staff, Canteen staff, Groundsperson and Leadership Team) with 12 at any one time. Females – 15, including 2 Aboriginal Teacher Assistants Males - 3

Teacher Qualifications

Years Qualified	Qualifications include	Number of Teachers
4 Years	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Education (Early Childhood) Bachelor of Arts Bachelor of Business	11 1 3 1 1
5+ Years	Master of Education (after attaining Bachelor of Education) - In addition to another degree to be able to teach Master of Religious Education Master of Education (Leadership)	1 2 2 (Leadership) 1 (Leadership)

The Year Three and Four classes had three teachers during the year; the Year Two and PE Specialist class each had two teachers during the year; two Assistant Principals, two Finance Officers, two Aboriginal Teacher Assistants and two Groundsperson each held the role for a semester each.

School Attendance

An average of 84.95% of students attend school each day in 2023.

Year Level	% Attendance
Kindergarten	78.93
Pre-Primary	82.53
Year 1	87.69
Year 2	86.12
Year 3	85.10
Year 4	86.37
Year 5	83.67
Year 6	89.24

*This information is collected from SEQTA 2023 School Performance Report

Note on Attendance Data

Covid had an impact on our student, and staff, attendance during Semester One, particularly in Term One. Throughout the year, we always have absences due to families taking holidays of a week or more outside of school holiday time. This is in part due to rosters and holiday availability of people engaged in mining work in the town.

For the duration of the year, an average of 47% of absences was due to medical reasons. At the end of the year, 6% of absences remained unresolved.

How is Attendance and Non-Attendance Managed by the School

St Cecilia's uses SEQTA, a computerised attendance program, to record student attendance. Teachers enter attendance information at 9.00 am and 1.00 pm each day. Any child who is not present, without notice from a parent/guardian, will be recorded as absent and an SMS message will be sent to one parent/guardian.

When a child is absent, we request written notification of the absence, even if the parent has phoned the school. This can be completed by the parent online or a note sent to school when the student returns. If no written notification is received, the school will send a follow-up absence letter for the parent/guardian to complete and return to the school office.

Extended periods of absence, for which no notification has been received, will be followed up by a member of the Leadership Team. In the event that a student's attendance percentage drops below a satisfactory standard, conversations will be held with the family and a follow up letter sent. In the event of an Indigenous student requiring support for attendance, the ATA will be asked to liaise with the families and be part of any conversations that take place.

Parents must go to the school office and electronically sign students into or out of school during school hours. An iPad for this purpose is located in the front office. The parents then take a Red (Late Arrival Card) or a Green (Early Departure card) to the classroom teacher.

NAPLAN Information:

YEAR THREE	Reading	Writing	Spelling	Grammar	Numeracy
St Cecilia's School Average	347	355	341	346	370
All Australian Schools Average	405	416	404	411	407

YEAR FIVE	Reading	Writing	Spelling	Grammar	Numeracy
St Cecilia's School Average	496	496	473	492	482
All Australian Schools Average	496	483	489	497	488

Parent, Student and Teacher Satisfaction

Parents indicated that they valued the friendly environment of the school, and being a small school community, the sense of family. Most new enrolments come from 'word-of-mouth' referrals of current and former families.

We did not complete the School Climate Survey this year and will undertake our own wellbeing surveys next year.

Post School Destinations

Hedland SHS: 10

ST Hilda's : 1

Esperance SHS: 1

Carine SHS: 1

Penhros College: 1

St Mary's College, Broome: 1

School Income

www.myschool.edu.au

School Improvement Plan 2023

Many of our strategies carried over from 2022 due to not being able to be completed.

CATHOLIC IDENTITY		
Improvement Goal	Relevant Actions	Progress Towards Goals
To deepen staff knowledge, understanding and application of a Catholic worldview in their work.	Raise Religious awareness around the school	Ongoing
	Enhance Staff Faith Formation – Accreditation and other formation opportunities.	Achieved
	Commence a Christian Service program in the local community.	Postponed
	Create an Evangelisation Plan in for 2024 and beyond – new Staff Formation Plan	Ongoing
EDUCATION		
Improvement Goal	Relevant Actions	Progress Towards Goals
To develop practices and processes that more efficiently deliver a Catholic curriculum to the students at St Cecilia's.	Begin to collect data to develop effective numeracy practices that can be implemented in a St Cecilia's Numeracy Dedicated Time and can be used to create a St Cecilia's Numeracy Plan	In progress
	Reintroduce case management meetings to support teachers in catering for individual needs of students, i.e. differentiation and intervention programs.	Postponed due to change in NGS Psychologist. Will review in 2024
	Implementation, effective integration and educational use of Apple devices	In progress – PD delivered in conjunction with CEWA consultants

		early this year; further PD in 2024
	Early Childhood – NQS School Internal Audit	Ongoing
COMMUNITY		
Improvement Goal	Relevant Actions	Progress Towards Goals
To improve the services and wellbeing of students across all contexts.	Code of Conduct and Mandatory Reporting is revisited with staff at the beginning of the year. All new staff, including casual relief will undergo an induction process, which includes the school's Code of Conduct.	Achieved and ongoing each year
	Student and Staff Wellbeing	In progress – PD on Character Strength delivered by CEWA Consultants; enrolment in Berry Street for 2024/2025
STEWARDSHIP		
Improvement Goal	Relevant Actions	Progress Towards Goals
To be a school that authentically caters for and is accessible to all students and is known for this in the Port Hedland community.	Submit a new proposal to Roy Hill to increase our scholarship grant for our Aboriginal families.	Achieved – new partnership agreement with Hanrine Foundation (formerly Roy Hill Community Foundation)
	Continue the redesign and revamping the area on the corner of Anderson St and Rodereda St	In progress – new electronic sign ordered and awaiting install; garden area cleared; plans to be developed for use of space
	Expanding Intervention programs to cater for needs of all students	Achieved – staff member trained in Enriching Mathematical Understanding (Math Intervention); to be continued in 2024

PART TWO: SCHOOL COMMUNITY REPORT

SCHOOL ADVISORY COUNCIL CHAIR REPORT Presented at Annual Community Meeting

It is with great pleasure that I share with you the School Advisory Council Report for 2023, which reflects on yet another successful year for St Cecilians.

As the Chairperson of the school board and a St Cecilians parent, I am delighted to see how our students continue to excel in academic, religious, artistic, sporting, and social domains. Our school's growth and achievements have been impressive, and we are committed to providing an excellent education to all our students.

This year, we have witnessed a steady growth in our enrolment numbers, and we have managed to keep our school fees affordable, ensuring that the community can provide their children with a Catholic education.

I am pleased to report that our school is in a strong financial position and is looking forward to implementing new initiatives. Some of the projects approved this year include new uniforms for the school, additional funding for students with special needs, and maintenance issues such as external painting and new fencing.

I acknowledge and thank our Principal, Ms Mandy Sheen, for her continued focus, determination and strength in leading her team to operate a school of which we can all be proud.

As always, the efforts of our dedicated teachers cannot be understated. They have continued to provide our children with the best learning and personal growth opportunities possible, together with equal measures of care and support that our teachers are renowned for.

I want to acknowledge and thank Father Edward, Father Gasper and Father Octavia for the spiritual guidance they have provided our children and for helping maintain a strong connection between our school and church.

The wonderful efforts of our P&F team in organising a number of great events and raising some very welcome funds for our school also deserve our thanks.

I wish all our Year Six students the best of luck as they enter the next phase of their lives in high school. I hope that they take many pleasant memories of St Cecilians with them.

In our transient town, many people may be leaving Port Hedland at the end of the year. To any staff or families leaving, we thank you all for your dedicated service to the school and wish you all the best and every success for the future.

I strongly encourage other parents to consider joining the School Advisory Committee at some point in the future. It is a great way of serving the community, understanding some of the broader issues that schools need to deal with, and forging friendships with members. It has been a privilege and a pleasure, and I wish everyone a safe, happy and prosperous year ahead.

On behalf of the Council, I wish everyone a Merry Christmas and a happy and safe 2024.

Laura Hawes

Chairperson